**CSI New School Application Template**

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# Applicant Eligibility

An application may be submitted by one or more individuals, or by a nonprofit, governmental, or other entity or organization. For-profit entities, private schools, current non-charter public schools, and existing charter schools may not apply to CSI through this process.

A governing board must be in place at the time of application submission.

CSI can authorize charter schools in:

1. districts that do not retain exclusive chartering authority (ECA), and
2. districts that retain ECA but have or are willing to release an Applicant to CSI or waive ECA through a board resolution.

A list of districts with their chartering authority status can be found on the CDE website: [www.cde.state.co.us/cdechart/distauthinfo](http://www.cde.state.co.us/cdechart/distauthinfo). For applicants planning to locate in a district with exclusive chartering authority, please be sure you have already communicated with the geographic district about the potential to seek authorization with CSI. Applicants should have the geographic district’s board resolution approving the release to apply to CSI prior to submitting an application. *Please note, the CSI Board will be unable to act on an application unless the Board of Education of the geographic district releases the applicant.*

# Application Priorities

CSI’s mission is to foster high-quality education options, with a focus on serving **all** students. To this end, CSI prioritizes applicants proposing to serve similar or higher percentages of students eligible for free- or reduced-price lunch, students of color, multilingual learners, and students with special needs to that of the local schools. Such applicants should provide compelling evidence of community need, support, and involvement and that the proposed model will address educational inequities and lead to improved student outcomes for all students.

# The CSI New School Application Process

The New School Application is intended for applicants who wish to apply for authorization from the Charter School Institute (CSI) as a new charter school. An overview of the new school application process is highlighted below. The application process begins when CSI releases its application materials, which are posted to CSI’s website at: [www.csi.state.co.us/applicants/new](http://www.csi.state.co.us/applicants/new). It should be noted that prior to the submission of the letter of intent, and even prior to CSI’s release of this year’s application materials, it is expected that the applicant has started the application development process. While not a comprehensive or required list, initial actions typically include communication with CSI, attendance at the CDE Charter School Boot Camp (particularly if the applicant is seeking charter school start up grant funds), and engagement with the new school development team at the Colorado League of Charter Schools.

**Orientation**

CSI requires all new school applicant teams to schedule an orientation with CSI staff, preferably 2-6 months in advance of submitting a letter of intent. This orientation is an opportunity for applicant teams to familiarize themselves with:

* CSI’s role as a statewide charter authorizer,
* The supports and services accessed through CSI versus other entities,
* CSI staff and roles in the application process and beyond, and
* The new school application process and timeline.

This is also an opportunity for applicants to ask questions prior to engaging in the formal application process.

**Submission of Letter of Intent**

The first formal step in the application process is to submit a Letter of Intent Form. This form must be submitted electronically to [authorization\_CSI@csi.state.co.us](mailto:authorization_CSI@csi.state.co.us) by the date posted on the CSI New School webpage.

**Submission of the Application**

All application materials—application, required attachments, applicable addenda, geographic district notification, etc.—must be submitted to CSI. It is strongly recommended that applicants use both the Applicant Checklist and the CSI New School Application Rubric when crafting the application. If the Applicant chooses to provide additional attachments to support information included in the narrative, the attachments should be clearly referenced within the New School Application Narrative by filename and/or document title/page number. CSI may, but is not required to, accept any additional information the applicant provides that is not specifically requested.

**Completeness Check**

An application is considered filed when CSI receives the application. Within 15 days of receiving an application, CSI shall determine whether the application satisfies the requirements listed in the Application Checklist and is therefore complete. If the application is not complete, CSI shall notify the applicant within the 15-day period and provide a list of the information required to complete the application. The applicant has 15 days after the date the notice is received to provide the required information to CSI for review. CSI is not required to act on the application if the applicant does not provide the required information within the 15-day period. If the application is deemed complete, the CSI Board has 90 days to act upon the application. Please note that CSI may request additional information during the review period and will provide reasonable time for the applicant to respond.

**Request for Clarification**

Applicants will receive a list of questions based on the initial review of the application by the CSI Review Team, which is made up of CSI staff as well as one or more external reviewers. Questions are developed around areas of the application that are unclear or are of concern to one or more members of the CSI Review Team. The Request for Clarification is an opportunity for the Applicant to clarify information provided in the application early in the review process. Applicants will have about a week to respond to the questions in writing. Please note, the Request for Clarification will not be used to ask for missing or incomplete items. Rather, this process is used to clarify information in the already submitted materials.

**Applicant Community Meeting**

Applicants are required to host a meeting in the community of the proposed school, to be determined by the Applicant and communicated with CSI. A CSI representative, serving as a designee of the CSI Board, will be in attendance. The meeting serves as an opportunity for applicants to engage the community by sharing information about the proposed school and addressing questions and concerns from the community. It also allows the CSI Review Team to gather information to inform its recommendation.

**Applicant Presentation to CSI Board’s Performance Management Committee**

Applicants will present a short (~10 minute) summary of the proposed school to the CSI Board’s Performance Management Committee during a public hearing. The presentation serves as an opportunity for the applicant to provide a high-level overview of the proposed school to members of the CSI Board and to interact with members of the CSI Board prior to the CSI Board acting on the application. Following the presentation will be an opportunity for members of the Board to ask questions directly of the Applicant.

**Applicant Interview**

The Applicant will be interviewed by the CSI Review Team. The date and time will be finalized once the application has been deemed complete.

The applicant interview will follow a standard question and answer format. The interview serves as another opportunity for the Applicant to provide clarification on areas of the application that are unclear or are of concern to the CSI Review Team following the team’s initial review of the application and review of the Applicant’s responses to the Request for Clarification. Additionally, the interview provides an opportunity for the CSI Review Team to evaluate the Applicant Team’s capacity to implement the proposal with fidelity. The interview may also include hypothetical situations to gauge how the Applicant Team might respond to common challenges. The Applicant should bring as many members as possible of the founding team, governing board, etc. to ensure the team can respond to questions across all sections of the application.

**CSI Board’s Performance Management Committee Discussion**

CSI staff will publicly share the report and review team recommendation with members of the CSI Board at a Performance Management Committee meeting. Applicants will receive a copy of the CSI Review Team’s report and recommendation in advance of the meeting. During this meeting, CSI staff will provide an overview of the recommendation narrative to members of the Performance Management Committee and engage in discussion with committee members. Committee members may pose questions to both CSI staff and members of the Applicant Team during the 15-30-minute discussion. Applicants should plan to attend this meeting in person or virtually.

**CSI Board Action**

The CSI Board will consider the report and recommendation from the CSI Review Team and will rule on the application in a public hearing at a regularly scheduled board meeting**.** The CSI Board can vote to approve, conditionally approve, or deny the application. Applicants should plan to attend this meeting in person or virtually.

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| --- | --- | --- |
| **Summary of the New School Application Process Components** | **Summer/Fall Cycle Timeline** | **Spring Cycle Timeline** |
| Letter of Intent Due | June | Early March |
| Application Due | July | End of March |
| Applicant Community Meeting | July or August | April or May |
| Applicant Presentation to CSI Board’s PM Committee | Early August | Early May |
| Applicant Interview with CSI Review Team | July or August, Date TBD by Applicant and CSI | April or May, Date TBD by Applicant and CSI |
| CSI Board’s PM Committee Discussion of Recommendation | Early September | Early June |
| CSI Board Action | Middle of September | Middle of June |

Timelines for upcoming cycles can be accessed on the CSI New School Application webpage: <https://www.csi.state.co.us/applicants/new>.

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# Application Components

The following components are required for an application to be deemed complete. A more detailed listing of application components can be found in the Application Checklist.

* **New School Application Narrative**

Unless otherwise noted, Applicants must complete all items in this New School Application Narrative. Please respond directly below each application question. Do not delete any questions or instructions from this document.

* **Required Attachments (as applicable)**

As detailed in the New School Application Narrative, some sections of the application require the Applicant to submit additional, supporting documentation (ex: the Evidence of Need, Support, and Involvement, and Governance/Leadership sections). Additionally, an Applicant may be required to submit one or more Addenda based on the proposed school’s model and as determined by responses in the Letter of Intent and the applicability of the addenda. A description of two of the required attachments are included below. Please see the Application Checklist and New School Application Narrative for a comprehensive list of required attachments.

