

CSI New School Application

2.0 High Colorado Springs

Submitted to CSI

April 26, 2024

Submitted By:

2.0 Schools Colorado Board of Directors

and

Melissa Mouton, Founder

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Applicant Eligibility

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

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

CSI can authorize charter schools in:

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

A list of districts with their chartering authority status can be found on the CDE website:

www.cde.state.co.us/cdechart/distauthinfo. For applicants planning to locate in a district with exclusive chartering authority, please be sure you have already communicated with the geographic district about the potential to seek authorization with CSI. Applicants should have the geographic district's board resolution approving the release to apply to CSI prior to submitting an application. *Please note, the CSI Board will be unable to act on an application unless the Board of Education of the geographic district releases the applicant.*

Application Priorities

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

The CSI New School Application Process

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

Orientation

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

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

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

Submission of Letter of Intent

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

Submission of the Application

All application materials—application, required attachments, applicable addenda, geographic district

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

Completeness Check

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

Request for Clarification

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

Applicant Community Meeting

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

Applicant Presentation to CSI Board's Performance Management Committee

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

Applicant Interview

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

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

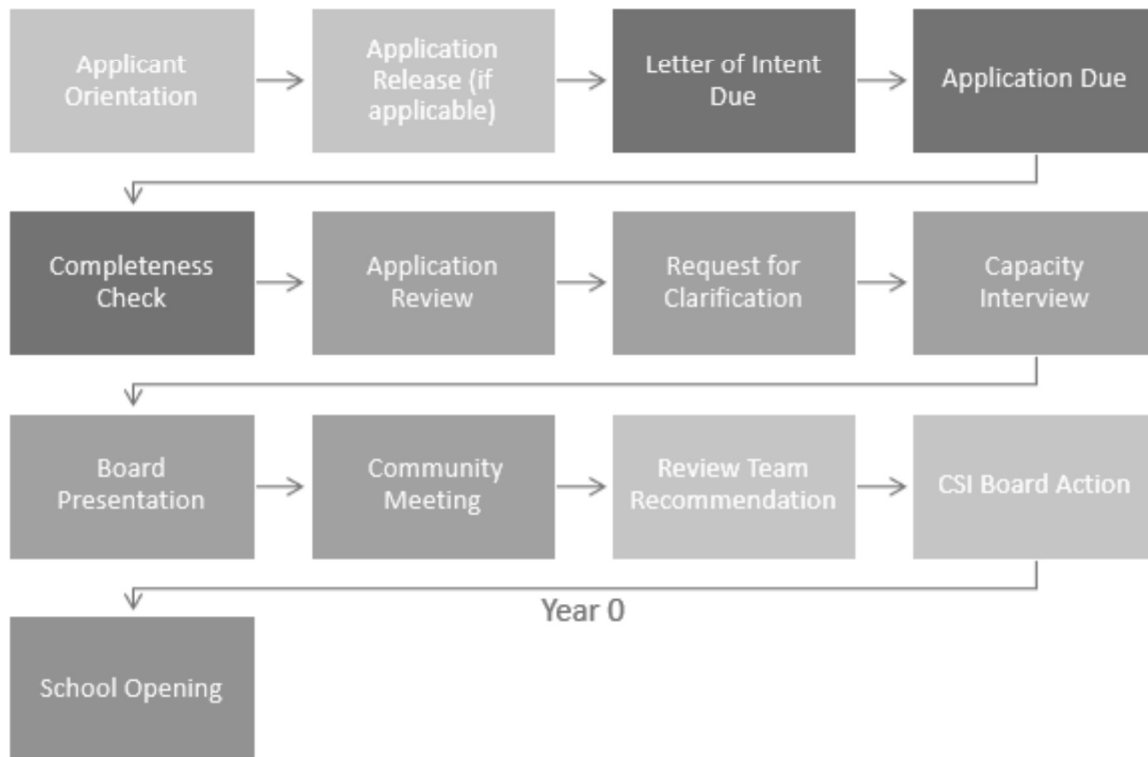
Summary of the New School Application Process Components	Summer/Fall Cycle Timeline	Spring Cycle Timeline
Letter of Intent Due	June	Early March
Application Due	July	End of March
Applicant Community Meeting	July or August	April or May
Applicant Presentation to CSI Board's PM Committee	Early August	Early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

