CSI RVA Hybrid New/Transfer School Application Template

Submitted by
Ridge View Academy

August 23, 2022

Application Checklist

Application Components		Applicant Check	Reviewer Check
New School Application Narrative Items to be completed that are found within the New School Application Narrative	New School Application Assurances	X	
	Executive Summary	X	
	A. Vision and Mission	X	
	B. Evidence of Need, Support, and Involvement	X	
	C. School Culture	X	
	D. Education Program	X	
	E. Student Services	X	
	F. Goals, Objectives, and Pupil Evaluation	X	
	G. Budget & Finance	X	
	H. Governance & Leadership	X	
	I. Operations	X	
Required Attachments Items to be completed that require the applicant to create separate attachments	Notice to Geographic District *if applicable*	X	
	Geographic District Board Resolution *if applicable*	N/A	
	B Student Placement Guarantee Form from the State	X	
	B Letters of Support	X	
	D All Academic Performance Reports/Dashboards	X	
	D Organizational Chart	X	
	D Staff Evaluation Process	X	
	D School Calendar	X	
	D Student Schedule	X	
	E Service Provider Agreements *if applicable*	X	
	G Independent Financial Audit	X	
	G Quarterly Financial Statements	X	
	G Quarterly Balance Sheet	X	
	G 5- Year Projected Budget	X	
	G Financial Policies and Procedures	X	
	G All Financial Performance Reports/Dashboards	X	
	H Original Charter Application	X	
	H Any Contracts that Describe Preexisting Conditions	X	
	H Annual Performance Reports from Current Authorizer	X	
	H External Evaluations	X	
	H Strategic Plan	X	
	H School Leader Evaluation and Succession Plan	X	
	H Board Self-evaluation	X	
	H All Organizational Performance Reports/Dashboards	X	
	H Board Meeting Minutes	X	
	H School Accountability Committee Minutes	X	
	H Board Bylaws	X	
	H Original Charter Application	X	
	I Enrollment Policy	X	
	I Discipline Policy	X	
	I Employment Policy	X	
	I Grievance Policy	X	
	I All Organizational Performance Reports/Dashboards	X	
	I Lease Agreement	X	
	I Notices of noncompliance	N/A	
	I CSI Waiver Request Template	N/A	
	Education Management Provider Addendum	X	
	Alternative Education Campus Addendum	X	
Electronic copy of entire application		X	

New School Application Assurances - Ridge View Academy

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: Franklin Jerald Adamek, President, RVA Board of Directors

Signature:

Date: August 16, 2022

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:*

- *Overview and rationale for the proposed transfer*
- *The school's name, grade levels served, proposed transfer date (month and year), and growth plan (if the school plans to grow enrollment or add additional grade levels)*
- *Student body to be served, such as key demographic data, targeted geographical area, etc.*
- *Evidence that an adequate number of stakeholders support the transfer to CSI.*
- *A brief description of how the school will adjust its organizational capacity to accommodate the transfer.*
- *A brief description of key financial implications for the organization as a result of the transfer.*
- *A brief description of the educational program and the school's past track record of academic performance.*

Overview and rationale for the proposed transfer

The Ridge View Academy (RVA) school board is pleased to submit this Application to the Charter School Institute (CSI). The RVA Board was established in 2001 and since this time, has proudly provided rigorous education to students residing at Ridge View Youth Services Center (RVYSC), through our partnership with Denver Public Schools and Colorado Division of Youth Services (DYS). During our decades of work, the RVA Board has resided over 50 graduation ceremonies, with more than 8,000 successful completers, won multiple state championships, provided more than 150,000 hours of community service and earned national recognition for its innovation. This effort took two decades of grit, vigilance and creativity of hundreds of teachers, administrators, staff and most importantly, the students. It is with these accomplishments and future students in mind that we urge CSI to consider this request to approve and authorize our application, so that we can continue to provide needed education to at-risk and high-need students, now at a different location.

Indeed, RVYSC has closed and is slated for repurposing, however the RVA Board and its charter can and should continue their mission. The new location shall be at the Qualifying House (Q-House), a residential treatment program for at-risk youth in Idaho Springs. The on-site, year-round school is named RVAQ. Although smaller in size and scope, the RVAQ students are the same population as was previously served at RVYSC, with one key enhancement: through this application, we will now provide education at that location.

The original mission of the Q-House was to serve high school graduates and GED recipients aged 17-20 from RVYSC whose community risks were so great that transitioning to their home communities is problematic. The Qualifying House programming focused on youth working, saving money, establishing financial literacy and providing community service in order to transition directly into the community. A limiting factor, however, is the age range as DYS serves 13 – 20. With the Charter authorization, we can serve eligible youth within this age range, moreover, provide it in a community-based environment at the Q-House.

Our vision for RVAQ to provide a blended learning environment with direct instruction for up to while taking advantage of the many experiential learning opportunities that the Mount Evans area offers. Situated just above 9,000 feet nine miles up scenic Highway 103, the Q-House is home up to 15 youth and is staffed with a Program Manager, a therapist and six counselors. We believe synergy will be established with local school efforts through Career and Technical Education that will feature Ski Tech and Bike Tech. Community service will remain a core tenant of the school as the Qualifying House has formed many partnerships over its 14-year history.

School Name, Grades Served, and Proposed Transfer Date

The Ridge View Academy Board of Directors proposes the following:

School Name: RVAQ

Grades: 9-12

School Start Date: Fall semester of 2023

Board of Directors: Ridge View Academy (RVA)

Residential Program where school is located: Qualifying House (or Q-House)

The facility at the Qualifying House has a capacity for 15 residential students. Currently, there are no plans for expansion at the campus.

Student Body

The student body will be comprised of adjudicated male youth from the Colorado Division of Youth Services (DYS) and committed to residential placement at the Qualifying House. Historically, students present with the following characteristics: the median age for youth at the time of commitment was 17.3 with 25% younger than 16.5. The median age at the exit was 18. RVAQ students have a history of school failure: the median number of credits earned before commitment was only 35 out of 240 total credits. Assessments at intake showed that 74% percent of the population was in need of intensive substance abuse treatment services and about 55% percent of youth have had two or more adjudications prior to commitment.

Stakeholder Support

RVA has sought feedback from multiple stakeholders to include youth, parents, the state (Division of Youth Services), Denver Public Schools, and the Clear Creek Review Board. We have held discussions, meetings, and have provided information on our proposed school to each of these entities. We will also hold an Open House in November which will allow our stakeholders to tour the school, ask questions, and ensure we continue to garner their support.

Organizational Capacity Adjustment to Accommodate Transfer

RVA has the existing capacity, infrastructure, and systems to effectively support and accommodate the charter transfer to CSI. Specifically, RVA has a highly experienced, qualified and operational board of directors, has identified the principal as the school leader, and will draw upon established policies, procedures, and systems to meet all Colorado Department of Education and CSI requirements and standards. In addition, RVA will continue its contract with its Education Management Provider (Rite of Passage, Inc.) to provide further day-to-day operational and administrative support (e.g., human resources, accounting, etc.). RVA will access these resources and has the organizational capacity to ensure effective, quality educational program delivery.

Key Financial Implications

RVA meets all financial conditions consistent with a request for a transfer contract: 1) sound financial management with no audit qualifications; 2) compliance with all financial reporting requirements, other charter contract requirements, and law; and 3) stable and effective governance and leadership.

Education Program and Past Academic Performance

RVA earned the Center for Excellence Award in 2012, 2013, and 2014 from the Colorado Department of Education. This proven track record is the work of an experienced team of education professionals with a common set of beliefs about student learning.

RVA has been a top performer among the Alternative Education Campus (AEC) community of Denver Public School on the Alt-SPF performance measure. Over a twelve-year span RVA ranked first, or in the top 3, among all of the AEC schools consistently. Out of the 19 AEC high schools in the District serving over 3,100 students,

RVA has an average alt-SPF score that places the school second overall and less than one percentage point behind Emily Griffith Technical College. This achievement is significant, especially considering we have served the most at-risk population of students in the AEC category during that time, with 100% of our students eligible for free-and-reduced lunch.

RVA has met or made progress toward all of the objectives in its charter school contract:

1. TCAP/CMAS/PARCC results show that the school exceeds the performance of other alternative education campuses on both status and growth measures;

2. Alternative education campus accountability objectives are being met;

3. Reasonable progress is being made toward meeting adequate yearly progress requirements;

4. One hundred percent of teachers were *highly qualified* in 2015-16;

5. The percentage of students meeting MAP growth targets is about equal to that of a large national sample, far exceeding expectations based on prior achievement; and

6. All graduating students have earned a vocational pre-certification, certification, or completed VALIDATE requirements.

Ridge View Academy has a long history of academic success. Data compiled of alt-SPF results among the Denver Public Schools Alternative Education Community between 2008 and 2019 illustrates Ridge View Academy has out-performed other schools, tying only with Emily Griffith high school:
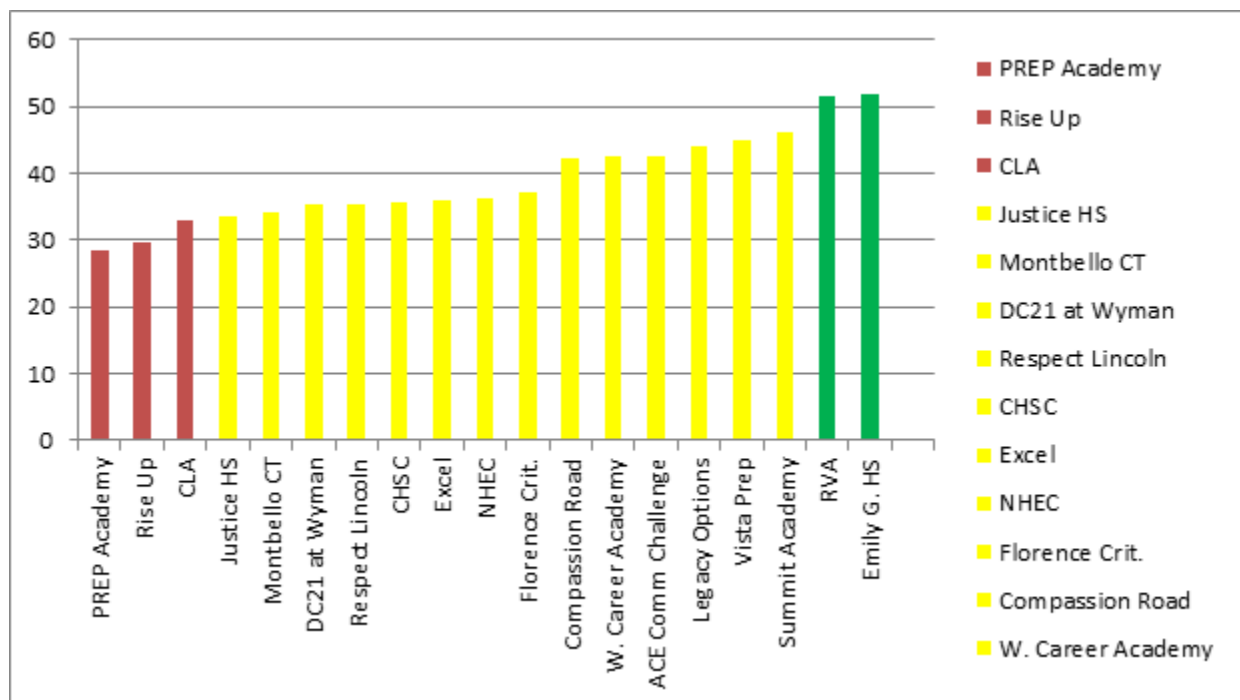
A. Vision and Mission

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.**

Aligned with the Charter School Institute's mission, RVAQ will provide a high-quality charter school option for students. With RVAQ's primary focus on academic achievement, our approach also considers the needs of the whole child.

RVAQ students will enter the school with a history of school failure as well as a history of disciplinary actions or expulsion. These youth will require additional services to support their academic success, therefore we believe integrating education with social skills and interpersonal skills empowers each student to fulfill their potential and foster success in school and in other areas of the student's life.

At the core of RVAQ's mission and vision is the belief that all students can learn and that all young adults are capable of becoming positive, contributing members of their communities.

Mission: RVAQ is dedicated to helping at-risk youth achieve academically, learn how to learn, be accountable for personal behavior, and acquire other skills that will allow them to be contributing members of their communities.

Vision: Our vision is to provide youth and families with alternative school educational experience for students in grades 9-12 experiencing disciplinary actions, expulsion or requiring at-risk services that reverses the trend of academic failure and in turn prepares them for college and professional careers by building on each student's strengths, raising expectations, and challenging them to expect success.

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	1	2	3	3	3
10	2	3	4	4	4
11	3	3	4	4	4
12	2	4	4	4	4
TOTAL	8	12	15	15	15

2. **Please describe the target student population you are proposing to serve by completing the following table.**

Year	% Minority*	% Free or Reduced Lunch Eligible	% Special Education	% Multi-Lingual Learner	% Gifted
Anticipated Demographics	67%	100%	40%	<5%	<2%

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.

3. **Please provide the rationale for how the projected demographics were determined.**

The projected demographics are based on similar demographics of DYS-placed youth at RVYSC from 2001 to 2021. The RVA Board does not anticipate the demographics vary significantly from the previous student population.

The most recent school year 2020-21, RVA students were comprised of approximately 40 males; about 9% were placed by county departments of human services and all others were committed to DYS. The median age for youth at the time of commitment to RVA was 17.3 with 25% younger than 16.5 and 25% older than 17.9. The median age at the exit was 18. Based on prior RVA student evaluation at intake, 74% of the RVA population needed intensive substance abuse treatment services and about 55% of RVA youth have had two or more adjudications prior to commitment. Youth placed at RVA were more likely to have been committed for property

offenses (50%) than other DYC males (39%). Ridge View students have a history of school failure: the median number of credits earned before commitment was only 35 out of 240 total credits. Students entering at age 16.7 should have earned at least 140 credits toward graduation. Demographic Analysis: Given that the current age range of 17-20 and the requirement of GED or High School Diploma, the data suggests that by including the Division's entire age range, referrals will increase. Clearly, will enable referrals under the lower half of DYS youth whose average age 16.8 which adds 137 potential referrals who are not currently eligible. Additionally, the data suggests that less Aggravated Offenders (AO) are likely to be referred. Aggravated Offenders represent 12%3 of the total DYS population yet, 25% of students referred to the Q- House over the past 6 months were AO.