* **Notice to Geographic District**

On or before submitting the application to CSI, the Applicant shall provide notice that it is submitting a new school application to CSI to the Board of Education and District Accountability Committee (DAC) of the geographic district in which it is proposing to locate. The Applicant shall provide CSI proof that it has given such notice as part of its application submission. Such proof may consist of a certified mail receipt, a handwritten receipt or other written acknowledgement from the recipient that written notification was provided. Failure to provide the district with notice of the application will result in denial of the application by CSI.

Upon determining it has received a complete application, CSI will make the complete application available on the CSI website. CSI will also post on its website the schedule by which the application will be evaluated and voted on, the details of the community meeting, instructions regarding how the school may request additional information, and an invitation of the local board to send any concerns regarding any portion of the application. The Board of Education and District Accountability Committee may each comment on the application, amendment, or supplement to CSI, in writing, within 30 days of receiving notice from CSI of the submission.

* **Board Resolution from Districts Retaining Exclusive Chartering Authority**

For charter schools proposing to locate in districts that have retained exclusive chartering authority (ECA), a resolution from that district’s Board of Education releasing the school to apply to CSI will be required before the CSI Board can formally consider (i.e., vote on) the application. Documentation of this release should be provided at the time of application. A list of districts with their chartering authority status can be accessed from the Colorado Department of Education’s website: [www.cde.state.co.us/cdechart/distauthinfo](http://www.cde.state.co.us/cdechart/distauthinfo).

# Application Instructions

The Applicant must address all items within this New School Application Narrative. **Please limit your responses so that the completed version of this New School Application Template document does not exceed 125 pages.** (Please use the automatic page numbers as the bottom of each page as a reference.)

To confirm that the application has been reviewed for completeness before submitting to CSI, the Application Checklist contained within this document must be submitted along with the application.

If the Applicant would like to provide additional attachments to supplement information provided in the application narrative or to provide additional information that is not required as part of the new school application, the additional attachments should be clearly referenced within the New School Application Narrative by filename and/or document title/page number. The CSI Review Team is not required to review information that is not requested as part of the new school application process.

The application must be submitted to CSI in **electronic format.** All the electronic files may be placed into a single zipped file, flash drive, or folder for submission.

# Application Checklist

The Application Checklist should be used by the applicant to ensure all sections of the New School Application as well as any required supporting documentation have been completed. The CSI Review Team will also use this checklist during the Completeness Check process. *Note: Please click on each application component to be taken to the corresponding section/requirement of the new school proposal.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Application Components** | | **Applicant Check** | **Reviewer Check** |
| [**Letter of Intent**](#h.3bj1y38) | |  |  |
| **New School Application Narrative**  Items to be completed that are found within the New School Application Narrative | [New School Application Assurances](#Assurances) |  |  |
|  | [Executive Summary](#_Executive_Summary) |  |  |
|  | 1. [Vision and Mission](#_A._Vision_and) |  |  |
|  | 1. [Evidence of Need, Support, and Involvement](#BEvNeed) |  |  |
|  | 1. [School Culture](#SchoolCulture) |  |  |
|  | 1. [Education Program](#_C._Education_Program) |  |  |
|  | 1. [Student Services](#_E._Serving_Students) |  |  |
|  | 1. [Goals, Objectives, and Pupil Evaluation](#_F._Goals,_Objectives,) |  |  |
|  | 1. [Budget & Finance](#FBudgetFinance) |  |  |
|  | 1. [Governance & Leadership](#GGovLead) |  |  |
|  | 1. [Operations](#HOps) |  |  |
| **Required Attachments**  Items to be completed that require the applicant to create separate attachments | [Notice to Geographic District](#_Application_Components) *if applicable* |  |  |
|  | [Geographic District Board Resolution](#_Application_Components) *if applicable* |  |  |
|  | B LOI Form |  |  |
|  | B Letters of Support |  |  |
|  | D Curriculum Development / Alignment *if applicable* |  |  |
|  | D Organizational Chart |  |  |
|  | D Staff Evaluation Process |  |  |
|  | D School Calendar |  |  |
|  | D Student Schedule |  |  |
|  | E Service Provider Agreements *if applicable* |  |  |
|  | G CSI Budget Template |  |  |
|  | H Resumes of Board Members |  |  |
|  | H Board Member Agreement |  |  |
|  | H Board Bylaws |  |  |
|  | H Articles of Incorporation |  |  |
|  | H School Leader Resume *if applicable* |  |  |
|  | I Enrollment Policy |  |  |
|  | I Discipline Policy |  |  |
|  | I Employment Policy |  |  |
|  | I Grievance Policy |  |  |
|  | I CSI Waiver Request Template |  |  |
|  | [Online School](#_Addendum_II:_) Addendum *if applicable* |  |  |
|  | [Education Management Provider Addendum](#_Addendum_III:_) *if applicable* |  |  |
|  | [Alternative Education Campus](#_Addendum_V:_AEC) Addendum *if applicable* |  |  |
|  | [Homeschool Options](#Homeschool) Addendum *if applicable* |  |  |
|  | [Preschool](#Preschool) Addendum *if applicable* |  |  |
| **Electronic copy of entire application** | |  |  |

Shape

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[**www.csi.state.co.us**](file:///\\cde-fs-01\csi$_franklin$\Communications\STAFF%20USE\www.csi.state.co.us)

# New School Application Assurances

By signing below and submitting a New School Application to the Colorado Charter School Institute, the Applicant hereby affirms the following:

* The Applicant is one or more individuals, a nonprofit, governmental, or other entity or organization (§22-30.5-510, C.R.S.)
* All individuals, corporations, or other entities associated with the Applicant and the New School Application have been identified using legal names, and any aliases, prior names, or business names have been included in the application.
* The proposed school will at all times during the term of any charter contract be organized as a Colorado nonprofit organization established and operated solely for the educational purposes described in the charter contract (§22-30.5-507, C.R.S.)
* The Applicant has reviewed and accepts the Voluntary Dispute Resolution procedures contained in the CSI Model New School Contract and the Applicant agrees that such provisions will be included in any charter contract (§22-30.5-509(r), C.R.S., §22-30.5-107.5, C.R.S.)
* The Applicant complies and shall continue to comply with all applicable federal, state, and local laws, rules, and regulations prohibiting discrimination on the basis of race, color, creed, national origin, sex, sexual orientation, marital status, religion, ancestry, disability, need for special education services, or any other protected class.

**Printed Name:**

**Signature:**

**Date:**

# Executive Summary

**The Executive Summary should outline the elements of the application and provide an overview of the proposed school in no more than three to five pages.** *A thorough executive summary should include:*

1. *Vision and mission statements including a brief explanation of how they were created*
2. *The proposed school’s name, grade levels to be served, proposed region/community served*
3. *Student body to be served, such as key demographic data, targeted geographic area, etc.*
4. *A description of the need for this school model offering the proposed grade levels for the target population in the proposed community*
5. *A description of the various forms of community support garnered to date*
6. *A short explanation of the key programmatic features the school will implement to accomplish its vision and mission*
7. *Any other unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.*

# A. Vision and Mission

1. **Include vision and mission statements that provide a clear, focused, and compelling purpose for the school that is measurable and focused on educational outcomes. The vision and mission narrative should address how the school will help CSI achieve its mission of fostering high quality schools that serve all students.** **The application, in its entirety, should reflect the vision and mission of the school.**

# B. Evidence of Need, Support, and Involvement

***Target Student Population***

* + - 1. **Please identify the projected number of students that will be enrolled at each grade level for each of the first five years of operation.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| **PreK** |  |  |  |  |  |
| **K** |  |  |  |  |  |
| **1** |  |  |  |  |  |
| **2** |  |  |  |  |  |
| **3** |  |  |  |  |  |
| **4** |  |  |  |  |  |
| **5** |  |  |  |  |  |
| **6** |  |  |  |  |  |
| **7** |  |  |  |  |  |
| **8** |  |  |  |  |  |
| **9** |  |  |  |  |  |
| **10** |  |  |  |  |  |
| **11** |  |  |  |  |  |
| **12** |  |  |  |  |  |
| **TOTAL** |  |  |  |  |  |