CSI Board's Performance Management Committee Discussion

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

CSI Board Action

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



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

Application Components

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

New School Application Narrative

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

Required Attachments (as applicable)

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

Notice to Geographic District

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

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

Board Resolution from Districts Retaining Exclusive Chartering Authority

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

Application Instructions

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

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

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

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

Application Checklist

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

Application Components		Applicant Check	Reviewer Check
Letter of Intent			
New School Application Narrative Items to be completed that are found within the New School Application Narrative	<u>New School Application Assurances</u>	MJM	
	<u>Executive Summary</u>	MJM	
	A. <u>Vision and Mission</u>	MJM	
	B. <u>Evidence of Need, Support, and Involvement</u>	MJM	
	C. <u>School Culture</u>	MJM	
	D. <u>Education Program</u>	MJM	
	E. <u>Student Services</u>	MJM	
	F. <u>Goals, Objectives, and Pupil Evaluation</u>	MJM	
	G. <u>Budget & Finance</u>	MJM	
	H. <u>Governance & Leadership</u>	MJM	
I. <u>Operations</u>	MJM		
Required Attachments Items to be completed that require the applicant to create separate attachments	<u>Notice to Geographic District</u> <i>if applicable</i>	MJM	
	<u>Geographic District Board Resolution</u> <i>if applicable</i>	MJM	
	B LOI Form	---	
	B Letters of Support	MJM	
	D Curriculum Development / Alignment <i>if applicable</i>	MJM	
	D Organizational Chart	MJM	
	D Staff Evaluation Process	MJM	
	D School Calendar	MJM	
	D Student Schedule	MJM	
	E Service Provider Agreements <i>if applicable</i>	---	
	G CSI Budget Template	MJM	
	H Resumes of Board Members	MJM	
	H Board Member Agreement	MJM	
	H Board Bylaws	MJM	
	H Articles of Incorporation	MJM	
	H School Leader Resume <i>if applicable</i>	MJM	
	I Enrollment Policy	MJM	
	I Discipline Policy	MJM	
	I Employment Policy	MJM	
	I Grievance Policy	MJM	
	I CSI Waiver Request Template	MJM	
	<u>Online School Addendum</u> <i>if applicable</i>	---	
	<u>Education Management Provider Addendum</u> <i>if applicable</i>	---	
<u>Alternative Education Campus Addendum</u> <i>if applicable</i>	MJM		
<u>Homeschool Options Addendum</u> <i>if applicable</i>	---		
<u>Preschool Addendum</u> <i>if applicable</i>	---		
Electronic copy of entire application		MJM	

New School Application Assurances

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

- The Applicant is one or more individuals, a nonprofit, governmental, or other entity or organization (§22-30.5-510, C.R.S.) 501(c)(3) for 2.0 Schools Colorado is currently pending
- 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.) 501(c)(3) is currently pending
- 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: Melissa Mouton

Signature:



Date: 4/26/2024

Executive Summary

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

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

Introduction.

2.0 High Colorado Springs will be one of four Colorado charter schools in a small network operated by 2.0 Schools Colorado. 2.0 Schools Colorado is currently working to create four recovery high schools along the Front Range. These four schools—plus the Denver recovery high school that is already operating—will bring recovery high school services to within reach of 90% of Colorado youth who struggle with substance use. That is the organization's current mission overall. This school, 2.0 High Colorado Springs, will serve the turquoise area on the map, including students from all El Paso County school districts. The school has been released for authorization by CSI from District 11, in the heart of Colorado Springs. But its enrollment zone will go far beyond the D11 district and will include all surrounding school districts.

School Vision: 2.0 High is a safe, youth-led learning environment for diverse students living a substance-free lifestyle. Graduates contribute to society and live with purpose and meaning in all areas of their lives—ready for anything that life throws at them. They are resilient.

School Mission: 2.0 High prepares students for college, career, and personal success in a dynamic world through meaningful, engaging learning experiences and a peer-led, inclusive community of youth supporting each other in a substance-free lifestyle.