Current DYS Demographics: According to the 2021 Division of Youth Services (DYS) annual report, there are a total of 274 committed youth, with 187 having been committed in the past 12 months. Fifty six percent (56%) were committed for crimes against a person, 19% property crimes, 2.9% on drug charges and 5.9% were for other charges. Twelve (12%) of the 274 are aggravated offenders. The average age of the youth in DYS is 16.8

4. **Describe the prior academic performance and the school's progress towards meeting its goals. This response should address:**
   - *Prior academic performance on the state assessments as well as any interim assessments*
   - *How the school monitored progress towards meeting its goals, including the frequency of data analysis.*
   - *A reflection upon the underlying factors that have contributed towards the school's current progress (both positive and negative) towards meeting their goals.*
   - *How authorization with CSI will support the school's efforts at achieving its goals.*

State Assessments

Ridge View Academy has a long history of academic success in comparison to other AEC's within the Denver Public Schools district. Below is a compilation of alt-SPF results from the last two decades:

Year	08	09	10	11	12	13	14	15	16	17	18	19	AVG
RVA	53	64	55.4	47	58.8	51.2	48		50	46.38	45.26	47.92	51.53
AUL	15	27	48.5	41	36	47.8	47.4		20.9	22.28	19.3	39.17	33.12
ACE	34	45	60.3	55.1	36	44.2	42.5		44.23	35.48	29.28	NS	42.61
CHSC	14	34	35.6	25.5	28.2	31.2	36.5		54.76	52.58	42.28	38.16	35.71
CRA	*	*	*	*	*	*	25		45.45	51.39	45.26	47.77	42.31
CLA	22	24	42.3	32.1	29.7	22.3	23.1		39.2	41.43	45.38	42.56	33.10
DC21	*	*	*	16.5	20.7	31.6	31.6		41.86	54.92	44.36	43.69	35.34
EGriff	63	60	54.7	42.9	55.1	45.8	52.8		53.33	51.11	47.46	43.10	51.75
Excel	*	*	*	*	*	*	22.8		27.4	49.45	42.56	40.57	36.01
F.Crit	40	40	34	25.9	30.1	32.6	41.5		44.3	51.76	36.89	33.20	37.30
Justice	*	*	*	20.6	31.9	33.7	35.6		25	44.12	39.58	38.77	33.46
LegOp	*	*	*	*	*	*	*		41.67	46.91	43.59	44.04	44.06
MBCTE	*	*	*	*	*	*	*		*	36.41	31.71	34.84	34.13
NHSEC	*	*	*	28.6	18.3	20.3	28.9		42.31	52.75	52	51.25	36.24
PREP	17	*	34.8	*	17.8	19.3	25.3		48.15	46.24	21.97	23.96	28.38
Resp	*	*	*	35.9	5.9	19.4	30.4		52.94	57.24	44.9	37.6	35.45
Rise	*	*	*	*	*	*	*		20	38.69	29.34	31.30	29.52
Summit	*	*	*	*	*	*	28.1		41.33	55.65	56.89	53.11	46.18
Vista	*	*	*	*	39.6	45.8	46.4		41.33	47.55	46.72	50.26	45.09
WCA	*	*	*	72.2	9.5	31.7	49.3		48.8	55.7	29.96	NS	42.45

RVA= Ridge View Academy
AUL= Academy of Urban Learning
ACE= Ace Community Challenge
CHSC =Colorado Charter High School
CRA= Compassion Road Academy
CLA= Contemporary Learning Academy
DC21= D21 at Wyman
EGriff= Emily Griffith Technical College/Emily Griffith High School
Excel= Excel Academy
F. Crit= Florence Crittenton High School

Justice =Justice High School
LegOp= Legacy Options High School
MBCTE= Montbello Career and Technical High School
NHSEC= North High School Engagement Center
PREP= P.R.E.P. Academy
Resp= Respect Academy at Lincoln
Rise =Rise Up Community School
Summit= Summit Academy
Vista = Vista Academy
WCA = West Career Academy

Monitoring Progress

Ridge View Academy was previously partnered with Denver Public School District. Under Denver Public School District, all alternative charter schools were tasked with completing the benchmark and state assessments mandated by the district. The Division of Youth Services also requires the completion of benchmark testing and data analysis.

Regarding benchmark assessments, Ridge View Academy previously assessed each student with NWEA's Measures of Academic Progress (MAP) assessments. Students were assessed in the areas of reading, mathematics, language usage, and science. Following each quarterly testing date, the Site Assessment Leader would compile data for every student under each assessment and identify areas of growth and areas of regression. The Multi-Tiered System of Supports team would additionally identify the validity of the assessment scores, based on student completion time, percentage of rapid guesses per each assessment, and comparisons between curriculum-based measures and grades within the classroom setting.

Regarding state assessments, all students in grades 9-11 were assessed using the PSAT 8/9, PSAT 10, and SAT. Depending on their grade level, some students additionally were tested annually with the Colorado Measures of Academic Success (CMAS). The data from these assessments were analyzed to determine areas on which the Ridge View Academy curriculum team and administration should continue to focus on.

English Language Learners were assessed upon intake with the WIDA Screener (formerly known as WAPT) to determine their English Language needs. Annually this population of students was assessed using the ACCESS assessment. Both assessments allow for the English Language Learner (ELL) administrative units to determine each learner's English Language proficiency. Based on those assessment scores, students are monitored throughout the year, to determine whether each individual learner needs language support in the classroom. Denver Public Schools established set due dates for each area within the monitoring process and thus data collection and analysis were ongoing throughout the school year.

Based on the results from both benchmark and state assessments, Ridge View Academy annually created a Unified Improvement Plan (UIP), based on the testing scores where students performed below proficiency. The UIP coincided with the School Performance Framework's identified areas of improvement.

Underlying Factors

The biggest contributing factor to student growth was the positive relationships that were built between students and their staff. Whether it be a connection with a particular teacher or direct care staff, students that wanted to do well on assessments were determined to do so with motivation from the people around them. Many Q-House students are heavily bought into sports and thus in order to play, grades and school performance were of utmost importance. RVAQ will build in an incentive system that students connected with and thus those students showed significant academic growth.

Additionally, RVAQ will make a concerted effort to ensure that all students understood their needs for graduation. Students meet regularly with school registrars and administrators to discuss transcripts, grades, course completion, and graduation projections.

One of the underlying factors that contributed to negative test results was the student's attitude towards testing. Many of the students within the Division of Youth Services are frequently tested because they are consistently moving from different placing agencies to detention and vice versa. Each program has its own testing requirements and data collection strategies and thus students feel over-tested. Many students' attitude toward testing is based on a negative relationship they had established with school in general prior to attending the Q-House. The validity of test scores was hard to determine based on student effort while testing and thus determining each student's area of need became difficult.

Another factor that contributed to test results showing a lack of proficiency was the option of opting out. When students opt out of state assessments or refuse to participate in benchmark testing, the data analysis team had no scores to build from. While it is every student and parent's right to opt-out, it is important to explain the importance of state testing in a way that is understandable to both the parent and the student. There were limited opportunities for that communication to take place and thus some students just refused without following the state procedure for opt-out.

Authorization

Authorization with CSI will allow Ridge View Academy to continue its mission of *helping at-risk youth achieve academically, learn how to learn, be accountable for personal behavior, and acquire other skills that will allow them to be contributing members of their communities*. Education is one of the largest components of residential programming and one of the largest gaps under the current Q-House program model. Thus, building an academic program that allows for students to continue working toward their educational goals of high school completion and progression in all subject areas will serve our mission in a unified front.

Evidence of Support
6. **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*
   - *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*

To establish this effort, RVAQ has engaged state and local officials as well as our many community stakeholders. This process will continue long after our submittal. We have reviewed DYS student data trends and relevant policy developments. We have engaged each of these entities at both an administrative level and a line level. Based on this, the needs and best interest of our students with their engagement in Clear Creek County has been given thorough consideration.

The impetus of RVAQ began as we conferred with the Division of Youth Services on this year's contract. Administrators saw that more referrals would be made to the Q House if a secondary education was offered. As we examined the DYS population data trends, not only did we verify the academic option would open opportunities for 87% percent more DYS youth who are currently ineligible, the data shows these students are far less likely to be AJO's and, on balance, lower risk. In turn, this data indicates that community risk would be reduced as well.

With this we sought an informal meeting with Clear Creek County School District. The superintendent graciously obliged, and we met, provided information on the proposal and received valuable feedback about the district, the

process and the likelihood of advancing the charter forward. It became clear that the district would not have an interest in overseeing the charter, therefore, once other key county stakeholders have clarified the underpinnings of the Charter, a release from the district is likely.

Based on this we engaged the Community Review Board (CRB), the entity responsible for approving the youth who are referred to the Q House. We provided data, the Charter Executive Summary and thoroughly discussed the proposal. RVAQ is meeting with Sheriff to answer some final questions on August 23rd and by all accounts, we will have satisfied the CRB's questions.

RVAQ has met individually with DYS Client managers, transition specialists, tutors, contract therapists and community members who have current interests in the Q house. The feedback was unanimously supportive of the concept and each of these individuals expressed an interest of providing their services to our students. We have also conferred with the Colorado Alliance for Children's Agencies (CAFCA) who confirmed the critical need for a residential resource with secondary education as dozens of agencies have recently closed.
Our community partners are also very supportive of the Charter. It is important to note that our students and staff provide over 2000 hours of community service each year. Primary community stakeholders include the Clear Creek County Community and Veteran's Services department, the Senior Center, and Loaves and Fishes food bank.

Each year the ESP, Rite of Passage raises funds through planned giving campaigns and community events to support its alumni. The Passageway Scholarship fund has supported Qualifying House students for over a decade and can provide much needed resources for graduating students bound for post-secondary and trade school. The Roger Allott Memorial fund provides financial support to youth transitioning to the community through a monthly application review. Both of these resources are exclusively available to students as they realize their graduation plans and transitional goals.

With all this feedback and information in mind we are confident that the community will not only will support our students, but the students will be engaged by the community and will be well supported during and after their stay. Therefore, in summary, the community, our key stakeholders, service providers, the need, the ongoing support and the data all provide affirmative response to the concept of Ridge View Academy at the Qualifying House.

7. **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.*

The RVA Board is seeking letters of support to accompany the verbal support received by the Division of Youth Services, Denver Public Schools, and many members of the Clear Creek Review Board. Specifically, the RVA Board has spoken with Idaho Springs Mayor (Chuck Harmon), Colorado Association of Family and Children's Agencies (Becky Updike), Director of Volunteer and Veteran Affairs (Troy Erickson), and Roger Allot Memorial Transition Fund (Ed Greivel), Passageway Scholarship Foundation (Lisa Broman) as well as directors and managers at Idaho Springs Senior Center and Loaves and Fishes. See Attachments for Letters of Support.

8. **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 family 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*

RVA's Education Management Provider continually engages the Q-House parents and community members. RVA will continue to engage parents in twice yearly, parent-teacher conferences and in quarterly School Accountability Meetings.

In addition to the above, a representative from the education department will engage in monthly Multidisciplinary Team (MDT) meetings for each student. During these MDT meetings, the RVAQ education staff will discuss how the student is doing academically and areas of strength and growth. These meetings will also be used to make team education decisions such as each student's graduation track, whether that be the diploma or GED route.

We do have one parent of a former student currently serving on our School Board and he has been a regular contributor to discussions on this transfer. We provide on-going and annual stakeholder surveys to ascertain the level of care and services provided to the Q-House students. RVA in collaboration with ROP engages the Q-House students' family through ongoing visitation, phone calls, parent-teacher conferences, and community service activities.

9. Describe existing relationships with community businesses or organizations that will strengthen the academic opportunities of the proposed program.

RVA will continue to collaborate with existing businesses and organizations to strengthen academic opportunities for youth, including:

- *AVID:* With membership since 2006, AVID will provide curriculum assistance and training in study skills.

- *Friends for Youth Mentoring*: This local non-profit provides mentorship to youth as they transition out of residential placement and need additional community support by a positive role model.

- *Passageway Scholarship Foundation:* Provides scholarships for eligible RVAQ graduates who wish to pursue post-secondary education and training.

- *Roger Allot Transition Fund:* Provides monthly opportunities for ROP alumni to apply for financial assistance to foster successful community transition. Awards range from $400 to $2000 depending on need.

- *ROP Transition and Aftercare:* A statewide network of community experts who carry out individualized transition and aftercare plans in cooperation with DYS, Q House case management, parents and the student.

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.

RVAQ believes school culture and climate are as important to academic success as the quality of the instructional program. Our culture and climate will be built around cognitive behavioral therapeutic practices, clear standards of conduct, and Positive Youth Development, which is a strengths-based way of viewing adolescents. Curriculum and instruction are built from students' prior knowledge and interests, and the school community has established rituals to promote a positive academic culture.

The RVAQ Instructional Framework (see inset) conveys how our core values are implemented and aligned with key instructional initiatives, which directly addresses the learning needs of the at-risk youth. Within this research-based framework, educators will implement curriculum that is more personalized, culturally relevant and focused on 21st Century skills. And teachers will have more time to develop relationships with students outside of class, becoming advocates for students and supporting treatment goals in the classroom.

Our model emphasizes relationships, rigor, relevance, and rituals and conveys how our core values are implemented and aligned with key instructional initiatives:

RVAQ values a normalized high school environment.

Envisioned to be a "schoolhouse," not a "jail house" the first impression of visitors and students is that of an academy. When arriving on campus, the environment sets a tone that reinforces academic inclusion, student achievement, and family and community involvement.

When families participate in parent-teacher conferences, attend athletic events, and graduations, they celebrate success along with their sons. They are proud and appreciative of the opportunities afforded at the Q-House and can visualize their son's continued success. Like every other high school, students adhere to traditional high school norms, including taking pride in their letterman's jackets.

*Rigorous instruction best prepares students for the 21st Century Workplace.*

Youth in the DYS system are historically credit-deficient due to gaps in their educational histories. Rigorous instruction is delivered across content areas and our educational courses and high school graduation requirements adhere to state curriculum guidelines and align with Common Core Standards, ensuring that students easily transfer earned credits when they return to any high school or when they receive their diploma.