1. **Please provide the rationale for how the projected enrollment and the matriculation plan were determined.** *Applicants should ensure projected enrollment reflects community need (which may include evidence such as intent to enroll forms received to date, data on the capacity of existing schools in the local community, etc.).*
2. **Please describe the target student population you are proposing to serve by completing the following table. Please include the demographics of the district in which you are proposing to locate as a point of comparison and, if appropriate, nearby districts or schools.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **% Minority\*** | **% Free or Reduced Lunch Eligible** | **% Special Education** | **% Multi-Lingual Learner** | **% Gifted** |
| **Anticipated Demographics** |  |  |  |  |  |
| **Demographics of the Geographic Districts or Schools** |  |  |  |  |  |
| **Demographics of Nearby District or Schools \_\_\_\_\_** |  |  |  |  |  |

*\*For the purposes of consistency throughout the application and comparability to publicly available district and state data, please use the following definition of minority within your application materials. Minority is defined as all non-White federal race categories: American Indian or Alaska Native, Asian, Black or African America, Hispanic or Latino, and Native Hawaiian or Other Pacific Islander.*

1. **Please provide the rationale for how the projected demographics were determined. If the school’s anticipated demographics do not closely reflect the geographic district in which the school is proposing to locate or nearby districts as applicable, please provide rationale for the variance.** *CSI seeks to foster high quality school options that serve all students and are reflective of the communities in which they are located. To that end, CSI prioritizes proposals that seek to serve a similar or higher percentage of special populations than the identified community.*

***Existing Performance & Educational Options***

**5. Please describe the educational options currently available to your target population.** *In your description of existing options, applicants should consider:*

* *All existing schools in the local community*
* *Programmatic offerings and other characteristics of local schools (ex: before/after school, transportation, food service, grade levels, extracurriculars)*
* *The extent to which existing schools have capacity to serve additional students*

1. **Please describe the overall academic performance (including academic achievement, academic growth, and, if applicable, postsecondary and workforce readiness) of schools located near the proposed school and the geographic district overall.** *This description should include:*

* *How existing options are performing, including a review of achievement, growth, postsecondary readiness (if applicable)*
* *Overall school performance and the performance of subgroups (minority, free/reduced lunch eligible, multilingual learners, special education, gifted)*
* *A focus on the specific geographic area, student population, and grade level(s) that the applicant proposes to serve*

1. **Please describe the extent to which the school will provide an educational option that substantially differs from the educational opportunities provided by existing schools of the local community that have capacity to accommodate additional students.** *Applicants should consider:*

* *Factors such as academic and non-academic programming, curriculum and instruction, academic performance, etc.*
* *Capacity of existing schools to support the target population*

***Evidence of Support***

1. **Describe the ways in which stakeholders in the intended community were engaged regarding the proposed charter school.** *Within this description, please be sure to describe:*
   * *The stakeholders engaged*

* *A reflection of stakeholders not engaged and potential barriers to their inclusion*
* *The method and nature of feedback received from community stakeholders and the process for considering that feedback when developing the application*
* *Strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs*
* *The extent to which the proposal incorporates community input regarding the educational and programmatic needs of students*

1. **Please complete the table below to summarize the Letters of Intent to Enroll (LOI) received to date.** *Given historic trends regarding the relationship between Letters of Intent, projected enrollment, and actual Year 1 enrollment, CSI expects that applicants have roughly 100% of Year 1 enrollment in Letters of Intent at the time of application submission.*

*Please include the number of LOI’s that have been received for Year 1. Counts should be included in the table below by student school district of residence and grade level for Year 1.*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PK** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| *[District of Residence]* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *[District of Residence]* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *[District of Residence]* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *[District of Residence]* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

1. **Please submit a copy of the Letter of Intent (LOI) form being used to solicit interest in enrollment.** *Please use the following naming convention: “B\_LOI Form.”*
2. **If you have received additional LOI’s that are not included in the above table, provide a summary of other LOI’s here.** *If all LOI’s received are included in the above table, you do not need to provide a response here.*
3. **Please describe the community support received to date.** *If you have letters of support you would like to include, please include them as attachments to your application. The filename(s) should begin with “B\_LetterofSupport\_” and end with wording to help differentiate letters if you are submitting more than one file.*

***Opportunities for Parent/Community Involvement***

1. **Describe the expectations and plans for regular, ongoing, and accessible opportunities for parental and community involvement in the school.** *In your description, please address:*

* *The plan for building family-school partnerships that strengthen support for learning and encourage parental involvement*
* *How parent voice is considered in school decision-making*
* *Any commitments or volunteer activities the school will seek from, offer to, or require of parents*
* *Strategies for ensuring all families can access opportunities for involvement*

# C. School Culture

1. **Describe the culture of the proposed school.** Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
2. **Explain how this culture for students, teachers, administrators, and parents will be established from the first day of school.** Provide information about the structures and staffing that will establish and maintain this desired culture. Describe the plan to introduce the culture to students who enter mid-year.
3. **Describe the school’s plan for social emotional learning.** Provide information about how students will be identified as needing support and the continuum of supports that will be available.
4. **Explain how the school culture will be supportive of students with a variety of needs, including students receiving special education services, Multilingual learners, gifted students, and students at risk of academic failure.**
5. **Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation.**
6. **Describe a typical day for a teacher in a grade that will be served in your first year of operation.**
7. **Describe the proposed school’s discipline philosophy and address how it will support the culture described above.** *This description should include:*
   * *How the school’s approach to discipline is culturally responsive, consistent with the school’s proposed culture and climate, and provides the opportunity for all students to achieve personal and academic success*
   * *How the school will ensure fairness and equity in the administration of discipline, including compliance with Individuals with Disabilities Education Act (IDEA) protections for students receiving special education services*
   * *How the school will review and respond to instances of disproportionality in the administering of discipline*

# D. Education Program

*Curriculum*

1. **Please describe the school’s educational program and curriculum.** *This description should include:*

* *A rationale for selecting the chosen model and curriculum, including research-based evidence that supports the effectiveness of the selected model with the target population*
* *How the curriculum is either already aligned to the state model content standards or will be aligned within the first year of operation. If the former, please provide details of this in the description. If the latter, include a timeline, benchmarks, or process for monitoring progress and save the attachment with a filename of “D\_CurriculumAlignment.”*
* *How the curriculum objectives, content, and skills are/will be aligned horizontally and vertically*
* *Plans for supplemental programming (ex: electives or special courses, summer school, extracurricular activities, social/emotional programming, remediation and intervention)*
* *How the school will support equitable access to student engagement opportunities, including extracurricular and other unique programming aspects of the school*
* *For Applicants proposing to offer a middle or high school, detail the plans for meeting the state’s graduation requirements, including implementation of the Individual Career and Academic Plan (ICAP). If the curriculum has yet to be developed, this description should also include details regarding the following: position(s) responsible for development the curriculum, the timeline for development, and the necessary resources (financial and otherwise)*

*Please note: Thoroughly review the addenda options to ensure any applicable addenda are being completed as well.*

*Instruction*

1. **Please describe the school’s teaching and instructional philosophy. Describe the process and methods that will be used to differentiate instruction based on identified student needs.**

*This description should include:*

* *A rationale for the chosen teaching and instructional philosophy, including any research-based evidence that support the effectiveness of the selected instructional model with the target population.*

*Staffing*

1. **Include a description of the school’s organizational structure and staffing plan that allows for full implementation of the curriculum, including details about staff qualifications and in-field requirements, and the school’s operations.** *The Applicant is required to submit an organizational chart as part of the application submission as detailed below. The description provided below should clearly align to and reference the submitted organizational chart.*
2. **Provide a detailed description of staff recruitment, selection, and orientation timeline and process.** *This description should include:*
   * *Planned outreach to recruit a pool of high-quality candidates*
   * *Any priorities the school is considering in staff selection process*
   * *A description of the employee/employer relationship (at-will vs. contract)*
3. **Describe the plan for selecting professional development activities during Year 0 and Year 1 to ensure staff can fully implement the proposed plan and achieve the school’s goals.** *The description should include:*