A student-centered approach to instructional delivery must be individualized and culturally relevant and promote academic success.

Teachers deliver academic instruction using the target teaching method, based on the elements of mastery teaching. Students are identified for additional academic and behavioral support through assessment and observation. Individual interventions and goals are provided through the Response to Intervention (RTI) multi-tiered support system. All teachers use MAP data to differentiate the level of instruction. RVAQ implements an inclusion model for SPED students by ensuring accommodations are effective, relevant and individualized.

Student success is achieved with highly qualified staff who are committed to continued professional development and best-practice implementation.

Teachers receive professional development and training that incorporates educational best practices in learning strategies and differentiated instruction. Under the leadership of Brittney Hoffman, Principal; the teacher and paraprofessional will receive 16-20 hours of staff development each year on instructional differentiation and conduct PLC meetings at least monthly. RVAQ creates a yearly Unified Improvement Plan which targets areas of academic improvement.
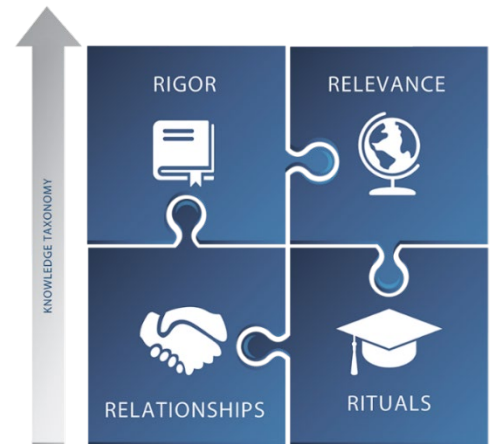
RVAQ believes in providing a supportive learning environment to the students.

Teachers work with families, residential and treatment staff to become part of each student's team of support. These staff members regularly communicate regarding student behaviors that may impact their academic performance. Teachers make themselves available and provide information for the program's Multi-Disciplinary Team (MDT), create academic Daily Progress Notes (DPNs), and hold parent-teacher conferences twice a year. Direct care staff aid with homework during the evenings and on weekends, and study halls are provided weekly to further support student learning. In addition, four times a year, the Principal and school board members meet with parents to conduct the School Accountability Committee.

2. **Explain how this culture for students, teachers, administrators, and families 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.

The RVAQ is unique: enrollment in the school does not correspond to the first day of the academic school year. Instead, students will be continually enrolled and discharged throughout the year-round school with an average of six to nine months of attendance at the school. As such, teachers and staff remain vigilant to maintain the existing, consistent positive culture at the RVAQ.

Upon admission to the RVAQ, all students participate in a one to two-week Orientation Program to learn the school's behavioral and academic expectations, identify personal learning challenges, and prepare for the emotional and social challenges ahead. The Orientation Program is the method in which we introduce students to the RVAQ's positive, strengths-based culture (including those students who enter mid-year). In addition, direct care staff may match a new student to a "status" student who will act as a mentor, positive role model, and further introduce the youth to the school culture.

In advance of the youth admitted into the RVAQ, teachers and staff provide information about the school to parents to establish a culture of communication and inclusion. Families, as appropriate, participate in establishing their youth's education goals (e.g., IEP and 504 plans) as well participate in parent-teacher conferences.

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 support that will be available.

Students entering the RVAQ will be at-risk of academic failure and need structure, support, and attention. To best meet the complex needs of our students, our school will conduct a battery of academic, risk and need assessments. Based on the results, our school will address these critical needs by providing socio-emotional skill development, school-wide interventions, and strong, sustained relationships between students and faculty. Specific interventions are articulated in a youth's Treatment Plan, which is created through an MDT process that includes the education staff.

Following an individual Treatment Plan, students will receive applicable socio-emotional and cognitive behavioral therapy, which will be delivered during the school day. This may include *Positive Skill Development Groups* as well as evidence-based curricula such as *Thinking for a Change*, *Seeking Safety* and/or *Aggression Replacement Training*, which are cognitive behavioral curriculum focuses on problem solving, anger management, and social skill development.

The teacher, who will be trained in working with alternative school student behaviors, will not only address student needs in instruction but will also provide students with explicit instruction in cognitive behavioral strategies and socio-emotional skills. In addition to an administrative team, to include Coach Counselors, will

provide students with support in the classroom, whether with academic work or behavioral support, while also modeling pro-social skills and making personal connections with students. They will coach athletics after school and along with teachers, provide instruction in pro-social communication skills and character development.

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.**

At RVAQ, students will not fall through the cracks; there will be no cracks for them to fall through. Students and their families will find a welcoming school culture that considers all student's unique needs, including those receive special education, gifted/talented services, or are English Language Learners and/or are at risk of academic failure.

Class sizes will be small (a maximum of 15 students) which will allow for a high degree of classroom differentiation. In addition, a thoughtful implementation of Response to Intervention, or RTI, in addition to staff training will result in effective individualization and differentiation of instruction that will make learning and achievement possible for all students. RTI promotes and integrates general, compensatory, gifted, and special education in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. As such, it will provide the flexibility to meet the needs of the diverse student population at the RVAQ.

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.**

Upon entering the classroom at the RVAQ, school culture is reflected in positive interactions between staff and students. In the morning, student leaders make daily announcements for classmates and staff to include current events. Student work and educational content adorn the walls. The teacher walks among the students, saying hello to youth by name. Students use a formal address when speaking to adults and engage in conversation with adults and other youth. These pro-social skills have been explicitly taught, and they are reinforced throughout the day in and out of the classroom.

In the classroom, where there will be a maximum of 15 students, it's clear the teacher supports the individual educational needs of youth and reinforces a common list of classroom behavioral norms. Students know where to go and what to do. The school's academic atmosphere is reinforced by a neat classroom with books, computers, and other learning resources throughout. Lesson objectives are written visibly on the whiteboard, and relevant content is displayed on the walls along with student work. Students will participate in a variety of instructional modalities from direct instruction and modeling, guided student practice, independent practice, computer-based learning, and cooperative learning activities. Students may be grouped together using flexible grouping strategies to meet the diverse needs of the students in addition to providing modifications and accommodations outlined in IEPs.

Interactions between the students, teacher, and staff are positive and often related to discussion around student work, goals, and other related programming elements. When asked questions by staff, client managers, parents, family, etc., the student proudly refers to his school accomplishments and is able to verbalize academic and transition plans. Student culture is focused on developing successful students in and out of school; students grow to acknowledge and embrace how school and program are one.

6. **Describe a typical day for a teacher in a grade that will be served in your first year of operation.**

The education staff will begin their school day with a brief check-in with the Q-House direct care staff to receive updates on the program and any youth behavior or related concerns that may impact the school and student

learning. If there are concerns, the teacher will carefully monitor the student, matching the level of instruction and response to the student's particular need.

Before students enter the classroom, the teacher will have prep time to review the lesson plans, update grades, review student work/exams, and write learning objectives on the whiteboard. The teacher will then welcome students as they enter the classroom.

The classroom schedule will guide the sequence of the school day, including courses taught, school breaks, lunch, treatment groups, and physical education. With a blended learning model, the teacher will provide direct instruction and then guide youth though coursework on the on-line learning platform. The teacher will answer questions, provide seatwork, issue quizzes or exams, as well as homework (if applicable).

The teacher will have a full day but will know they are supported by direct care staff, who are available to provide behavioral support to youth in need. At the end of the day, the teacher may create academic Daily Progress Notes (DPNs) regarding students or may participate in a Multidisciplinary Team (MDT) meeting to discuss academic progress and goals.

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*

Disciplinary Approach. RVAQ will promote a strengths-based, normalized environment with positive staff/student interactions rich in rituals and traditions that support the school's philosophy and mission. The school's culture and climate will be built around positive reinforcement for pro-social behavior, clear standards of conduct and Positive Behavioral Interventions and Supports (PBIS) within the RTI framework.

The positive relationships that students develop with staff and with each other will be an important avenue through which we direct, teach skills, role play and reinforce students in achieving their educational goals and behavioral expectations. Developing these relationships with teachers, administrators and the community is a fundamental aspect of our school climate. Traditional lines will be blurred between teachers, administrators, and the community – which results in a blended and multi-disciplinary approach to working with and teaching the students. As a result, safety is everyone's responsibility, pro-social behavior becomes everyone's responsibility, and education and learning will never rest on the teachers alone.

Students will be expected to model and reinforce the school's expectations at every opportunity. With the support, motivation, and resolve of students, teachers, parents, and the community, we will develop students who choose to exercise maturity and respect for each other. To support this, RVAQ has created policies that reinforce positive behavior as well as disciplinary policies and a code of conduct to guide and direct students. All students will understand the school rules as well as the consequences of not meeting them. To support this, our staff will provide explicit instruction in communication skills, social skills, moral reasoning, and anger management skills.

Fairness and Equity. Following an established discipline policy, consequences shall be administered immediately following the behavior in order to ensure that the student connects the consequence to that behavior. Similarly, the student will be aware that a disciplinary action is a consequence of performing undesirable behavior.

This means that staff will be fully trained on the discipline policy and shall explain why the youth has earned the disciplinary action along the action will be preceded by a warning cue. The student should not be taken totally by surprise by the consequence. The written policy, staff training, and implementation process will ensure discipline is administered consistently.

Disproportionate Administration. We understand that not all situations will be resolved through skill building, training and other informal means that we implement to create a safe and trusting environment. With that said, we have formalized grievance processes established and supported by policy and procedure. These formalized processes allow the student, family, placing agencies, licensing representatives, staff, and community members an avenue to have their concerns heard (including if a parent or student believes discipline is disproportionately administered). The grievance policies that we have in place will be tracked, monitored, and utilized for training and if necessary disciplinary actions. These policies follow the standards identified by licensing.

D. Education Program

1. Please provide usernames and passwords to the following

Data System	Username	Password
Interim Assessment Vendor (ex. MAP, STAR, iReady)	brittney.hoffman	Provided upon request
Other: Edmentum_____	brittney.hoffman	Provided upon request
Other: _____		

2. Complete the table below to outline the data management system(s) that will be utilized.

- *In the first column, please identify any other types of data management systems (in addition to a SIS and Plan Management System) that may be used at the school (ex: Learning Management System).*
- *In the **System Name** column, identify the name of any data management systems that will be used at the school (ex: Infinite Campus).*
- *In the **Person Responsible for Data Management** column, identify the staff position(s) that will be responsible for the system setup, data entry, and data analysis.*

	System Name	Person Responsible for Data Management
Student Information System	Gradelink	Principal, Teacher, ROP Administration
Student Plan Management System (if different than SIS)	N/A	N/A
Online Education Systems	Edmentum	Principal, Teacher

3. Describe the prior academic performance and the school's progress towards meeting its goals. *This response should address:*

- *Prior academic performance on the state assessments as well as any interim assessments*
- *How the school monitored progress towards meeting its goals, including the frequency of data analysis.*
- *A reflection upon the underlying factors that have contributed towards the school's current progress (both positive and negative) towards meeting their goals.*
- *How authorization with CSI will support the school's efforts at achieving its goals.*

Please note: this question and response is duplicated from Section B(4).

State Assessments

Ridge View Academy has a long history of academic success in comparison to other AEC's within the Denver Public Schools district. Below is a compilation of alt-SPF results from the last two decades:

Year	08	09	10	11	12	13	14	15	16	17	18	19	AVG
RVA	53	64	55.4	47	58.8	51.2	48		50	46.38	45.26	47.92	51.53
AUL	15	27	48.5	41	36	47.8	47.4		20.9	22.28	19.3	39.17	33.12
ACE	34	45	60.3	55.1	36	44.2	42.5		44.23	35.48	29.28	NS	42.61
CHSC	14	34	35.6	25.5	28.2	31.2	36.5		54.76	52.58	42.28	38.16	35.71
CRA	*	*	*	*	*	*	25		45.45	51.39	45.26	47.77	42.31
CLA	22	24	42.3	32.1	29.7	22.3	23.1		39.2	41.43	45.38	42.56	33.10
DC21	*	*	*	16.5	20.7	31.6	31.6		41.86	54.92	44.36	43.69	35.34
EGriff	63	60	54.7	42.9	55.1	45.8	52.8		53.33	51.11	47.46	43.10	51.75
Excel	*	*	*	*	*	*	22.8		27.4	49.45	42.56	40.57	36.01
F.Crit	40	40	34	25.9	30.1	32.6	41.5		44.3	51.76	36.89	33.20	37.30
Justice	*	*	*	20.6	31.9	33.7	35.6		25	44.12	39.58	38.77	33.46
LegOp	*	*	*	*	*	*	*		41.67	46.91	43.59	44.04	44.06
MBCTE	*	*	*	*	*	*	*		*	36.41	31.71	34.84	34.13
NHSEC	*	*	*	28.6	18.3	20.3	28.9		42.31	52.75	52	51.25	36.24
PREP	17	*	34.8	*	17.8	19.3	25.3		48.15	46.24	21.97	23.96	28.38
Resp	*	*	*	35.9	5.9	19.4	30.4		52.94	57.24	44.9	37.6	35.45
Rise	*	*	*	*	*	*	*		20	38.69	29.34	31.30	29.52
Summit	*	*	*	*	*	*	28.1		41.33	55.65	56.89	53.11	46.18
Vista	*	*	*	*	39.6	45.8	46.4		41.33	47.55	46.72	50.26	45.09
WCA	*	*	*	72.2	9.5	31.7	49.3		48.8	55.7	29.96	NS	42.45

RVA= Ridge View Academy
AUL= Academy of Urban Learning
ACE= Ace Community Challenge
CHSC =Colorado Charter High School
CRA= Compassion Road Academy
CLA= Contemporary Learning Academy
DC21= D21 at Wyman
EGriff= Emily Griffith Technical College/Emily Griffith High School
Excel= Excel Academy
F. Crit= Florence Crittenton High School

Justice =Justice High School
LegOp= Legacy Options High School
MBCTE= Montbello Career and Technical High School
NHSEC= North High School Engagement Center
PREP= P.R.E.P. Academy
Resp= Respect Academy at Lincoln
Rise =Rise Up Community School
Summit= Summit Academy
Vista = Vista Academy
WCA = West Career Academy

Monitoring Progress

Ridge View Academy was previously partnered with Denver Public School District. Under Denver Public School District, all alternative charter schools were tasked with completing the benchmark and state assessments mandated by the district. The Division of Youth Services also requires the completion of benchmark testing and data analysis.

Regarding benchmark assessments, Ridge View Academy previously assessed each student with NWEA's Measures of Academic Progress (MAP) assessments. Students were assessed in the areas of reading, mathematics, language usage, and science. Following each quarterly testing date, the Site Assessment Leader would compile data for every student under each assessment and identify areas of growth and areas of regression. The Multi-Tiered System of Supports team would additionally identify the validity of the assessment scores, based on student completion time, percentage of rapid guesses per each assessment, and comparisons between curriculum-based measures and grades within the classroom setting.

Regarding state assessments, all students in grades 9-11 were assessed using the PSAT 8/9, PSAT 10, and SAT. Depending on their grade level, some students additionally were tested annually with the Colorado Measures of Academic Success (CMAS). The data from these assessments were analyzed to determine areas on which the Ridge View Academy curriculum team and administration should continue to focus on.

English Language Learners were assessed upon intake with the WIDA Screener (formerly known as WAPT) to determine their English Language needs. Annually this population of students was assessed using the ACCESS assessment. Both assessments allow for the English Language Learner (ELL) administrative units to determine each learner's English Language proficiency. Based on those assessment scores, students are monitored throughout the year, to determine whether each individual learner needs language support in the classroom. Denver Public Schools established set due dates for each area within the monitoring process and thus data collection and analysis were ongoing throughout the school year.

Based on the results from both benchmark and state assessments, Ridge View Academy annually created a Unified Improvement Plan (UIP), based on the testing scores where students performed below proficiency. The UIP coincided with the School Performance Framework's identified areas of improvement.

Underlying Factors

The biggest contributing factor to student growth was the positive relationships that were built between students and their staff. Whether it be a connection with a particular teacher or direct care staff, students that wanted to do well on assessments were determined to do so with motivation from the people around them. Many Q-House students are heavily bought into sports and thus in order to play, grades and school performance were of utmost importance. RVAQ will build in an incentive system that students connected with and thus those students showed significant academic growth.

Additionally, RVAQ will make a concerted effort to ensure that all students understood their needs for graduation. Students meet regularly with school registrars and administrators to discuss transcripts, grades, course completion, and graduation projections.

One of the underlying factors that contributed to negative test results was the student's attitude towards testing. Many of the students within the Division of Youth Services are frequently tested because they are consistently moving from different placing agencies to detention and vice versa. Each program has its own testing requirements and data collection strategies and thus students feel over-tested. Many students' attitude toward testing is based on a negative relationship they had established with school in general prior to attending the Q-House. The validity of test scores was hard to determine based on student effort while testing and thus determining each student's area of need became difficult.

Another factor that contributed to test results showing a lack of proficiency was the option of opting out. When students opt out of state assessments or refuse to participate in benchmark testing, the data analysis team had no scores to build from. While it is every student and parent's right to opt-out, it is important to explain the importance of state testing in a way that is understandable to both the parent and the student. There were limited opportunities for that communication to take place and thus some students just refused without following the state procedure for opt-out.

Authorization

Authorization with CSI will allow Ridge View Academy to continue its mission of *helping at-risk youth achieve academically, learn how to learn, be accountable for personal behavior, and acquire other skills that will allow them to be contributing members of their communities*. Education is one of the largest components of residential programming and one of the largest gaps under the current Q-House program model. Thus, building an academic program that allows for students to continue working toward their educational goals of high school completion and progression in all subject areas will serve our mission in a unified front.

4. Please provide a copy of the following documents as attachments:

Attachment Contents	Attachment Title
a. All reports/data dashboards provided to the local board in the last year related to academic performance	D_AllAcademicPerformanceReportsDashboards

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)*

Chosen Model and Curriculum

Our Curricula will be founded in real-life experiences and problems. As much as possible, students will be required to apply what they learn in order to investigate and confront authentic situations. For example, students could design and build a grey water system for the school site, create and implement a native plant garden as part of their sustainability training, or create original business plans to student economics. When school applies to their lives, students will be invested and engaged in the learning process.

Due to the small size and remoteness of our campus high in the hills of Idaho Springs, we have chosen to use the online educational provider, Edmentum, to provide a diverse curriculum for our students. Rite of Passage currently utilizes Edmentum on many of the campuses across this country. Some of our schools utilize the program for 100% of their classes, while others use a blended model. Edmentum has proven, within Rite of Passage, to allow students to fulfill credit requirements as per their state and/or district mandates. Many students engage in this program in their credit recovery endeavors. We plan to begin with Edmentum providing all the curricula for our students. Edmentum courseware provides all relevant student facing materials, including worksheets, guided notes, embedded digital activities, and assessments.

Edmentum is committed to providing students with strategies that are proven to be successful in the classroom. Their website has dedicated a section towards research and how the use of Edmentum has helped students throughout the country meet their educational goals. To summarize a case study found through Edmentum, the study focuses on data from 3,941 courses taken by students from 2017-2021. From 2014-2020 data demonstrates that Edmentum courses have a 98.9% approval rating from state and national agencies.

Aligned with the State Model

Edmentum courses are common core and state aligned with priority standards. Priority standards, also commonly referred to as power standards, represent the essential learnings a student must master to advance to the next grade level. Identifying priority standards within a curriculum supports learner and educator success in several ways. A focus on priority standards means that while every standard in a grade level is addressed, more time and emphasis can be placed on those standards that fit the criteria of priority standards, and learners experience more instruction and practice on those concepts and skills

Curriculum Objectives

RVAQ will create a culture of high expectations for all students through a rigorous, relevant curriculum. What distinguishes our model from others is the structure and support provided for each student through our instructional initiatives, an emphasis on social-emotional and career readiness skills, and the celebration of students who had previously experienced school failure or disengagement.

Through Edmentum, students will be exposed to an instructional design that focuses on the acquisition of knowledge and the retention of it. Each Edmentum course is structured similarly regardless of the content area. Courses are designed to include content tutorials, discussions, mastery tests, and course activities to determine if the content is mastered for each subsection. Students that share classes will have the opportunity to coordinate with each other in the learning environment. For the most part, each student will have an English and Mathematics class and thus it will be important for students to work together and assist one another on tasks that are within similar content areas. RVAQ wishes to make the learning environment as normalized as possible. Pro-social interactions among students in school will provide them with a learning experience and skills they can use when they transition back into the community.

Plans for Supplemental Programming

In an education landscape dominated by debates on standards and testing, it is important to remember that strong academic skills alone are not enough to lead a child to a productive, fulfilling adulthood. Our students will learn through experiences, including social interactions, and by reflecting on those encounters to make meaning of them. The location of RVAQ provides exposure, unlike most schools. The exploration of the natural habitat surrounding the building alone provides a unique curriculum that cannot be found in books or on a computer screen. RVAQ plans to use the resources available for exploration and learning through doing. These experiences and reflections are most valuable for development when they take place amid sustained and supportive relationships between students and adults, as well as among peers.

Career and Technical Education that emphasizes training, certification and employability is a priority at RVAQ. Our CTE programs begin in Career Exploration classes with "pre-employment" certifications offered to all students. Adult and Infant CPR and First Aid, General Industry OSHA, Bike Tech, and basic computer literacy certifications are available for all students. In Career Exploration, all students will be required to contribute to their Academic and Career Portfolio with a resume, cover letter, thank you letter and reflective letter tying their interests. skills and long-range goals into a professional portfolio that can be presented to an employer.

RVAQ will offer supplemental education programs to help students master curriculum, develop effective learning strategies, and critical thinking. Our supplemental learning programs will support students in the following areas:
- Effective student skills
- Flexibility
- Tutoring
- Remedial assistance
- Accommodates various learning styles

- Educational interventions
- Online learning
- Target student individual needs through different teaching modalities (i.e. one on one, small group, online, direct instruction)

Edmentum additionally has a program called EdOptions that provides a virtual learning experience through access to virtual teachers. If needed, RVAQ will explore the use of EdOptions to provide any need for extra support. The teachers through EdOptions are available to students through regular communication and stay on track with their course material.

Supporting Equitable Access

Our mission is to create a sustainable model of education that provides all students with accessible curriculum based on state standards, while developing life and social skills in a mixed-age setting. This setting will allow us to serve students who are working within a wide range of academic levels and social abilities. The use of technology provides more time for staff to focus on the individual interests and needs of students, to truly personalize instruction. Providing direct, synchronous instruction on various subjects at certain times of the day does not consider the diverse learning needs of each student. Technology will play a key role in giving students an opportunity to leverage their interests through authentic projects and providing them a space to showcase their talents.

For students that require differentiated instruction, education staff will support their needs whatever they might be. Edmentum additionally has built-in features that support the learning needs of diverse learners. Such features include embedded in each course for assistance with reading, a dictionary linked to the internet to assist with unknown words, a highlighter, calculator, and other tools, the ability to translate words into a variety of languages for any clarification needs, and printable guided notes for student success. RVAQ will not neglect the importance of interpersonal relationships with coaches, teachers, administrators, and program personnel working side-by-side. Students will be appreciated for who they are and supported through differences in learning needs. Investing in relationships improves opportunities for all learners.

Meeting State Graduation Requirements

The students enrolled at RVAQ will typically remain in the program between 6 to 9 months, before transitioning back into their home community and their previous high school. However, credit hours and promotion will be earned in the same way as they are earned in traditional high school. RVAQ shall consider the grade received in each subject or course. and the student's score on any criterion-referenced or state-mandated assessment. The proposed curriculum at RVAQ contains the required elements to meet Clear Creak graduation requirements, including opportunities for students to earn Endorsements and Enhancements. Each student will have an Individual Career and Academic Plan (ICAP) which will outline graduation requirements and course credit obtainment.

Instruction
2. **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.*

At the core of RVAQ's educational philosophy is the belief that all students have strengths. All students are capable learners and capable of succeeding in school and becoming positive, contributing members of their communities. With RVAQ's primary focus on academic achievement, our philosophic approach also considers

the needs of the whole child. We believe integrating education with social skills and interpersonal skills empowers each student to fulfill his or her potential and fosters success in school and in other areas of the student's life. RVAQ will create a culture of high expectations for all students through a rigorous, relevant curriculum. What distinguishes our model from others is the structure and support provided for each student through our instructional initiatives, an emphasis on social-emotional and career readiness skills and the celebration of students who had previously experienced school failure or disengagement.

Staffing
3. **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.*

The RVA Board has approved a Principal to oversee its educational program (Brittney Hoffman), and this Principal shall participate in recruiting, hiring, and training additional education staff that are innovative and have openness to new ideas and that can provide an academic rich environment for students. During the first year, one teacher shall be hired, who will meet the students' educational needs for five projected years. With the gradual increase in population, by the third year, a part-time paraprofessional will be hired to ensure a rich student to teacher ratio is maintained.

Consistent with the current organizational structure, RVA Board will retain Rite of Passage, Inc. (ROP) as its Education Service Provider (ESP). A management agreement exists between RVA and ROP allowing ROP to provide day-to-day management of the educational services. Through this agreement, the teachers and staff will be contracted to RVA.

4. **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)*

Once the charter is awarded, RVA's board of directors will work with the Principal (Brittney Hoffman) to recruit, interview and hire a teacher. The principal, in collaboration with the board of directors, will interview teaching staff and present qualified candidates to its ESP, Rite of Passage. Rite of Passage will assist the principal with making the final decision to hire staff. Job openings will be posted at current ROP facilities and in local newspapers and job boards. Additionally, networking and developing professional relationships with principals from schools in the area will be encouraged and will provide assistance with recruiting qualified staff.

The RVAQ will plan to have the teacher hired 30 days prior to the beginning of the school year and will be required to participate in professional development training prior to the school opening. The primary focus of professional development will be to familiarize the teacher with the curriculum and philosophies of RVAQ in order to be well prepared for school to begin in the fall of 2023. All staff will sign a teacher agreement that specifies they are at-will employees of ROP and will be leased to the school. ROP will administer payroll and provide benefits, workers compensation, and HR support. ROP will invoice RVA for the cost of payroll, taxes, benefits, and workers compensation. Employee compensation will be determined at the date of hire and will be competitive with the neighboring schools and other ROP facilities. For those employees who qualify, a comprehensive benefits package will be provided through Rite of Passage which includes Medical, Dental,

Vision, Life Insurance, AD&D, Paid Time Off (PTO) and Holidays. Tuition Reimbursement and 401(k), with employer match, are available after 1 year of employment.

5. **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*

Each employee for Rite of Passage is required to attend a week-long pre-service training to discuss ROP policies and procedures. This training is especially specific to the unique population of students Rite of Passage has committed to serve.

Along with understanding the programmatic elements of Rite of Passage, teachers will need professional development to address methodology individualize instruction, classroom management, social-emotional and behavioral learning supports, inclusion, MTSS and RTI, and an explanation of special education within the different exceptionalities.

During Year 0, it will be prudent for the education administration to develop a professional development plan that adheres to current research-based methodologies for not only education, but social-emotional development. The professional development plan will then be utilized to determine if the learning becomes practice in Year 1 through the teacher evaluation process.

6. **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	Attachment Title
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_RVAOrganizationalChart
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_StaffEvaluationProcess

Calendar and Schedule:
7. **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	Attachment Title
School Calendar	Provide a draft annual calendar identifying number of school days, ensuring compliance with statutory requirements.	D_SchoolCalendarRVAQ
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_StudentScheduleRVAQ

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.**

RVAQ uses a Multi-Tiered System of Support that utilizes an RTI system to identify students struggling with the curriculum. Students will be provided evidence-based, in-class interventions and their progress will be monitored using MAP and STAR 360 assessments. To identify students that need MTSS support, the RVAQ education team will use data from curriculum-based measures, in-class grades, and benchmark testing scores. Social-emotional and behavior needs will also be taken into consideration and logged in the program's Daily Progress Notes (DPNs) for education staff to analyze. To provide research-based interventions, teachers and education staff will undergo professional development necessary to meet the common needs of our students that have been identified through the MTSS process.