* *How the plan will prepare teachers to work with the target student population and community*
* *How the plan will prepare teachers to implement the proposed program with fidelity*
* *How the plan will be informed by evaluated teacher needs*
* *How the plan will address inequities in education and student outcomes*

1. **Include the following as attachments. Please use the naming conventions below to save each of these documents.**

|  |  |  |
| --- | --- | --- |
| **Required Attachments** | **Notes of what should be included in each attachment** | **Naming Convention for Saving Each Attachment** |
| Organizational Chart | If there is a plan for organizational growth after the first year of operation, include charts for the first and fifth years of operation. | D\_OrgChart |
| Staff Evaluation Process | Include the process the school will use for staff evaluation that aligns with the school’s mission and model and the intent of SB 10-191. | D\_StaffEvaluation |

*Calendar and Schedule*

1. **Include the following as attachments. Please use the naming conventions below to save each of these documents.**

|  |  |  |
| --- | --- | --- |
| **Required Attachments** | **Notes of what should be included in each attachment** | **Naming Convention for Saving Each Attachment** |
| School Calendar | Provide a draft annual calendar identifying number of school days, ensuring compliance with [statutory requirements](https://www.cde.state.co.us/choice/homeschool_attendancelaw). | D\_SchoolCalendar |
| Sample Schedule | Provide a sample student schedule or master schedule that shows start and end times of the school day as well as for daily activities (lunch, class periods) | D\_StudentSchedule |

# E. Student Services

This section of the Application should demonstrate the founding team’s understanding of applicable laws for special populations, however detailed information related to identification, assessments, redesignation/exiting, and progress monitoring procedures will be documented in each school’s Program Plans for special populations. This work will occur in collaboration with CSI Staff during Year 0 Program Plan development for all special populations.

1. **Include the comprehensive whole school plan for a Multi-Tiered System of Support or child study process that includes a data driven pre-referral prevention-based framework process.**
2. **Provide an overview of the proposed school’s student services support program and how the school-based team will address student needs.**
3. **Detail how the school will accommodate the experiences and needs of students who have been historically underserved** (due to academic, economic, or social-emotional risk factors, for example)**. Provide plans and procedures that describe how the school will ensure all students will progress adequately. This should include:**
   1. **A detailed description of how the budget will align with required resources to support students who have been historically underserved.** *The description should include:*
      1. *The student plan management system to house student plans,*
      2. *Curricula and instructional materials, and*
      3. *Necessary staffing and training needed to serve special populations.*

*Please also note that the Applicant is required to submit a budget as part of the application submission as detailed in the CSI Budget Template. The description provided below should clearly align to and reference the submitted CSI Budget Template line items.*

* 1. **A plan to provide adequate numbers of qualified, in-field staff to meet the needs of exceptional students in alignment with state requirements. Include information about the proposed contract model to employ staff, any secured agreements or MOUs, and describe the onboarding process for any contract staff.** *If applicable, please attach any secured agreements or MOUs to the application. Please save the file as “E\_ServiceProviderAgreements.” Please describe how adequate staffing was determined, citing suggested ratios from professional organizations, for example, as applicable.*
  2. **A plan to provide research-based intervention strategies that will allow the student services team to implement a full continuum of services.**

1. **Detail how the school will accommodate different learning styles and the needs of students with special needs under IDEA and Section 504. Provide plans and procedures that describe how the school will ensure all students will progress adequately. This should include:**
   1. **A detailed description of how the budget will align with required resources to support students with special needs under IDEA and Section 504.** *The description should include:*
      1. *The student plan management system to house student plans,*
      2. *Curricula and instructional materials, and*
      3. *Necessary staffing and training needed to serve special populations.*

*Please also note that the Applicant is required to submit a budget as part of the application submission as detailed in the CSI Budget Template. The description provided below should clearly align to and reference the submitted CSI Budget Template line items.*

* 1. **A plan to provide adequate numbers of qualified, in-field staff to meet the needs of exceptional students in alignment with state requirements. Include information about the proposed contract model to employ staff, any secured agreements or MOUs, and describe the onboarding process for any contract staff.** *If applicable, please attach any secured agreements or MOUs to the application. Please save the file as “E\_ServiceProviderAgreements.” Please describe how adequate staffing was determined, citing suggested ratios from professional organizations, for example, as applicable.*
  2. **A plan to provide research-based intervention strategies that will allow the student services team to implement a full continuum of services.**

1. **Detail how the school will accommodate different learning styles and the needs of students with gifted abilities. Provide plans and procedures that describe how the school will ensure all students will progress adequately. This should include:**
   1. **A detailed description of how the budget will align with required resources to support students with gifted abilities.** *The description should include:*
      1. *The student plan management system to house student plans,*
      2. *Curricula and instructional materials, and*
      3. *Necessary staffing and training needed to serve special populations.*

*Please also note that the Applicant is required to submit a budget as part of the application submission as detailed in the CSI Budget Template. The description provided below should clearly align to and reference the submitted CSI Budget Template line items.*

* 1. **A plan to provide adequate numbers of qualified, in-field staff to meet the needs of exceptional students in alignment with state requirements. Include information about the proposed contract model to employ staff, any secured agreements or MOUs, and describe the onboarding process for any contract staff.** *If applicable, please attach any secured agreements or MOUs to the application. Please save the file as “E\_ServiceProviderAgreements.” Please describe how adequate staffing was determined, citing suggested ratios from professional organizations, for example, as applicable.*
  2. **A plan to provide research-based intervention strategies that will allow the student services team to implement a full continuum of services.**

1. **Detail how the school will accommodate different learning styles and the needs of Multilingual Learners. Provide plans and procedures that describe how the school will ensure all students will progress adequately. This should include:**
   1. **A detailed description of how the budget will align with required resources to support Multilingual Learners.** *The description should include:*
      1. *The student plan management system to house student plans,*
      2. *Curricula and instructional materials, and*
      3. *Necessary staffing and training needed to serve special populations.*

*Please also note that the Applicant is required to submit a budget as part of the application submission as detailed in the CSI Budget Template. The description provided below should clearly align to and reference the submitted CSI Budget Template line items.*

* 1. **A plan to provide adequate numbers of qualified, in-field staff to meet the needs of exceptional students in alignment with state requirements. Include information about the proposed contract model to employ staff, any secured agreements or MOUs, and describe the onboarding process for any contract staff.** *If applicable, please attach any secured agreements or MOUs to the application. Please save the file as “E\_ServiceProviderAgreements.” Please describe how adequate staffing was determined, citing suggested ratios from professional organizations, for example, as applicable.*
  2. **A plan to provide research-based intervention strategies that will allow the student services team to implement a full continuum of services.**

1. **Detail how the school will accommodate different learning styles and the needs of students performing below grade level. Provide plans and procedures that describe how the school will ensure all students will progress adequately. This should include:**
   1. **A detailed description of how the budget will align with required resources to support students performing below grade level.** *The description should include:*
      1. *The student plan management system to house student plans,*
      2. *Curricula and instructional materials, and*
      3. *Necessary staffing and training needed to serve special populations.*

*Please also note that the Applicant is required to submit a budget as part of the application submission as detailed in the CSI Budget Template. The description provided below should clearly align to and reference the submitted CSI Budget Template line items.*

* 1. **A plan to provide adequate numbers of qualified, in-field staff to meet the needs of students performing below grade level in alignment with state requirements. Include information about the proposed contract model to employ staff, any secured agreements or MOUs, and describe the onboarding process for any contract staff.** *If applicable, please attach any secured agreements or MOUs to the application. Please save the file as “E\_ServiceProviderAgreements.” Please describe how adequate staffing was determined, citing suggested ratios from professional organizations, for example, as applicable.*
  2. **A plan to provide research-based intervention strategies that will allow the student services team to implement a full continuum of services.**