2. **Provide an overview of the proposed school's student services support program and how the school-based team will address student needs.**

Upon enrollment, students' socio-emotional skills and high-risk behaviors will be assessed, including the YASI, The Youth Assessment and Screening Instrument to ascertain a student's risk, needs, and protective factors through exploring the following static and dynamic domains; legal history, family, school, community/peers, alcohol/drugs, mental health, violence/aggression, attitudes, adaptive skills, use of free time/employment, basic needs, and physical health. The YASI is an evidence-based assessment used by social service agencies and juvenile justice professionals to drive individual service plans and monitor student needs with regard to social-emotional learning, mental health, trauma, and other impacts on learning.

By identifying protective factors, it also provides a starting point for RVAQ's strength-based approach to instruction of social-emotional skills. Using these assessments and guided by RVAQ staff, students will create personal education plan outlining their long-term and short-term behavioral goals and academic goals as well. Another research-based practice central to our approach, Cognitive Behavioral Therapy is our primary construct for providing interventions designed to lower high risk issues. This is supported by the integrated care model which assigns intervention and emphasizes skill practice and development.

In addition to the school collateral, the education team will have access to all assessments to teach to the whole student and address all his needs. Monthly Multi-Disciplinary team meetings including direct care staff, case management and the teacher, will be held to ensure all perspectives are considered. Each month the education staff shall participate in case consultations facilitated by the RVAQ Therapist. This process informs instructor of treatment progress and barriers that assist in developing individualized teaching strategies.

3. **Detail how the school will accommodate the experiences and needs of <u>students who have been historically underserved</u>** (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:**

   a) **A detailed description of how the budget will align with required resources to support students who have been historically underserved.**
      The description should include:
      i) *The student plan management system to house student plans,*
      ii) *Curricula and instructional materials, and*
      iii) *Necessary staffing and training needed to serve special populations.*
      Please also note that the Applicant is required to submit a 5-year budget projection as part of the application submission. The description provided below should clearly align to and reference the submitted budget line items.

The budgeting process included input from the Principal, Board, ESP while using historic costs of operating a similar school for historically underserved youth (scaled to RVAQ). The budget includes the projected students, by year, who meet the eligibility as IDEA students, ELL, gifted and talented, and other special populations. All supplies and materials were budgeted to meet the unique needs of youth including all books, periodicals, and curricula.

RVAQ will be using Gradelink as a student resource system to document student information, which is also budgeted. Gradelink will house all student information including demographic information, school information, and previous enrollment history. RVAQ will request transcripts from each student's previous placement and upon the receipt of those transcripts, course information will be analyzed to determine each student's incoming credits and an appropriate course of action regarding their RVAQ course load. Students that have been underserved and are credit deficient will be given a course load that accommodates their needs. The goal will be to use the student management system to record all credit and determine appropriate action for students moving forward while in the care of RVAQ.

RVAQ will use the online learning platform Edmentum for most curricula and instructional materials. Each student will have their individual course plan, dependent upon their graduation requirements. For students that have been historically underserved, their course plan and daily schedule may be modified to meet their needs to move them closer to graduation. If in the event the diploma route is likely to be unobtainable, discussions about the GED route will occur with the student's team. Using a blended learning model, the cost of Edmentum was also included in the budget. The paraprofessional (part-time) will be hired in year three as the population of at RVAQ increases, enabling staff to maintain rich ratios and personalized learning for all students.

   b) **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.*

The Q-House teacher will be a special education teacher who will be fully trained to ensure the needs of special populations/exceptional students are met. The Q-House teacher will work in collaboration with the Principal and the residential staff and may refer youth to contracted services, as required. In year three, as the population increases, a part-time paraprofessional will also be hired to maintain a rich student to instructor ratio.

The Principal, Teacher and paraprofessional will receive a myriad of opportunities for professional growth and training to ensure they each meet the needs of exceptional students in alignment with the state requirements. Our Professional Development will embody the following principles:
1. Professional Development (PD) should focus on student learning and development at all times.
2. In addition to formal evaluation measures, professional development will include coaching that taps into the ways adults learn.
3. Effective PD encourages Teacher reflection and ownership of professional learning through personal goal setting, which each Teacher submits to the Principal as part of the evaluation process.

All Teachers will receive a minimum of 120 hours of training during their first year of employment. Pre-service training will include topics for all staff members such as: Mission and Goals, Workers Compensation and Safety, Sexual Harassment, Violence in the Workplace, and Drug-Free Workplace policies. All Teachers and staff will complete a "Mentoring Packet," which addresses day-to-day operational issues specific to the campus such as: Special Populations, RTI, Safety and Supervision, Multi-Disciplinary Team (MDT) Meetings, Instructor Duties, Data and Record Keeping, and Classroom Observations. Additional professional development opportunities for the Principal, Teacher, and paraprofessional will directly align with specific school initiatives and will utilize administrative leadership, the expertise of educators from outside organizations and the training resources of our ESP.

c) A plan to provide research-based intervention strategies that will allow the student services team to implement a full continuum of services.

If deemed necessary, youth will go through the MTSS process to identify areas of need and provide appropriate interventions in the classroom. Therapeutic services are engrained into the Rite of Passage framework and thus students will be able to work through trauma and develop coping skills. These skills will provide them will opportunities to develop pro-social relationships and confidence when working in the classroom setting.

Through an MDT process, which includes the teacher, therapist and direct care staff, interventions will be prescribed which includes the creation of a Personal Education Plan which is aligned with the youth's Individual Treatment Plan. Within the school day, the students will have the opportunity to participate in evidence-based curriculum, such as *Thinking for a Change. Thinking for a Change* is an evidence-based program that teaches adolescents social skills, moral reasoning, and anger management skills. RVAQ will utilize the activities and lessons involving social skills and moral reasoning. Based on the social learning process, these activities involve modeling the skills for students, having them role play the skills, and then providing performance feedback.

4. Detail how the school will accommodate different learning styles and the needs of <u>students with special needs under IDEA and Section 504</u>. Provide plans and procedures that describe how the school will ensure all students will progress adequately. This should include:

a) 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:*
   i) *The student plan management system to house student plans,*
   ii) *Curricula and instructional materials, and*
   iii) *Necessary staffing and training needed to serve special populations.*
   Please also note that the Applicant is required to submit a 5-year budget projection as part of the application submission. The description provided below should clearly align to and reference the submitted budget line items.

As stated above, the budget includes the projected students, by year, who meet the eligibility as IDEA students, ELL, gifted and talented, and other special populations. All supplies and materials were budgeted to meet the unique needs of youth including all books, periodicals, and curricula. Using a blended learning model, the cost of Edmentum was also included in the budget. RVAQ will be using Enrich and Gradelinks as a student resource system to document student information, which is also budgeted. The paraprofessional (part-time) will be hired in year three as the population of at RVAQ increases, enabling staff to maintain rich ratios and personalized learning for all students.

RVAQ will use the online learning platform Edmentum for most curricula and instructional materials. Each student will have their individual course plan, dependent upon their graduation requirements. Students that require a more multi-modal approach to learning will have the opportunity to learn with a variety of media methods supplementally as per their individual needs.

RVAQ will also use Frontline Enrich to house, develop, and progress monitor all IEP and 504 documents. IEPs will be updated annually by the IEP team prior to the expiration of the annual review date. Each teacher will have access to a hard copy of each student's IEP located on the RVAQ share drive and/or in a locked centralized location. Teachers will document the progress of the student's goals and objectives as frequently as identified in the student's IEP. The documentation will be placed in the student's academic file and monitored by the school staff for compliance. Related services will be provided to the school social worker and if additional services are needed (speech, psychologist, etc.), the school will contract with outside providers to meet the need of the student's IEP. The IEP guides the academic destination of the student and is based on the goals and objectives set by the IEP team. Re-evaluations for continuance services, additions, or deletion of services will take place every three years. Students with disabilities are educated with non-disabled students. Regardless of the student with disabilities cognitive level, there will be no exclusion during the academic school year.

b) **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.*

The Q-House teacher will be a special education teacher who will be fully trained to ensure the needs of special populations/exceptional students are met. The Q-House teacher will work in collaboration with the Principal and the residential staff and may refer youth to contracted services, as required. In year three, as the population increases, a part-time paraprofessional will also be hired to maintain a rich student to instructor ratio.

c) **A plan to provide research-based intervention strategies that will allow the student services team to implement a full continuum of services.**

RVAQ shall adhere to and implement services for special student populations in conformance with all federal, state, and local laws, including but not limited to the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act of 1990, Bulletin 1706, and other relevant regulations/legislation. Students with 504 plans that enroll in RVAQ will have access to their identified accommodations detailed in their 504 plans. A student's 504 plan will be updated in accordance with federal guidelines. If a student enters RVAQ and it is expected that a 504 plan needs to be developed, referrals will be made, and procedural paperwork will be issued to necessary parties for consent. Once consent is received, RVAQ will contact required service providers to administer the assessments needed to make any determinations.

Identified accommodations in the IEP or 504 will involve a wide range of techniques and support systems that help students work around the limitations that result from their disability. Accommodations are designed based on the way students learn and how they are tested. They may be provided in five general areas: 1) instructional methods and materials, 2) assignments and classroom assessments, 3) time demands and scheduling, 4) learning environment, and 5) use of special communication systems. Testing accommodations will also be provided to students to ensure appropriate changes or adjustments to standard testing procedures or materials that enable a student to participate in state and district assessments. All changes to any standardized test procedures will be limited to those explicitly allowed in the test manual and must be documented on the IEP. Inclusion in the regular classroom enables previously excluded students to be successful in the general education program; it can give those previously excluded students a chance to make friends and build relationships with a more representative group of their peers.

IDEA requires education in the "least restrictive environment appropriate" to meet their "unique needs." Section 504 of the Rehabilitation Act of 1973 requires disabled children to be educated with the non-disabled to the maximum extent appropriate to the needs of the disabled child. Inclusion allows all students to be challenged by high expectations and offers more opportunities for all to learn tolerance and compassion. More than anything else, however, inclusion sends the message to students, to school personnel, and to the community that each individual is a valued member of society, and that each one has a unique and valuable contribution to make up the complex fabric of society.

It shall be the school's responsibility to maintain compliance with the student's Individual Education Plan (IEP) and 504 Plan under the supervision of the Principal/Special Education Teacher. All teaching staff are provided accommodations and modifications in the classroom as outlined in the student's IEP. Professional development training in the areas of methodology individualized instruction, classroom management, inclusion, Response to Intervention (RTI), and an explanation of special education within the different exceptionalities.

IEPs will be updated annually by the IEP team prior to the expiration of the annual review date. Each teacher will have access to a hard copy of each student's IEP located on the RVAQ share drive and/or in a locked centralized location. Teachers will document the progress of the student's goals and objectives as frequently as identified in the student's IEP. The documentation will be placed in the student's academic file and monitored by the school staff for compliance. Related services will be provided to the school social worker and if additional services are needed (speech, psychologist, etc.), the school will contract with outside providers to meet the need of the student's IEP. The IEP guides the academic destination of the student and is based on the goals and objectives set by the IEP team. Re-evaluations for continuance services, additions, or deletion of services will take place every three years. Students with disabilities are educated with non-disabled students. Regardless of the student with disabilities cognitive level, there will be no exclusion during the academic school year.

5. **Detail how the school will accommodate different learning styles and the needs of <u>students with gifted abilities</u>. Provide plans and procedures that describe how the school will ensure all students will progress adequately. This should include:**

   a) **A detailed description of how the budget will align with required resources to support students with gifted abilities.** *The description should include:*
      i) *The student plan management system to house student plans,*
      ii) *Curricula and instructional materials, and*
      iii) *Necessary staffing and training needed to serve special populations.*
         Please also note that the Applicant is required to submit a 5-year budget projection as part of the application submission. The description provided below should clearly align to and reference the submitted budget line items.

As stated above, the budget includes the projected students, by year, who meet the eligibility as IDEA students, ELL, gifted and talented, and other special populations. All supplies and materials were budgeted to meet the unique needs of youth including all books, periodicals, and curricula. Using a blended learning model, the cost of Edmentum was also included in the budget. The paraprofessional (part-time) will be hired in year three as the population of at RVAQ increases, enabling staff to maintain rich ratios and personalized learning for all students. RVAQ will be using Gradelink and Enrich as a student resource system to document student information, which is also budgeted.

b) **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.*

The Q-House teacher will be a special education teacher who will be fully trained to ensure the needs of special populations/exceptional students are met. The Q-House teacher will work in collaboration with the Principal and the residential staff and may refer youth to contracted services, as required. In year three, as the population increases, a part-time paraprofessional will also be hired to maintain a rich student to instructor ratio.

c) **A plan to provide research-based intervention strategies that will allow the student services team to implement a full continuum of services.**

RVAQ will provide programs and services that meet the unique cognitive, social, and emotional needs of gifted students, preparing them to succeed in a global society. Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers will develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs. Teachers will be trained on effective differentiation in the classroom, and this will include modifying instruction for both academically challenged and academically gifted students.

Teachers will use Compacting the Curriculum strategy, which would allow students that already know the content to move forward in areas that they do not know. Teachers will develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs. This can be accomplished by offering opportunities for students to:
- Pursue topics of study in greater depth or to a greater level of cognitive challenge
- Tackle a wider range of authentic and complex academic tasks that require doing real world work
- Advance through activities at a faster pace
- Develop a sense of self and the possibilities that the world has to offer

6. **Detail how the school will accommodate different learning styles and the needs of <u>Multilingual Learners</u>. Provide plans and procedures that describe how the school will ensure all students will progress adequately. This should include:**

a) **A detailed description of how the budget will align with required resources to support Multilingual Learners.** *The description should include:*
   i) *The student plan management system to house student plans,*
   ii) *Curricula and instructional materials, and*
   iii) *Necessary staffing and training needed to serve special populations.*

Please also note that the Applicant is required to submit a 5-year budget projection as part of the application submission. The description provided below should clearly align to and reference the submitted budget line items.

As stated above, the budget includes the projected students, by year, who are multilingual learners (<5%). All supplies and materials were budgeted to meet the unique needs of youth including all books, periodicals, and curricula. Using a blended learning model, the cost of Edmentum was also included in the budget. The paraprofessional (part-time) will be hired in year three as the population of at RVAQ increases, enabling staff to maintain rich ratios and personalized learning for all students.

RVAQ will use the online learning platform Edmentum for most curricula and instructional materials. Each student will have their individual course plan, dependent upon their graduation requirements. Edmentum has a variety of tools that can assist students, especially students whom English is their second language. There is a dictionary, as well as a translator in each class to help students understand unknown words.

RVAQ plans to utilize the Colorado Charter School Institute's Equity Screener to support the English language development of multi-lingual learners. The three-component support system of data release, tiers of support, and school meetings captures the support needs of students throughout the year. This system also provides professional development opportunities for educators and data review support to establish systems that benefit English Language Learners.

b) **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.*

The Q-House teacher will be a special education teacher who will be fully trained to ensure the needs of special populations/exceptional students are met. The Q-House teacher will receive multilingual certification, or the school may draw upon the Program Manager of the residential program (who is certified) to provide multilingual services, as needed.

c) **A plan to provide research-based intervention strategies that will allow the student services team to implement a full continuum of services.**

RVAQ provides students with an equal opportunity to complete an academically rigorous high school program with challenging, yet comprehensive, instruction in all content areas. To meet the learning needs of English Language Learners, the English Language Development courses will combine the Colorado ESL English Language Proficiency Standards for 9th through 12th Grades with the ELA Common Core State Standards. Teachers will then design curriculum maps using the state standards and assessment information (i.e., assessment blueprints/Smarter Balanced test frameworks, testing dates).

Multilingual learners will be identified during the intake process which includes questions about primary and secondary language used by the students both at home and in the community. Translators for families can be provided upon request. Students whose dominant language is not English (identified on the Home Language Survey or other school documents) will receive assessments in reading, spoken, and written English proficiency using the states' Language Development Assessment which tests English Language Learner students to determine their level of proficiency. Needs assessments will be outlined and students will receive the appropriate

interventions in compliance with state and federal guidelines. The school will contact the appropriate personnel for translation services for students if needed. ROP will provide ELLinstructional materials that will be used to correlate with state and district curriculum standards and benchmarks. Instruction can be presented in varying levels based on the individual students' academic needs. Education staff will use best the instructional practices to support academic skill development and language acquisition.

7. **Detail how the school will accommodate different learning styles and the needs of <u>students performing below grade level</u>. Provide plans and procedures that describe how the school will ensure all students will progress adequately. This should include:**

   a) **A detailed description of how the budget will align with required resources to support students performing below grade level.** *The description should include:*
      i) *The student plan management system to house student plans,*
      ii) *Curricula and instructional materials, and*
      iii) *Necessary staffing and training needed to serve special populations.*
          Please also note that the Applicant is required to submit a 5-year budget projection as part of the application submission. The description provided below should clearly align to and reference the submitted budget line items.

As stated above, the budget includes the projected students, by year, who meet the eligibility as IDEA students, ELL, gifted and talented, and other special populations. All supplies and materials were budgeted to meet the unique needs of youth including all books, periodicals, and curricula. Using a blended learning model, the cost of Edmentum was also included in the budget. Through Edmentum, each student will have their individual course plan, dependent upon their graduation requirements. Edmentum has a variety of tools that can assist students, especially students who are high in age and deficient in credits.

The paraprofessional (part-time) will be hired in year three as the population of at RVAQ increases, enabling staff to maintain rich ratios and personalized learning for all students. With RVAQ small class sizes and resource support, we will be able to accommodate the educational needs of our diverse population. Mixed-age classes and flexible scheduling will allow students who are far ahead or far behind their age group to work at their own ability levels within the general education classrooms.   RVAQ will be using Gradelink and Enrich as a student resource system to document student information, which is also budgeted.

   b) **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.*

The Q-House teacher will be a special education teacher who will be fully trained to ensure the needs of special populations/exceptional students are met. In year three, as the RVAQ population grows, a paraprofessional (part-time) will be hired to provide additional support to youth who may not be performing at grade level. In addition, the RVAQ teacher may refer youth who need additional support to the Program Manager, Therapist and/or other staff within the Q-House residential program to ensure the youth receives supportive services and behavioral health services needed to be successful.

c) A plan to provide research-based intervention strategies that will allow the student services team to implement a full continuum of services.

Our varied teaching strategies will help students learn in all modalities, whether they learn best from direct instruction, project-based curriculum, group work, direct action, teaching others, or independent exploration. In addition to direct instruction, instructional strategies most likely to meet the needs of our students include differentiated instruction, experiential hands-on learning, mixed-age groups, and peer tutoring. We will incorporate a multitude of learning modalities into each lesson.

The single most effective instructional modification that enhances achievement is feedback (Hattie, 1992). To accurately assess student performance and provide effective feedback, RVAQ staff will issue regular academic grades and detailed performance feedback on a weekly basis. Within each class, teachers will be expected to administer a mini assessment (e.g., quiz, test or performance assessment) to ensure that students are making expected progress and to provide multiple data points for accurately assessing student needs. Teachers will receive staff development to remain informed about how to ensure feedback is criterion-referenced, timely and specific. According to research, effective feedback explains what students are doing correctly, provides an explanation of what students are doing incorrectly and helps them learn how they may correct it (Marzano, 2003).

8. **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:**

   a) **A detailed description of how the budget will align with required resources to support students with mental health needs.** *The description should include:*
      i) *The student plan management system to house student plans,*
      ii) *Supplemental materials, and*
      iii) *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 5-Year Projected Budget. The description provided below should clearly align to and reference the submitted Projected Budget line items.

As stated above, the budget includes the projected students, by year, who meet the eligibility as IDEA students, ELL, gifted and talented, and other special populations. All supplies and materials were budgeted to meet the unique needs of youth including all books, periodicals, and curricula. Using a blended learning model, the cost of Edmentum was also included in the budget. The paraprofessional (part-time) will be hired in year three as the population of at RVAQ increases, enabling staff to maintain rich ratios and personalized learning for all students. RVAQ will be using Gradelink and Enrich as a student resource system to document student information, which is also budgeted.

   b) **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.*

The RVAQ teacher may refer youth who need additional support to the Program Manager, Therapist and/or other staff within the Q-House residential program to ensure the youth receives supportive services and behavioral health services needed to be successful.

c) A plan to provide research-based intervention strategies that will allow the student services team to implement a full continuum of services.

Based on a youth's assessed needs, RVAQ will implement a thoughtful Response to Intervention Model which will be a school-wide initiative that will utilize all available resources for students in need of academic and/or additional behavioral support. As part of our RTI framework, RVAQ will implement the following interventions:

- The ROP Integrated Care Model provides specific methods, practices, and services to address youth's behavioral challenges and mental health needs. The four-tier system begins with a foundation of safety—including physical, psychological, and emotional. Assessments measure any existing trauma, and an orientation program may be utilized before more targeted interventions can begin. Developing and practicing skills begin with a students prescribed evidence-based cognitive behavioral interventions. The campus culture will enable each student to develop and practice skills through therapeutic, academic, vocational, health/wellness, family and community activities. Within the normalized milieu, our students gain competencies and skills through practice. As they continue to develop, to learn and to practice these skills, students achieve goal attainment; then, new goals are established, and the process of positive change is moved forward.

- Upon enrollment, all students will participate in a mandatory orientation program to learn the school's behavioral and academic expectations, identify personal learning challenges, and prepare for the emotional and social challenges ahead. Students will be exposed to basic cognitive behavioral program elements in the Rite of Passage Student Resource Guide, Concept 1: Understanding How Systems and Organizations Work; Concept 2: Creating the Future You Want through Goal Setting; and Concept 3: Using Strengths and Developing Resiliency.

- Basic treatment issues will be addressed through a cognitive behavioral curriculum that will foster an environment of respect for self and others. Using criminogenic risk assessment, a regiment of individual and group sessions will be identified and established to assist these students to address problems individually and as a group. The school will administer the MAP assessment during Orientation and informal classroom assessments to ascertain academic performance. Teachers will then confirm or adjust a student's educational program and interventions. A skilled RtI trained teaching staff and small learning communities will assist in reversing the cycle of student frustration and recapture their natural curiosity and desire to learn.
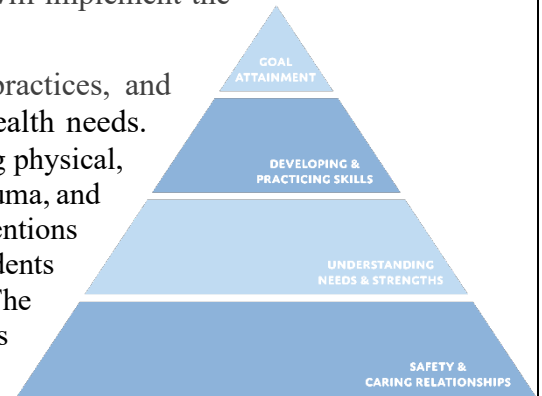
9. **Describe the plan for how your school will support and address student health including the process and procedures for immunizations, record keeping, vision and hearing screenings, health care plans, medication administration, and student illnesses. Include your schools plans to have a licensed 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."*

Medical, dental, and psychiatric services at the Q-House meet Child Care licensing requirements and are provided through Colorado licensed medical professionals within the surrounding communities. Currently, services are accessed through Medicaid providers St. Anthony's Urgent Care and Health Clinic in Evergreen, Centura Health in Idaho Springs, Walmart Vision, and Comfort Dental in Evergreen. Emergency medical services are accessed at Urgent Care, Evergreen or at the emergency room, St. Anthony's Lakewood. Psychiatric services are provided by Dr. Halpern, contracted, and licensed psychiatrist.

Separate medical records are kept on every youth, locked in a cabinet and marked "Confidential" to protect its contents from view of unauthorized individuals. All direct care staff receive HIPAA training. Filing of lab reports, medication records, etc. are kept up-to-date and maintained for seven years after the youth's 21st birthday.

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.**

As described in the Executive summary, RVA has been a top performer among the AEC community of Denver Public School on the Alt-SPF performance measure. Over a twelve-year span, RVA ranked first, or in the top 3, among all the AEC schools consistently. Out of the 19 AEC high schools in the district serving over 3,100 students, RVA has an average alt-SPF score that places the school second overall and less than one percentage point behind Emily Griffith Technical College. This achievement is significant, especially considering we have served the most at-risk population of students in the AEC category during that time, with 100% of our students eligible for free-and-reduced lunch. We have consistently reached our goals over the last decade and plan on continuing our high expectations for our students with our charter. We plan on continuing to monitor our students' progress through several measures. We will continue to use the Measure of Academic Progress (MAP) testing for our students which will be administered four times each year. The data from these tests will be analyzed for each student individually to determine potential interventions for students using the Response to Intervention (RTI) model.

We also plan on setting yearly goals as part of the school improvement plan each year in order to target areas for improvement in student growth. These goals will include concrete steps that will be taken to achieve them. We will continue to utilize Rite of Passage's monthly education meeting to analyze education KPI's to determine whether we are meeting the monthly and yearly growth targets for MAP testing. During these meetings, educational strategies are shared between ROP school leaders throughout the country and policies and best practices are determined for future years.

We plan on continuing to share all school performance data with the school board on a regular basis, including the monthly educational KPI data. Parents will also be invited to review and discuss school performance data during the quarterly School Accountability Committee meetings each year. Our schools consistently strong performance in student growth comes from a number of factors. Perhaps most importantly, the staff at Rite of Passage have a high expectation for student performance, regardless of their backgrounds or past performances. We have confidence in knowing that we can fulfill our mission to "improve the lives of youth" simply because we have done so for thousands of Colorado youth who have turned their lives around due to Ridge View Academy. As an organization, Rite of Passage is committed to the use of Positive Youth Development (PYD) as a framework for working with all adolescents. Essentially, this behavioral framework encourages staff to develop positive, pro-social mentorships with students that involve a wide range of activities in and outside of school. Rite of passage is also committed to character development and positive character traits are explicitly taught and reinforced through our programming and behavioral therapy.

Part of our success also stems from the fact that RVA has operated its school in a residential program and will continue to do so at its new location. Many of the students we have served over the years benefit from relocation from their previous neighborhoods and wraparound programming that serves a student's physical, educational and emotional needs helps them to head in a more positive direction.