1. **Detail how the school will support and address student mental health, including screening procedures, ongoing needs, and crisis response. Provide plans and procedures that describe how the school will ensure all students will progress adequately. This should include:**
   1. **A detailed description of how the budget will align with required resources to support students with mental health needs.** *The description should include:*
      1. *The student plan management system to house student plans,*
      2. *Supplemental materials, and*
      3. *Necessary staffing and training needed to support students with mental health needs.*

*Please also note that the Applicant is required to submit a budget as part of the application submission as detailed in the CSI Budget Template. The description provided below should clearly align to and reference the submitted CSI Budget Template line items.*

* 1. **A plan to provide adequate numbers of qualified staff to meet the needs of student mental health needs. Include information about the proposed contract model to employ staff, any secured agreements or MOUs, and describe the onboarding process for any contract staff.** *If applicable, please attach any secured agreements or MOUs to the application. Please save the file as “E\_ServiceProviderAgreements.” Please describe how adequate staffing was determined, citing suggested ratios from professional organizations, for example, as applicable.*
  2. **A plan to provide research-based intervention strategies that will allow the student services team to implement a full continuum of services.**

1. **Describe the plan for how your school will support and address student health including the process and procedures for immunizations, record keeping, vision and hearing screenings, health care plans, medication administration, and student illnesses.** **Include your schools plans to have a licensed school nurse available to oversee health plans.** *If applicable, please attach any secured agreements or MOUs to the application. Please save the file as “E\_ServiceProviderAgreements.”*

# F. Goals, Objectives, and Pupil Evaluation

*In this section, the applicant should describe its plan for an appropriate, consistent, clear, and measurable accountability system.*

**1. Please summarize the school’s goals, how the school will measure progress throughout the year, and progress monitoring strategies the school plans to use to help meet the goals.**

**2. Please use the template below to identify the student performance targets the school expects to achieve.**

*For accountability purposes, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. Targets for all state-required assessments are required to be included in this form. If you have mission-specific measures that you wish to incorporate within these standard indicators (such as measures of postsecondary readiness above and beyond those evaluated by the State), be sure to include or attach a definition of each additional measure, as well as the methodology used to evaluate, document and determine metrics for each measure.*

* *For each assessment identified in* ***template*** *below, please include a target in this form.*
* *Under the* ***Measure*** *column, please identify the measure or interim assessment(s) that is being proposed.*
* *Under the* ***Metric*** *column, please identify what you will be measuring (% at/above benchmark, scale score, etc.)*
* *Under the* ***Annual Performance Targets*** *columns, please set a 1-year and 2-year target for each measure. Because the measure and metric have already been defined in other columns, these columns may just have a numeric value (ex: for the Grad Rate target, a 90 in the Year 1 and 95 in the Year 2 targets would mean that the school is targeting 90% and 95% graduation rates in Years 1 and 2, respectively.)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicators** | **Measure** | **Metric** | **Student Group** | **Annual Performance Targets** | |
| Year 1 | Year 2 |
| **Academic Achievement** | CMAS English Language Arts (3rd-8th) | Mean Scale Score | All Students |  |  |
| English Learners |  |  |
| Free/Reduced-Price Lunch Eligible |  |  |
| Minority Students |  |  |
| Students with Disabilities |  |  |
| Students with Gifted Abilities |  |  |
| CMAS Mathematics (3rd-8th) | Mean Scale Score | All Students |  |  |
| English Learners |  |  |
| Free/Reduced-Price Lunch Eligible |  |  |
| Minority Students |  |  |
| Students with Disabilities |  |  |
| Students with Gifted Abilities |  |  |
| CO PSAT Evidence-based Reading & Writing (9th-10th) | Composite Mean Score | All Students |  |  |
| English Learners |  |  |
| Free/Reduced-Price Lunch Eligible |  |  |
| Minority Students |  |  |
| Students with Disabilities |  |  |
| Students with Gifted Abilities |  |  |
| CO PSAT Mathematics (9th-10th) | Composite Mean Score | All Students |  |  |
| English Learners |  |  |
| Free/Reduced-Price Lunch Eligible |  |  |
| Minority Students |  |  |
| Students with Disabilities |  |  |
| Students with Gifted Abilities |  |  |
| ACCESS for ELL | % of students at benchmark |  |  |  |
| READ Act (if applicable) | % of students with a Significant Reading Deficiency |  |  |  |
| Interim Assessment Measure: | Interim Assessment Metric: |  |  |  |
| Interim Assessment Measure: | Interim Assessment Metric: |  |  |  |
| Interim Assessment Measure: | Interim Assessment Metric: |  |  |  |
| Interim Assessment Measure: | Interim Assessment Metric: |  |  |  |
| **Academic Growth** | CMAS English Language Arts | Median Student Growth Percentile | All Students |  |  |
| English Learners |  |  |
| Free/Reduced-Price Lunch Eligible |  |  |
| Minority Students |  |  |
| Students with Disabilities |  |  |
| Students with Gifted Abilities |  |  |
| CMAS Mathematics | Median Student Growth Percentile | All Students |  |  |
| English Learners |  |  |
| Free/Reduced-Price Lunch Eligible |  |  |
| Minority Students |  |  |
| Students with Disabilities |  |  |
| Students with Gifted Abilities |  |  |
| CO PSAT/SAT Evidence-based Reading & Writing (9th-11th) | Median Student Growth Percentile | All Students |  |  |
| English Learners |  |  |
| Free/Reduced-Price Lunch Eligible |  |  |
| Minority Students |  |  |
| Students with Disabilities |  |  |
| Students with Gifted Abilities |  |  |
| CO PSAT/SAT Mathematics (9th-11th) | Median Student Growth Percentile | All Students |  |  |
| English Learners |  |  |
| Free/Reduced-Price Lunch Eligible |  |  |
| Minority Students |  |  |
| Students with Disabilities |  |  |
| Students with Gifted Abilities |  |  |
| ACCESS for ELLs | Median Student Growth Percentile |  |  |  |
| Interim Assessment Measure: | Interim Assessment Metric: |  |  |  |
| Interim Assessment Measure: | Interim Assessment Metric: |  |  |  |
| Interim Assessment Measure: | Interim Assessment Metric: |  |  |  |
| Interim Assessment Measure: | Interim Assessment Metric: |  |  |  |
| **Postsecondary and Workforce Readiness** | CO SAT Evidence-based Reading & Writing (11th) | Composite Mean Score |  |  |  |
| CO SAT Mathematics (11th) | Composite Mean Score |  |  |  |
| Graduation Rate | % of Students Graduating |  |  |  |
| Dropout Rate | % of Students Dropping Out |  |  |  |
| Matriculation Rate | % of Students Matriculating |  |  |  |
|  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **Indicators** | **Measure** | **Metric** | **Student Group** | **Annual Performance Targets** | |
| Year 1 | Year 2 |
| **Optional Mission-Specific Measures** | Measure 1: | Metric 1: |  |  |  |
| Measure 2: | Metric 2: |  |  |  |
| Additional Measure(s): | Additional Metric(s): |  |  |  |

**3. Complete the table below, documenting all school-selected and state-required diagnostic, formative, and summative assessments that will be administered at the school to measure student progress towards the above stated goals.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Name** | **Content Areas** (ex: Math, Early Literacy) | **Purpose** (Provide a rationale for the selection of this assessment, including alignment with curriculum and instruction.) | **Type** (Diagnostic, Interim, Summative) | **Frequency** (ex: Annual, 2/year) | **Administration Calendar** (ex: Jan-Feb) |
| W-APT | English | Identify language proficiency of students with a home language other than English | Diagnostic | Upon enrollment / | Within 30 days of enrollment |
| ACCESS for ELLs | English |  |  |  |  |
| CMAS |  |  |  |  |  |
| School Readiness Assessment (if applicable) |  |  |  |  |  |
| READ assessment (if applicable) |  |  |  |  |  |
| PSAT (if applicable) |  |  |  |  |  |
| SAT (if applicable) |  |  |  |  |  |
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**4. Provide a description of the procedures for taking corrective action if pupil performance falls below the goals and objectives.** *The description should include:*

* *The school’s plan for identifying and reducing the opportunity gaps among its student populations*
* *How data will be used to inform areas such as professional development, instruction, and teacher evaluations*
* *A corrective action timeline, the responsible person, and possible changes to be considered as appropriate*

# G. Budget and Finance

**Complete the** [**CSI Budget Template**](http://www.csi.state.co.us/UserFiles/Servers/Server_2345071/File/Charter%20Applicants/New%20School/Spring%202017/CSI%20Budget%20Template%20January%202017.xls) **and include as an attachment. Save the attachment as an Excel file saved as “G\_Budget.”**

**Explain the process used to develop the budget.** *The description should address:*

* *How the budget aligns with the proposed execution of the school’s mission*
* *Who is involved in budget development*
* *How needs are identified and weighed*
* *Any adjustments to the budget planning process that are anticipated once the school opens*

**3. Provide details regarding personnel and policies and procedures that will ensure adherence to financial best practices.** *This description should include:*

* *Details regarding finance personnel and/or service providers with governmental accounting experience*
* *Details regarding adherence to best practices in budget preparation, cash receipts, purchasing, accounts payable, adjusting entries, and contracts*

**4. Provide a description of budget assumptions.** *This description should address:*

* *Assumptions made for professional, technical, and consulting service expenditures*
* *Assumptions for all donations, private grants, student fees, and foundation revenue. (Only those with written commitments should be included in the budget.)*
* *Assumptions for liability, property, and other applicable insurance coverage, including at a minimum, workers’ compensation, liability insurance, and insurance for the school’s facility and its contents, and rates for said coverage*
* *Assumptions behind facility acquisition, facility improvements, and ongoing facility costs, including total square footage and cost per square foot.*

**5. Describe how the school will comply with financial reporting requirements including the Financial Transparency Act (C.R.S. 22-44-301-304) and the annual independent audit.**

**6. Discuss the school’s plan for regularly reviewing budget versus actual activity and expenditures against the school’s mission and vision over time.**

**7. Provide an explanation of how restricted grant funding will be spent.**

**8. If planning to secure the Charter School Program grant or other reimbursable grants in the implementation year (i.e., the year before the school opens), provide a plan to acquire cash in the spring prior to opening. Note: only grants with written commitments should be included in the budget.**

**9. Provide a contingency plan to mitigate the impact of decreased funding or increased expenditures. In this plan, please identify the minimum enrollment the school could sustain and still implement its proposed programming with fidelity.**

# H. Governance & Leadership

***Governance***

1. **Complete the Board Membership Matrix**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **Board Member Name**  **🡪**  **Competency ↓** | *John Doe* |  |  |  |  |  |  |  |  |  |  |
| **Term 🡪** | *08/16-08/20* |  |  |  |  |  |  |  |  |  |  |
| **Board Position 🡪** | *Chair* |  |  |  |  |  |  |  |  |  |  |
| Finance | *X* |  |  |  |  |  |  |  |  |  |  |
| Legal | *X* |  |  |  |  |  |  |  |  |  |  |
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*Applicants are required to have a governing board in place and to submit the Board Membership Matrix as part of the New School Application. Information regarding terms and positions below should align with the board membership information included in your bylaws. Resumes for board members are required to be submitted as described in Section H8.*

* *In the* ***Board Member Name*** *row, please identify all board members by full legal name. If there are any vacant seats, please identify them by typing “Vacant” in the cell. This form has room for 10 board members. Please only use as many cells as you need based on the range for the number of board members identified in your bylaws.*
* *In the* ***Term*** *row, please identify each board member’s term (ex: June 2016-June 2017)*
* *In the* ***Board Position*** *row, please identify each board member’s current role (Chair, Secretary, Treasurer, etc.)*
* *In the* ***Competency*** *column, please list the competencies you are seeking for the school board. “Finance” and “legal” competencies have been listed as a starting point; applicants are expected to include additional competencies as appropriate.*
* *Place an X in the box to identify which competencies each of the board members fill. For any vacant positions, place an X in the box to identify which competencies you are seeking in the vacant position.*

**2. Provide a description of how and when the existing governing board was formed and how members were identified.** *Please be sure to address:*

* *The nature and extent of parental, professional educator, and community involvement in the governance and operation of the proposed school.*
* *Describe the extent to which the board reflects the community and students the school intends to serve.*

1. **Provide a plan to recruit board members with identified skills and experiences for any vacant positions.** *(For applicants with a filled board, please discuss this in terms of when a board seat comes open.)*
2. **Provide a description of the governance structure. Delineate the roles and responsibilities of the school board, school administration, and various non-board committees including but not limited to the School Accountability Committee and any advisory groups.**
3. **Describe the board training that has been conducted to date.**
4. **Provide a plan for ongoing board training, capacity building, self-evaluation, and succession planning. Please include a discussion of funding and time allocations, as well as evaluation tools.**
5. **Describe how the board plans to operate in compliance with the** **Colorado Open Meetings Law (C.R.S. 24-6-401) and Public Record Act (C.R.S. 24-72-204), as well as the Family Educational Rights and Privacy Act (20 U.S.C. Sect. 1232). If the board is not formally meeting currently, please identify when the board plans to start meeting formally and operating in accordance with the Colorado open Meeting Law.**
6. **Include the following board materials as attachments. Please use the naming conventions below to save each of these documents.**

|  |  |  |
| --- | --- | --- |
| **Required Attachments** | **Notes of what should be included in each attachment** | **Naming Convention for Saving Each Attachment** |
| Resumes of board members | One file for each member of the applicant team and board | H\_Resume\_LastFirst  *Ex: H\_Resume\_DoeJane*  *H\_Resume\_DeerJeff* |
| Board Member Agreement | Board member agreement that is signed by all board members and addresses conflicts of interest | H\_BoardAgreement |
| Board bylaws | Should address:   * board election or appointment process * board member criteria * board size * terms and term limits * duties and expectations * requirements for how often the board will meet * attendance requirements * procedures for board meetings and voting * board officers and their roles * board committees * removal * Conflict of Interest (or reference a standalone Conflict of Interest policy). | H\_Bylaws |
| Articles of Incorporation |  | H\_ArticlesOfIncorporation |

***Leadership***

**9. Detail the responsibilities of the school leader as well as the skills, qualifications, experiences, and characteristics of your ideal school leader.**

**10. Provide a detailed description of the leadership recruitment and selection timeline and process***.*

* *If a school leader has already been identified, please summarize the process used to identify the proposed school leader as well as how the proposed school leader meets the skills, qualifications, and characteristics listed above. Please attach a resume of the selected school leader and save the file as “H\_SchoolLeader\_Resume.”*
* *If a head of school is not currently selected, provide a detailed description of the timeline for recruiting and selecting the school leader as well as the proposed start date.*

**11. Include details about the timeline and process the board will use to evaluate the school leader that aligns with the intent of SB 10-191.**

# I. Operations

1. **Describe how data will be maintained at the school to ensure accurate reporting that complies with state and federal reporting requirements.** *Specifically address:*
   * *The data system or systems (i.e., student information system, plan management system, HR system) that will be used to maintain student and staff level data. (Data includes student demographic information, enrollment and completion information, coursework and grades, attendance, and behavior)*
   * *The staff/position(s) responsible for maintaining and updating the systems as well as the staff/position(s) responsible for entering data into the systems*
   * *The proposed training (contracted vs. in-house training) to ensure proper setup and use of the system(s).*