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	Not Applicable	Not Applicable
			English Learners	Not Applicable	Not Applicable
			Free/Reduced-Price Lunch Eligible	Not Applicable	Not Applicable
			Minority Students	Not Applicable	Not Applicable
			Students with Disabilities	Not Applicable	Not Applicable
			Students with Gifted Abilities	Not Applicable	Not Applicable
	CMAS Mathematics (3rd-8th)	Mean Scale Score	All Students	Not Applicable	Not Applicable
			English Learners	Not Applicable	Not Applicable
			Free/Reduced-Price Lunch Eligible	Not Applicable	Not Applicable
			Minority Students	Not Applicable	Not Applicable
			Students with Disabilities	Not Applicable	Not Applicable
			Students with Gifted Abilities	Not Applicable	Not Applicable
	CO PSAT Evidence-based Reading & Writing (9th-10th)	Composite Mean Score	All Students	50%	60%
			English Learners	Too Small to Measure	Too Small to Measure
			Free/Reduced-Price Lunch Eligible	50%	60%
			Minority Students	50%	60%
			Students with Disabilities	50%	60%
			Students with Gifted Abilities	Too Small to Measure	Too Small to Measure
	CO PSAT Mathematics (9th-10th)	Composite Mean Score	All Students	50%	60%
			English Learners	Too Small to Measure	Too Small to Measure
			Free/Reduced-Price Lunch Eligible	50%	60%
			Minority Students	50%	60%
			Students with Disabilities	50%	60%
			Students with Gifted Abilities	Too Small to Measure	Too Small to Measure
	ACCESS for ELL	% of students at benchmark	English Learners	Too Small to Measure	Too Small to Measure
	READ Act (grades K-3)	% of students with a Significant Reading Deficiency	Not Applicable	Not Applicable	Not Applicable
	Interim Assessment Measure: Measures of Academic Performance Reading	% of students meeting MAP growth expectations in Reading	All Students	80%	85%
	Interim Assessment Measure: Measures of Academic Performance Math	% of students meeting MAP growth expectations in Math	All Students	70%	80%

	Interim Assessment Measure: Measures of Academic Performance Language Usage	% of students meeting MAP growth expectations in Language Usage	All Students	75%	80%
Academic Growth	CMAS English Language Arts	Median Student Growth Percentile	All Students	Not Applicable	Not Applicable
			English Learners	Not Applicable	Not Applicable
			Free/Reduced-Price Lunch Eligible	Not Applicable	Not Applicable
			Minority Students	Not Applicable	Not Applicable
			Students with Disabilities	Not Applicable	Not Applicable
			Students with Gifted Abilities	Not Applicable	Not Applicable
	CMAS Mathematics	Median Student Growth Percentile	All Students	Not Applicable	Not Applicable
			English Learners	Not Applicable	Not Applicable
			Free/Reduced-Price Lunch Eligible	Not Applicable	Not Applicable
			Minority Students	Not Applicable	Not Applicable
			Students with Disabilities	Not Applicable	Not Applicable
			Students with Gifted Abilities	Not Applicable	Not Applicable
	CO PSAT/SAT Evidence-based Reading & Writing (9th-11th)	Median Student Growth Percentile	All Students	50%	60%
			English Learners	Too Small to Measure	Too Small to Measure
			Free/Reduced-Price Lunch Eligible	50%	60%
			Minority Students	50%	60%
			Students with Disabilities	50%	60%
			Students with Gifted Abilities	Too Small to Measure	Too Small to Measure
	CO PSAT/SAT Mathematics (9th-11th)	Median Student Growth Percentile	All Students	50%	60%
			English Learners	Too Small to Measure	Too Small to Measure
			Free/Reduced-Price Lunch Eligible	50%	60%
			Minority Students	50%	60%
			Students with Disabilities	50%	60%
			Students with Gifted Abilities	Too Small to Measure	Too Small to Measure
	ACCESS for ELLs	Median Student Growth Percentile	English Language Learners	Too Small to Measure	Too Small to Measure
	Interim Assessment Measure: Measures of Academic Performance Reading	% of students meeting MAP growth expectations in Reading	All Students	80%	85%
	Interim Assessment Measure: Measures of Academic Performance Math	% of students meeting MAP growth expectations in Math	All Students	70%	80%
	Interim Assessment Measure: Measures of Academic Performance Language Usage	% of students meeting MAP growth expectations in Language Usage	All Students	75%	80%
	Star 360 Reading and Math Assessments	% of students increasing scale score growth expectations	All Students	85%	90%

Indicators	Measure	Metric	Student Group	Year 1	Year 2
	CO SAT Evidence-based Reading & Writing (11th)	Composite Mean Score	All Students	50%	60%
	CO SAT Mathematics (11th)	Composite Mean Score	All Students	50%	60%
Postsecondary and Workforce Readiness	Graduation Rate	% of Students Graduating	12th Grade Students	75%	80%
	Dropout Rate	% of Students Dropping Out	All Students	0%	0%
	Matriculation Rate	% of Students Matriculating	All Students	90%	95%

Indicators	Measure	Metric	Student Group	Annual Performance Targets	
				Year 1	Year 2
Optional Mission-Specific Measures	Key Performance Indicators	% of indicators that meet expectations	All Rite of Passage Youth	85%	90%

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	Identify the language proficiency of students with a home language other than English.	Summative	Annual	January-February
CMAS	Science	Identify proficiency in science (11th grade only).	Summative	Annual	April-May
School Readiness Assessment (K only)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
READ assessment (K-3 only)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
PSAT	Literacy/Mathematics	Identify proficiency in literacy and mathematics.	Summative	Annual	April

SAT	Literacy/Mathematics Writing-Optional as per student request	Identify proficiency in literacy and mathematics. Can also provide proficiency in writing if the student opts into the assessment.	Summative	Annual	April
Star 360	Reading/Mathematics	Identify the reading and math proficiency of students upon intake and prior to their discharge.	Diagnostic Summative	Upon Enrollment Prior to Discharge	Within 10 days of enrollment Within 10 days of discharge
Measures of Academic Progress (MAP)	Reading Mathematics Language Usage	Identify the literacy and math proficiency of students upon intake and benchmark growth through exposure to academic content within the program.	Interim	Quarterly	Fall Winter Spring Summer

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*

We will continue to utilize the RTI model to identify students who are not showing adequate growth in quarterly MAP assessments, as well as curriculum-based measures to identify areas of need. Students falling behind will be given evidence-based, classroom interventions in order to improve performance. If there are content areas that prove to be a consistent struggle in the student population, RVAQ will seek relevant and evidence-based professional development to train education staff and support students. The Q-House Site Director and Principal will meet each month and review the KPI data to see if interim MAP growth targets are being met. The education staff will review student grades and course completion status weekly to ensure students remain on track to receive credit for their classes.

G. Finance

1. **Provide a summary of how the transfer to a CSI charter school will financially impact the school (changes in per pupil revenue, categorical funding, grants etc.) Please include contingency plan to mitigate the impacts of decreased funding or increased expenditures, if applicable.**

This budget was put together with knowledge gained from operation of Ridgeview Academy, Inc's (RVA) existing Colorado Charter School facility for the past twenty (20) years, as well as experience from our CMO, ROP, who has run charter schools in multiple states for the past 30 years. In response to a request to provide educational services for at-risk youth, RVA is relocating its Charter to Clear Creek County from its current location. With the relocation of the school, RVA is projecting a reduction in average daily enrollment with an average of eight (8) students in year one (1), twelve (12) in year two (2) and fifteen (15) in years 3-5. The school will operate in Clear Creek County, which receives a higher Per Pupil Rate ($10,108.38) than Adams-Arapahoe County ($9,400.63) where the school is currently located.

The most significant decrease in funding that will occur when transitioning to CSI will be the reduction in Mill Levey Funding. RVA has historically received ~$200K annually from this funding that will cease under CSI.

RVA has revised its budget to reflect the reduction in revenue and reduction in average student enrollment. RVA is projecting a $29,730 loss in year 1. RVA has approximately $475,759 in reserves that will cover the projected loss in year one of operation under CSI. RVA is expected to have a surplus in years two-five and will not require reserve funding to operate.

2. **Please provide a copy of the most recent version of the following documents as attachments:**

Attachment Contents	Attachment Title
a. Three years of independent financial audits	G_IndependentFinancialAudit
b. Quarterly financial statements pursuant to C.R.S. 22-45-102	G_QuarterlyFinancialStatements
c. Quarterly balance sheet	G_QuarterlyBalanceSheet
d. 5-Year budget detailed by source/object code	G_5YearProjectedBudget
e. Financial policies and procedures	G_FinancialPoliciesandProcedures
f. All reports/data dashboards provided to the local board in the last year related to financial performance	G_AllFinancialReportsDashboards

3. **For the proposed budget included with the application, please provide:**
   a. *Detailed assumptions for all donations, private grants, student fees, and foundation revenue*
   b. *Detailed assumptions for professional, technical, and consulting services expenditures.*
   c. *Detailed assumptions for liability, property, and other insurance coverage, including coverage and rates.*
   d. *An explanation of how restricted grant funding will be spent.*

The following table provides budget assumptions related to requested detail for items a.-c as follows:

Assumption	Amt/Elig. Student	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue						
Enrollment/PPR	$ 10,408.00	8	12	15	15	15
% Eligible SPED Students	$ 1,232.00	40%	40%	40%	40%	40%
% ELL Students	$ 365.00	5%	5%	5%	5%	5%
Mill Levy Equilization Funds	$ 311.47	2,492	3,738	4,672	4,672	4,672
Title I	$ 373.00	2,984	4,476	5,595	5,595	5,595
Title III	$ 130.00	0	51	75	92	90
Title II	$ 8.98	1,500	1,500	1,500	1,500	1,500
Donations	n/a	none	none	none	none	none
Private Grants	n/a	none	none	none	none	none
Foundation Revnue	n/a	none	none	none	none	none
Expenses						
Professional Services		6,000	6,510	7,063	7,664	8,315
Techinical Services		0	0	0	0	0
Consulting Services		8,104	9,790	13,560	15,544	15,537
Liability Insurance		1,024	1,536	1,920	1,920	1,920

Restricted grant funding will be spent in accordance with funding restrictions. Accounting for funds will be managed through separate subaccounts that will track revenue, expenditures and balances. Restricted grant funding and expenditures will be reviewed in detail monthly with the school Principal as well as the Board of Directors. RVA currently has $122,127 in its Roger Allot Fund provides transitional services to students. The fund is managed by the EMP, ROP as directed by the RVA Board of Directors.

4. **Detail financial metrics and targets, including any debt covenants, the board and school leadership will track during the transition to ensure financial solvency as the school changes authorizers.**

RVA will use the following metrics and targets to track financial performance and ensure financial solvency as the school transitions to CSI:

Metric	Target Year 1	Year 2	Year 3	Year 4	Year 5
Student Enrollment	8	12	15	15	15
Revenue	100,350	148,997	189,401	193,754	196,151
Expense	132,572	138,558	146,525	153,265	158,174
Net Income	(29,730)	10,439	42,876	40,488	37,977
Cash Balance	446,029	456,468	499,344	539,832	577,809

5. Detail how the budget aligns with the proposed execution of the school's mission and focus including staffing, curriculum, professional development, and technology.

RVA's budget will ensure the school fulfills its mission to provide rigorous academics and positive skill development to at-risk youth. The infrastructure, policies and systems are already in place to ensure trained educators work in tandem with direct care staff will provide these services to youth.

1. **Complete the Board Membership Matrix**

Competency ↓	1	2	3	4	5	6	7	8	9	10
Board Member Name	*F. Jerald Adamek*	Douglas MacCarthy	Nancy Spence	Kevin Lash	Ross Fraser	Maria Perez	Brad Billingsley	Patricia Hayes	Michael Griebel	Elton Jones
Term	*06/04-current*	10/12-present	07/10-present	05/19-present	03/21-present	05/21-present	02/17-present	05/08-present	10/15-present	07/10-present
Board Position	*President*	Vice President	Past President/ Member	Secretary	Treasurer	Member	Member	Member	Member	Ex Officio Member
Finance		X			X		X		X	
Legal										
Community	X	X	X	X			X	X	X	X
Alumni Parent				X						
Education	X		X	X	X			X	X	

2. Provide a description of how and when the existing governing board was formed and how members were identified.

The Ridge View Academy governing board was formed in April of 2001 in Colorado, upon issuance of the original charter from Denver Public Schools (DPS). The purpose of the board was to set educational performance standards, goals and objectives, monitoring and approving budget items and compliance reporting, for the charter school program operated from 2001-2021 at the Ridge View Youth Services campus.

Our board composition was and continues to be inclusive of members who bring varying strengths and expertise to share with the board and the Ridge View Academy education program. As detailed in the bios below, we have a wide range of experts in the field of education, youth services and mentoring, parental involvement, and community members.

PRESIDENT F. Jerald (Jerry) Adamek began his career working with at-risk youth as a High School Teacher, Coach, and Counselor in 1966. He was employed as an administrator with the Colorado Division of Youth Services for 31 years, with the last 7 years serving as the Division Director. With an M.C.J. degree from CU, he

added another 19 years as a private juvenile justice consultant. Today, he serves as President of the Ridge View Academy Board of Directors overseeing the delivery of quality programming and services.

PAST PRESIDENT Nancy Spence served two terms in the Colorado Senate after 6 years in the Colorado House where she was a ranking member of the Senate Education Committee and chaired the House Education Committee. Ms. Spence served on the Cherry Creek School Board of Education, and currently sits on several community boards.

TREASURER Ross Fraser has an extensive background in higher education including management roles at the Universities of North Carolina, Northeastern and Columbia. He also served in Colorado at the Department of Local Affairs, the Division of Youth Services and as an analyst for the Joint Budget Committee of the Legislature. Ross has retired in Colorado, but currently works for Tri-County Health Department helping manage the Covid crisis. He is an avid runner, having completed numerous marathons.

MEMBER Maria Perez lives in Aurora, CO and has 14 years of experience in diversified educational administrative support, managing learning and performance improvement across centralized and decentralized environments. Maria's background with the Colorado Department of Education includes project lead work in Title I grants, and staying abreast of federal and state regulations and implementation requirements in NSLP, McKinney Vento (homeless education), English Language Learners, and Title I Part C.

MEMBER Patricia Hays has been an elected member of the Colorado State Board of Education for 15 years, and the University Of Colorado Board Of Regents. She now serves on the Charter School Institute Board, the Interstate Migrant Education Board and the President's Leadership Council at the University of Colorado.

MEMBER Mike Griebel is a retired educator, who currently serves as a member of the football staff at Columbine High School and member of the Board of Directors for CHSCA. His dedication to youth is evidenced by his three-decade career with Littleton Public Schools and continued support of programs that promote Positive Youth Development for Colorado kids.

MEMBER Doug MacCarthy retired from the IBM Corporation after 31 years in Financial Management. His work at RVA started as a member of the Community Advisory Board where he served as President for several years. He now does fund raising work with the Denver Round Table for Colorado Children's Hospital as well as for RVA's Roger Allott Transition Fund, which provides grants to Ridge View graduates.

MEMBER Brad Billingsley is a Sales Executive, who leads the Denver office of Propel Insurance and has over 30 years of leadership experience with multiple companies. His career has been focused on helping youth organizations manage risk and serving on boards. Brad has an executive coaching background, which he uses to mentor youth. His passion in life are his wife and 2 kids, adventuring with them in a variety of backcountry activities. Brad graduated from CU-Boulder where he was on the football team under Coach Bill McCartney, who taught him perseverance and belief in what is possible.

PARENT MEMBER Kevin Lash has a long career as an Air Force/Air National Guard Officer and holds a Master of Arts Degree in Civil-Military Affairs from the Naval Postgraduate School. He also has a lengthy work history in the Insurance Claims field serving in multiple management and technical capacities. He now works as a substitute teacher and coaches youth sports. He joined the School Board as the Parents Representative after his son attended Ridge View Academy.

EX OFFICIO MEMBER Elton Jones has served as Ridge View Academy's Admissions Manager for over 17 years, admitting over 4,000 students to campus. He serves on the RVA School Board, Community Advisory Board, and Roger Allott Fund Transition Committee.