**2. Please include the following as attachments.**

|  |  |  |
| --- | --- | --- |
| **Required Attachments** | **Notes of what should be included in each attachment** | **Naming Convention for Saving Each Attachment** |
| Enrollment policy | The policy should be consistent with state law [22-30.5-507(3)] and applicable state board rules and must not have the effect of excluding students based on socioeconomic, family or language background, prior academic performance, special education status, or parental involvement.  The policy must include information about enrollment eligibility, a description of the admissions process and timeline, and information about the selection process. The policy should include a plan for outreach and recruitment of students whose race, gender and ethnicity reflect the demographics of the community that the school intends to serve.  If intending to apply for the [Colorado Charter Schools Program Grant (CCSP)](https://www.cde.state.co.us/cdechart/grantprograms), please be sure to comply with lottery and enrollment requirements listed as part of the Request for Proposals.  Additional guidance is available [here](https://resources.csi.state.co.us/wp-content/uploads/2021/04/CSI-Legal-and-Policy-Guidance-Enrollment-Toolkit-4.15.21-1.pdf). A sample enrollment policy is available [here](https://resources.csi.state.co.us/enrollment-policies-and-practices/). | I\_Policy\_Enrollment |
| Discipline policy | Include the school’s discipline policy, which addresses, among other things, suspension and expulsion. Policy should align with state law, provide adequately for the safety of students and staff, provide a level of due process for students that, at a minimum, complies with the requirements of IDEA, and explain how the school will provide expelled students with alternative education, if applicable. A sample discipline policy is available [here](https://resources.csi.state.co.us/csi-sample-discipline-policy/). | I\_Policy\_SuspensionExpulsion |
| Employee Policy | An explanation of the relationship that will exist between the proposed charter school and its employees (at-will vs. contract) and the proposed charter school's employment policies or a plan for the timely development of employment policies. | I\_Policy\_Employee |
| Grievance Policy | Consistent with the [CSI Grievance Policy](http://www.boarddocs.com/co/csi/Board.nsf/goto?open&id=APE75517E411), the Grievance Policy should clearly describe the grievance process, provide a multi-tiered process for grievances, and describe the board’s role in resolving complaints. A sample grievance policy is available [here](https://resources.csi.state.co.us/grievances/). | I\_Policy\_Grievance |
| Requested Waivers | Complete the CSI Waiver Request Template a waiver of rule, law, or policy and include as an attachment. The template and sample with commonly requested waivers are available [here.](https://resources.csi.state.co.us/waivers/) | I\_Waivers |

***Facilities***

* + - 1. **Provide a facility needs assessment that details the school’s requirements, including number of classrooms, bathrooms, and offices needed; minimum size of each room; library, outdoor, and common space needed; overall size; cost per square foot; zoning and occupancy requirements.**

1. **Include proposed locations for the school that are selected based on school design and intended population with an explanation of prospective school sites and assistance to find them. Address how each identified facility aligns with the facility needs assessment and plans for ensuring the facility is ADA compliant.**
2. **Location 1**
3. **Location 2 (if facility not already secured)**
4. **Location 3 (if applicable)**
5. **Provide a timeline for identification, selection, construction/repair, contract negotiation, and adjustments to the facility. Identify roles (school staff, board members, contractors, etc.) that will be responsible for overseeing this work.**

***Safety***

1. **Explain your process to create and maintain the required Safety, Readiness and Incidence Management Plan (also known as the Emergency Operations Plan). Describe who will have primary responsibility for this plan and how the school will ensure the ongoing safety and security of students and staff in your building.**

***Transportation***

1. **Please check which of the following options the proposed school will follow with regards to transportation. Respond to all items within the option that you have selected.**

**\_\_Option 1: A school may choose to not provide any transportation services.**

1. **Provide a rationale for why the Applicant is not proposing to provide transportation services, including factors considered when making this decision. Provide a description of the alternative transportation options families may use to access the school.**

**\_\_Option 2: A school may provide regular transportation services to and from school.**

1. **Include a description of how the charter school plans to meet the transportation needs of students, including students who have been historically underserved.**
2. **Provide a description of the daily route that aligns with the transportation plan to meet student needs.**
3. **Provide cost details within the school’s budget and summarize details here.**
4. **Include a plan to address insurance and liability issues pertaining to transportation services using private or school vehicles.**
5. **Include a description of adequate safety measures that will be implemented for the transportation of students.**

**\_\_Option 3: A school may provide transportation services for extracurricular activities and events.**

1. **Include a description of how the charter school plans to meet the transportation needs of all students, including students who have been historically underserved.**
2. **Provide cost details within the school’s budget and summarize details here.**
3. **Include a plan to address insurance and liability issues pertaining to transportation services using private or school vehicles.**
4. **Include a description of adequate safety measures that will be implemented for the transportation of students.**

***Food Services***

1. **Please identify which of the following options the proposed school will follow with regards to food services. Respond to all items within the option that you have selected.**

**\_\_Option 1: A school may choose not to participate in any federal Child Nutrition Program through a School Food Authority (SFA). Under this option, the school may elect not to operate a lunch program.**

**Provide a rationale for why the Applicant is not proposing to provide food services, including factors considered when making this decision.**

**\_\_Option 2: A school may choose not to participate in any federal Child Nutrition Program through a School Food Authority (SFA). Under this option, the school may choose to operate their own meal service(s) that are unsubsidized by federal funds.**

* 1. **Provide a rationale for why the Applicant is proposing to operate its own meal service(s) unsubsidized by federal funds.**
  2. **Include details about how the food service will be provided.**
  3. **Address how the school will provide services to students who forget or cannot provide a lunch.**

**\_\_Option 3: A school may choose to participate in federal Child Nutrition Programs and receive federal reimbursement funds. Within this option, a school may elect to contract with a School Food Authority (either the CSI SFA or another SFA).**

1. **Provide rationale for why the Applicant is selecting this food service option.**
2. **Include details about how the food service will be provided.**
3. **Provide evidence of a plan for reimbursement through an authorized School Food Authority.**
4. **Address how the school will provide services to students who forget or cannot provide a lunch.**

**\_\_Option 4: A school may choose to participate in federal Child Nutrition Programs and receive federal reimbursement funds. Within this option, a school may obtain state designation as a School Food Authority.**

1. **Provide rationale for why the Applicant is selecting this food service option.**
2. **Include details about how the food service will be provided.**
3. **Provide evidence of a plan for reimbursement.**
4. **Address how the school will provide services to students who forget or cannot provide a lunch.**

# Required Addenda *as Applicable*

## **Online School Addendum**

*The online school addendum should be completed if the school is proposing to be an online school as defined on the CDE website.*

**If the Applicant intends for the school to be a multi-district online school, the Applicant should submit its written plan for compliance with the Quality Standards for Online Schools and Programs, which is included in the CDE** [**Multi-District Online Schools document**](https://www.cde.state.co.us/onlinelearning/events)**, as an addendum to the application.**

**If the Applicant intends for the school to be a single-district online school, the Applicant should submit its written plan for recognition as a Single-District Online School, which is included in the CDE** [**Narrative Questions Document**](https://www.cde.state.co.us/onlinelearning/application)**, as an addendum to the application.**

**\_\_This school is proposing to be an online school. This addendum is included in the application packet.**

**\_\_Not Applicable**

## **Education Management Provider Addendum**

*An Education Management Provider is defined in Colorado law as a nonprofit, not-for-profit, or for-profit entity that contracts with a charter school to provide, manage, or oversee all, or substantially all, of the education services provided by the charter school. An Education Management Provider is different from a Charter School Collaborative or an Incubator. A Charter School Collaborative is defined by law as two or more charter schools contracting with one another to form a legal entity separate from the contracting charter schools and is authorized to provide any function, service, or facility that is lawfully authorized for each of the contracting charter schools. A Network is a charter school which subsequently organizes an additional school or schools pursuant to the charter school network statutory authority (22-30.5-104.7, C.R.S.). A charter school network is responsible for governance, oversight, and monitoring of compliance and performance for each school, as required by the charter contract or contracts and by applicable state or federal laws. An Incubator is defined as any organization contracted to support the development of the charter school including but not limited to application development, professional development, human resource, and other services in the early years of the school’s operation.*

**If the school intends to contract with an education management provider, incubator, or collaborative, the following items should be addressed and included as an attachment.** Applicants are encouraged o review CSI’s [ESP Guidance](https://resources.csi.state.co.us/evaluating-education-service-provider-esp-agreements/). **“Provider” below should refer to whichever contractors (EMP, incubator, or collaborative) you are proposing to contract with. This addendum should not exceed 15 pages.**

1. Provide the rationale for selection of the provider.
2. Provide evidence that demonstrates the effectiveness of the provider with other schools, including particularly schools in Colorado and schools serving a similar population. This should include performance data around academic, financial, and operational success.
3. Provide evidence demonstrating the capacity of the provider for successful expansion while maintaining quality in the school(s) it is currently managing.
4. Include an explanation of the proposed relationship between the charter board and provider as well as any existing or potential conflicts of interest between the governing board of the proposed charter school and the provider.
5. Provide evidence that the provider is authorized to conduct business in Colorado.
6. Include a detailed description of cost sharing, fee structures, and central versus school level functions.
7. Provide a clear understanding of financial obligation to the provider. This should include considerations of changes in costs (increases, decreases, etc.) throughout the duration of the charter term. This should also include building ownership if the developers are making payments to the provider.
8. Include a copy of the actual or proposed performance contract between the governing board for the proposed charter school and the provider that specifies, at a minimum, the following material terms:
   1. Performance evaluation measures
   2. Methods of contract oversight and enforcement that the governing board will use
   3. Delineation of central (provider) vs. school level functions
   4. Length of the contract
   5. Conditions for contract renewal and termination
   6. Information around which staff will be hired and terminated by the provider, report to the provider, or will be paid by the provider
   7. The compensation structure and all fees that the proposed charter school will pay to the provider
9. Include copies of the last three years of audited annual financial statements (balance sheets and profit and loss statements), copies of any current or past liens, and copies of and pending or past lawsuits.

**\_\_This school is proposing to contract with a provider. This addendum is included in the application packet.**

**\_\_Not Applicable**

## **AEC Addendum**

**If the Applicant intends to apply for designation as an Alternative Education Campus (AEC), the following information must be included in the narrative of the application and summarized as an addendum to the application.**

*Colorado law allows each school, with its authorizer’s approval, to request designation as an Alternative Education Campus (AEC). Alternative Education Campuses (AECs) are defined as schools that have a specialized mission and serve either a special-needs and/or at-risk population, where more than 90% of students have either an Individualized Education Program or meet the definition of a high-risk student. The specific eligibilities are listed in 1 CCR 301- 57-2207602-R-3.00. To receive this designation, schools must demonstrate that it meets the eligibility criteria annually.*

1. **Identify the high-risk student populations your school will be focused on serving. (A list of the high-risk student populations can be found on the Summary tab of the CDE AEC Application.)**
2. **Be sure your application specifically addresses how your outreach will reach the high-risk student populations required for AEC designation.**
3. **Address how the proposed model will include at least two of the three required elements: high-quality college and career-ready instruction, programs to build college and career-ready skills, and appropriate supports for students in the first year of postsecondary enrollment. Additionally, please describe how the required elements align to the proposed graduation policy.**
4. **Complete AEC Target Setting Form**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Performance Indicators | Measures/ Metrics | Annual Performance Targets | | Interim Measures for  2020-2021 | Progress Monitoring Strategies |
| 2020-2021 | 2021-2022 |
| Student Engagement | Attendance Rate |  |  |  |  |
| Truancy Rate |  |  |  |  |
| Supplemental Measure(s) |  |  |  |  |
| Postsecondary & Workforce Readiness | Completion Rate |  |  |  |  |
| Dropout Rate |  |  |  |  |
| Mean CO SAT |  |  |  |  |
| Supplemental Measure(s) |  |  |  |  |

**\_\_This school is proposing to be an AEC. This addendum is included in the application packet.**

**\_\_Not Applicable**

## **Homeschool Options Addendum**

**If the Applicant intends to offer a homeschool options program, in which homeschool students participate in programming options at your school on a part-time basis, the following information must be addressed as an addendum to the application.** Applicants are encouraged to review [CSI’s Homeschool Guidance](https://resources.csi.state.co.us/homeschool-guidance/).

1. Provide an overview of the program including grades served.
2. Provide specific evidence (e.g., counts of letters of intent to enroll, letters of support from community stakeholders, official written support, etc.) that student/family demand exists for the proposed homeschool options programming and is aligned to the enrollment projections. Include an enrollment table that reflects the proposed program.
3. Describe how the proposed program will support the community. This description should include how the proposed program will enable the school to adequately serve educationally disadvantaged students.
4. Describe the homeschool program’s educational program and curriculum for all grades offered. Please include:
   * 1. A rationale for selecting the chosen model and curriculum, including research-based evidence that supports the effectiveness of the selected model with the target population
     2. How the curriculum objectives, content, and skills are/will be aligned horizontally and vertically.
     3. Plans for supplemental programming (ex: electives or special courses, summer school, extracurricular activities, social/emotional programming, remediation and intervention).
5. Describe the school’s teaching and instructional philosophy. Describe the process and methods that will be used to differentiate instruction based on identified student needs.
6. Include a description of the school’s organizational structure and staffing plan that allows for full implementation of the curriculum, including details about staff qualifications and oversight, and operations.
7. Provide a detailed description of staff recruitment, selection, and orientation timeline and process. Please be sure to describe the employee/employer relationship (at-will vs. contract).
8. Provide a budget narrative that addresses revenue and expenses associated with the homeschool options programming.
9. Provide a detailed explanation of how the school will provide identification and services (Child Find, Section 504, GT, ELD) for part time homeschool students.
   1. If the school will offer homeschool programming to students in Kindergarten, please include a detailed explanation regarding how the school will administer the required [Kindergarten School Readiness](https://www.cde.state.co.us/schoolreadiness/assessment) assessment to these students.
   2. If the school will offer homeschool programming to students in Kindergarten through 3rd grade, please include a detailed explanation regarding how the school will meet the requirements of the [READ Act](https://www.cde.state.co.us/communications/20180515readactoverview) for these students.
10. Provide policies (handbook) for which the part time student must abide including consequences. Provide policies for services provided for students with disabilities and/or those requiring accommodations. Provide any other policies pertaining to services and requirements for part time/homeschool students.

## **Preschool Addendum**

**If the Applicant intends to offer a preschool program, the following information must be addressed as an addendum to the application.**

1. Describe the target student population and enrollment table for Years 1-5.
2. Provide specific evidence (e.g., counts of letters of intent to enroll, letters of support from community stakeholders, official written support, etc.) that that student/family demand exists for the proposed public preschool and is aligned to the enrollment projections.
3. Describe how the proposed program will support the community. This description should include how the proposed program will enable the school to adequately serve educationally disadvantaged students.
4. Describe the plan for involving families in the preschool program, including ongoing engagement and involvement of families throughout the year.
5. Provide a plan to obtain a childcare license through the Office of Early Childhood at the Colorado Department of Human Services. The plan must incorporate evidence of communication with county licensing staff and a timeline for submission and review by CDHS to ensure appropriate licenses will be obtained prior to the school’s projected opening date.
6. Discuss the degree to which the charter school has engaged community members regarding the proposed expansion. This description should include the nature and extent of any ongoing community involvement in the governance and/or operations of the school.
7. Describe the school’s student recruitment and enrollment process and discuss how these processes and the tuition structure for preschool students will help to ensure that the school is able to serve families in alignment with the school’s target demographics and provide opportunities for educationally disadvantaged students to access the program.
8. Describe how the school will ensure that the preschool staff (including the director) have the necessary qualifications and appropriate knowledge in early childhood curriculum content, assessment, and instruction.
9. Include an explanation of the school’s plans to coordinate referrals to community programs based on child needs, such as local public health, social services, mental health services, early childhood special education programs, or other early learning or child care programs. Include a brief description of how the program intends to generally coordinate/collaborate with community organizations.
10. Include an overview of the early childhood special education program including identification procedures, service provision, staffing, progress monitoring, and program evaluation.
11. Describe the proposed staffing plan and teacher:student ratios for the preschool.
12. Describe the school’s enrollment policy for the public preschool. Ensure the policy is included as an attachment.
    1. The revised school enrollment policy.
    2. The governing board bylaws, if revised.
13. Demonstrate a plan and timeline for ensuring the facility is sufficient to comply with preschool requirements.
14. Provide a budget narrative that addresses revenue and expenses associated with the preschool program.