3. **Provide a summary of past and planned board training, capacity building, self-evaluation, and succession planning. Please include a discussion of funding and time allocations for board professional development, as well as evaluation tools.**

The RVA Board has conducted 21 consecutive annual retreats since its inception in 2001. The purpose of the retreats is to review trends in education, general trends in the field and analyze its data. To this end, the board has been consistently trained by field experts, legislators, and educational experts. Outcomes of board retreats over the years include Diverse board membership, grant proposals, curricular improvement, enhanced financial management, improved fundraising events and more efficient board governance.

4. **Submit most recent strategic plan and detail progress toward meeting the goals and/or objectives identified in the strategic plan**

Ridge View Academy has identified three goals to ensure that students are working toward academic success.

- Goal 1: Students will increase their reading and math baseline assessment scores as determined by STAR 360 testing and MAP testing.

- Goal 2: Students will obtain credits as per graduation requirements while working towards their high school diploma. If students are credit deficient Ridge View will offer GED as an alternative form of graduation.

- Goal 3: Students use the tools learned while enrolled and transition back into the community as contributing members of society.

See attached Strategic Plan.

5. **Describe any organizational changes related to staffing and leadership anticipated following the transfer and the rationale for the changes.**

The general organizational structure will remain unchanged, yet the scope will be reduced as this school year we are proposing enrolling six students. The Principal will oversee the Teacher and Paraprofessional (year 3) and will work collaboratively with the residential site leadership at the Q-House.

6. **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.**

The Ridge View Academy board will operate in compliance with the Colorado Open Meetings Law (C.R.S. 24-6-401). This includes but is not limited to allowing all meetings of 3 or more members during which public business is discussed and/or action items will be taken to be open to the public with full and timely notice to be posted on its website - www.ridgeviewacademy.com. Notices and agendas of meetings will be posted no less than 24 hours prior to the meeting date and time on the website, and subsequent meeting minutes will continue to be posted online. Currently the board meeting minutes are posted back to 2018. The Ridge View Academy board considers a quorum of 3 or more members when establishing policy or any decision making in furtherance of charter school goals, strategic planning, and negotiation of business matters. These action items and board votes will be included in the meeting minutes posted.

The Public Records Act of Colorado (C.R.S. 24-72-204) will continue to be followed by the Ridge View Academy board – specifically, all information requests will be reviewed individually and expeditiously, and all applicable information will be provided with confidential information protected, when the request is vetted for accuracy and legitimacy under the requirements of the Public Records Act.

The Ridge View Academy board will also operate in compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. Sect. 1232) and continue to keep student information protected during the course of record keeping for the education program at the Q-House. Additionally, an annual notice of student and parent/guardian rights under FERPA to include review and inspection of their student records, consent to disclosure of personally identifiable information (PII) contained in the student's records, and the process of filing a complaint if they believe compliance with requirements are not met.

7. **Complete the CSI Waiver Request Template if you plan to seek a waiver of rule, law, or policy.**

Not applicable.

8. **Include the following board materials as attachments.**

Attachment Contents	Notes	Attachment Title
a. A copy of the current charter contract		H_CharterApplicationRVA13-14
b. A copy of any contracts or instruments that describe preexisting obligations or relationships	This would include any facilities agreements, contracts with an education service provider, contracts with a back-office support provider etc. This does not include contracts for school materials that will not extend beyond the current school year.	H_AnyContractsThatDescribePreexistingConditions
c. Annual performance reports from the current authorizer for the past five years		H_AnnualPerformanceReportsFromAuthorizer
d. External evaluations (including CSSI site visit reports)		H_ExternalEvaluationCognia
e. Board bylaws	Should specify board size, length of term, board election process, board roles, frequency of meetings, dismissal policies and procedures for board members, and conflict of interest policy	H_BoardBylawsRVA
f. Employee handbook	Include the relationship between the school and its employees (at-will vs. contract).	H_EmployeeHandbook
g. Student handbook		H_StudentHandbook
h. Student discipline policy	Include suspension and expulsion policies that align with state law and that address the safety of students and staff, provide a level of due process for students, and explain how the school will provide expelled students with alternative education, if applicable.	I_DisciplinePolicyRVAQ
i. Enrollment policy	The policy should be consistent with state law [22-30.5-507(3)] and applicable state board rules and include a process for enrollment of students with special needs consistent with state and federal laws and state board rules.	I_EnrollmentPolicy

j. Strategic plan		H_StrategicPlanRVA
k. School Leader Evaluation Process	Include the process the school will use for school leader evaluation that aligns with the intent of SB 10-191 (including timeline, standards).	D_StaffEvaluationProcess
l. Most recent board self-evaluation		H_BoardSelfEvaluationRVADraft
m. All reports/data dashboards provided to the local board related to organizational performance		D_AllAcademicPerformanceReports _Dashboards
n. Lease agreement		I_LeaseAgreementLOIRVA
o. A copy of the original charter application		H_CharterApplicationRVA13-14
p. Any formal notices of noncompliance or notices of breach of contract received by the school	Schools are only required to include notices received in the current school year and the two prior school years.	Not Applicable
q. Board meeting minutes from the prior school year and the year-to-date (the preceding 18 months)		H_BoardMeetingMinutesRVA
r. School Accountability Committee meeting minutes for the prior school year and the year-to-date (the preceding 18 months)		H_SchoolAccountabilityMinutesRVA

Leadership
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.

The Board has identified a school leader who will oversee school at the Qualifying House. The school will be led by Brittney Hoffman, Principal and a teacher for the first year of operation. Ms. Hoffman served as the Assistant Principal at Ridge View Academy between 2019-2021. She is currently completing her credentials in school administration and is scheduled to achieve that in August of 20222. We plan on utilizing the current staff at the Qualifying House to serve as behavior mentors and residential leaders and Ms. Hoffman will oversee the classroom duties and oversight of student progress. Ms. Hoffman will also provide all the Special Education services for the students.

Ms. Hoffman graduated from Temple University in January 2010 with a B.S.Ed in education, specifically special education. She went on to teach special education in the School District of Philadelphia for 5 years. Within those 5 years, she went back to school to receive her M.Ed in education with an additional certification of Reading Specialist. After teaching in Philadelphia for 5 years, Brittney moved to Colorado and immediately started working for Ridge View Academy. While at Ridge View Academy she taught special education for several years before transitioning to the role of Assistant Principal. While in the role, Brittney decided to go back to school again to receive her Educational Leadership degree, as well as a certification as a Special Education Director.

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).*

Data Systems

RVAQ will be using Gradelink as a student resource system to document student information. Upon enrollment, students will be interviewed to identify their demographic information, school information, and previous enrollment history. From there, the education administration will request transcripts from each student's previous educational placements. Upon receipt of those transcripts, course information will be analyzed to determine each student's incoming credits and an appropriate course of action regarding their RVAQ course load. Once students complete classes, those credits will be recorded into Gradelinks for credit.

For the creation of Individualized Education Plans, RVAQ will utilize Frontline Enrich to develop and document all formalized special education reports and plans. Any testing data, evaluations, plan writing, and progress monitoring will be completed through this program to ensure that all documentation is held in one place for necessary education staff to access and contribute to.

Daily Progress Notes (DPNs) are recorded each day to report students' behavior within all elements of the program. Those notes are conveyed to stakeholders on each student's team to identify progress and areas of support within programmatic elements.

As a company, Rite of Passage uses Ultipro, also known as UKG, to handle all employee Human Resources, talent management, and payroll needs. With the assistance of a regional Human Resources team, employees will have access to training and assistance with any Human Resources functions.

Staff Positions Responsible

Gradelink:
Principal- Brittney Hoffman
Teacher- Not yet identified
Rite of Passage Executive Administration- Tracy Bennett
Education Compliance Director- Carol Cantrell

Daily Progress Notes:
DPNs are accessible to all staff members per facility. RVAQ will have its own DPNs within Rite of Passage.

Frontline Enrich:
Principal- Brittney Hoffman
Special Education Teacher- Not yet identified

Ultipro:
Human Resources administration- Jennifer Robinson and Michael DeBusk
Principal and Program Director- Brittney Hoffman and Greg Townsend will have administrative oversight of their departments
All Staff will have access to their individual portals for HR needs.

Proposed Training

For both Gradelink and Enrich, RVAQ will require proper training from Gradelink and Frontline to ensure that staff are up to date on all functions of the programs.

Upon hire, each employee undergoes a 40-hour pre-service training that covers a multitude of policy and procedural guidelines as well as additional topics to include but not limit to trauma informed environments, social learning, first aid/CPR, and safe crisis management. Every member of staff is trained in how to enter DPNs for students, as well as how to access and use Ultipro. These training sessions are provided by Rite of Passage staff including department heads and site trainers.

Facilities
2. **Provide a description of the current facility and any anticipated changes to the facility (including any potential or proposed changes to location of the school) that may occur as a result of the transfer of authorization.**

In the past school years, RVA operated from a facility in Watkins, Colorado. However, the current school will be located at a residential treatment center for at-risk youth, named the Q-House. This facility will not change based on the transfer of authorization.

The Q-House is licensed as a Residential Child Care Facility (RCCF) through the Colorado Department of Human Services (CDHS). The Q-House is situated on approximately 70 acres outside of Idaho Springs and features a large residential home with ample living areas, including an attached, but separate and dedicated classroom space for the students that reside there.

The Q-House is supported by an expert Facility Maintenance Manager, Mauro Treviso. With two decades of related experience, he is familiar with all systems that foster proper upkeep and facility safety. He routinely provides upgrades and repairs as requested or identified. He is adept at problem solving and is highly responsive to emergent needs.

Safety
3. **Please submit your current Emergency Response Plan. If there are proposed changes to the school facility, please explain your process to create and maintain the required Emergency Response Plan.**

The purpose of the Emergency Response Plan is to provide a framework for employees to follow in the event of emergencies which threaten the lives of residents, staff or visitors, or which disrupt a program's ability to appropriately manage the residents enrolled. The plan includes processes that are designed to evaluate risks that may adversely affect the life or health of residents, staff, and visitors.

The Emergency Response Plan is designed to support safe, effective resident care by providing reliable information that allows facility management and staff to make better emergency management decisions and to evaluate key issues and opportunities for improvement of Emergency Management performance. Consistent with this mission, Ridge View Academy has established and provides ongoing support for the Emergency Response Plan. More specifically, students and staff complete emergency drills on a monthly basis. See attached "Emergency Response Plan."

Transportation
4. **Please summarize the extent to which transportation is currently provided at the school.**

At the Q-House, students reside and attend school at the same location, therefore transportation to the school is not applicable. The site has multiple vehicles to provide transportation for students to attend school-related

extracurricular events, field trips athletics, etc. RVA works collaboratively with the Q-House residential staff (ROP) to ensure students have transportation to medical, psychiatric, etc. appointments as required. ROP provides a vehicle fleet to meet all transportation needs of the students placed at the Q-House.

5. **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.**

X **Option 3: A school may provide transportation services for extracurricular activities and events.**

a. **Include a description of how the charter school plans to meet the transportation needs of all students, including students who have been historically underserved.**

RVA's management company, ROP will provide a vehicle fleet to meet all transportation needs of the students placed at the Q-House. The Q-House students reside and attend school at the same location, therefore transportation to the school is not applicable. ROP has allocated staff to provide for these transportation needs which, in addition to transportation to extracurricular events, school-related activities, field trips, athletic events, etc. includes transportation to treatment service providers, court procedures/visits, and other specialized services as required by each student's case plan.

b. **Provide cost details within the school's budget and summarize details here.**

Transportation costs are not included in the school budget, and are the responsibility of the management company, ROP.

c. **Include a plan to address insurance and liability issues pertaining to transportation services using private or school vehicles.**

ROP insures all its vehicles with assigned coverages as required by State licensing and other applicable law, with limits no less than $1,000,000 per occurrence and $3,000,000 aggregate.

d. **Include a description of adequate safety measures that will be implemented for the transportation of students.**

In accordance with CDHS policies and Colorado State Highway Patrol, we will follow the standards and requirements outlined for youth transportation. This will include an annual inspection, written maintenance records on each vehicle, a vehicle inspection process, preventative maintenance schedule, and inclusion of safety equipment and first aid kits. ROP is committed to maintaining a safe operating fleet and all vehicles utilized for transports will follow the appropriate vehicle maintenance and inspection schedules as recommended by the manufacturer of the vehicle.

Staff members will be placed on an eligibility driver's list that will be supported by qualifying documentation. These requirements will include proof of driver's license, and an updated and annually reviewed driving record. Only staff members that possess a valid driver's license and insurance will be eligible to transport students. Depending on the number of students involved in the transport, additional personnel will be provided to maintain the safety and supervision of the students. Staff will remain with the students at all times while students are being transported, or when students are in the community.

Food Services

6. Please summarize the extent to which food services are currently offered at the school.

The school educates youth in a licensed Residential Child Care Facility (RCCF), which provides 24-hour/7 day a week residential care. All the residential students receive breakfast, lunch, dinner and at least one snack prepared in the in-home kitchen, served daily and year-round.

7. 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.

> **X 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.**
>
> > **a. Provide a rationale for why the Applicant is proposing to operate its own meal service(s) unsubsidized by federal funds.**

The Q-House is designed to teach students independent living skills, including meal planning and preparation with the oversight of direct care staff. Meals are cooked and prepared with staff, and the Q-House does not currently have cooks or staff dedicated or trained to meet the requirements of the National School Lunch and Breakfast program. Therefore, the RVA Board currently does not believe it is feasible to participate in any federal Child Nutrition Program.

> > **b. Include details about how the food service will be provided.**

With the oversight of the direct care staff, menus are planned in advance, ingredients are purchased in local grocery stores, bulk food supplier, and meals are prepared by the students and direct care staff in the Q-House kitchen. Meals are eaten in a family-style setting that promotes proper nutrition as well as pro-social skills and proper table etiquette.

> > **c. Address how the school will provide services to students who forget or cannot provide a lunch.**

Not applicable. The students attend school and reside at the Q-House and there is never a situation in which a youth will not be offered lunch. If the youth are off-campus during the day, they will be provided a sack lunch.

Required Addenda

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.

X 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.

X This school is proposing to be an AEC. This addendum is included in the application packet.
__Not Applicable