2.0 High has a very narrow mission and targets high school students who have struggled with substance use and its related issues (i.e. mental health challenges, justice-involvement, etc). The school is designed to re-engage and support these students in school and to help them learn to live life without the need for drugs and alcohol to cope. The name “2.0 High” signifies the re-creation of student lives to become the person they want to be (without the need for drugs and alcohol). They don't change who they are, but they create who they want to be.

Drugs and alcohol are extremely effective at improving one's perceived state of being. “Getting high” allows one to escape the pressures or negativity of their day, and experience strong feelings of joy and exuberance. While most people can use alcohol and drugs on an occasional basis without consequence, there are some people who begin to use drugs and alcohol in ways that become detrimental to their well-being. As drug use increases to an unhealthy level, cycles of highs and lows occur that are extremely difficult to break out of. Youth in this situation often need help to get their lives back on track. “2.0 High” is designed for these students—those who find themselves in a place where “getting high” has created



problems in their life and is no longer serving them—those who need to re-create who they are designed to be by learning to leave the drugs and alcohol behind. We help students learn to thrive and feel positive about themselves and their future—without the use of substances to cope with life. This is the purpose of 2.0 Schools Colorado and the target population of 2.0 High Colorado Springs.

This new school will meet a large unmet need in El Paso County for youth who are struggling with substance misuse and other mental health challenges. The 2.0 High Founder has previous experience launching a successfully recovery high school in Denver and this school would truly be life-saving for youth in Colorado Springs.

Enrollment Projections & Demographics.

Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
Total # students	20	40	60	80	80

	FRL %	SPED %	ELL %	Gifted & Talented
Student Demographics	44%	22%	5%	9%

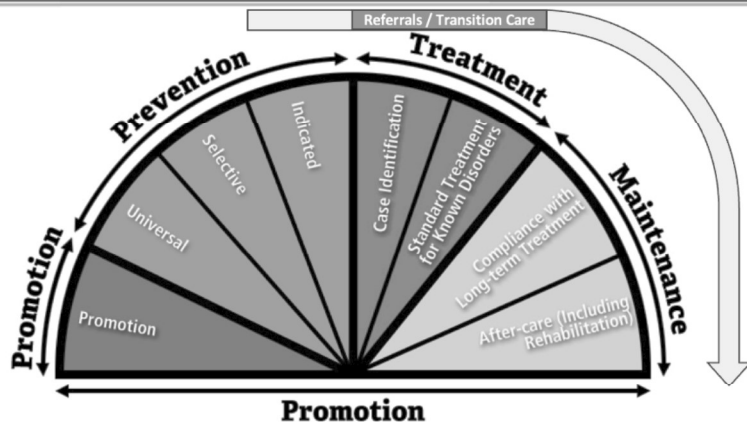
These projections were established by the weighted averages of the D11 district as well as all surrounding districts. The IEP rate was doubled, based on the founder’s previous experience with this population. The total enrollment of 80 is a conservative estimate, but was chosen to remain conservative with long-term budget projections. It is based on enrollment trends at the Denver recovery high school, and is likely to be higher than 80. 2.0 High will always be a small school given its niche focus, and the school requires large amounts of private/outside funding to operate.

Students enroll all year round, and credit recovery is a heavy emphasis at the school. Most students who enroll will come from treatment facilities, the juvenile justice system, or have been out of school for quite some time. The school is designed to engage students in a drug-free environment and surround them with peers who are living a drug-free lifestyle. This “reverse peer pressure” is evidence-based to be the most effective way to support youth experiencing substance use, and the demographics of the school will reflect this purpose and represent the surrounding community.

Recovery Programming.

2.0 High is “downstream” in the behavioral health continuum of care. The yellow arrow in the figure demonstrates where in the continuum that 2.0 High falls (from very late-stage prevention (daily drug use) to long-term maintenance).

Prevention and the Continuum of Care in Behavioral Health



2.0 High does NOT provide treatment or medical/clinical services for students (demonstrated in the “skip” in services marked red). Rather, the school works in partnership with treatment agencies to promote seamless transition into and out of treatment. The path to recovery is typically a crooked line, and students may flow in and out of treatment or other specialized care as they progress. The school assists families with accessing and transitioning into treatment as required. And most importantly, 2.0 High helps students transition back into normal life after they leave a facility or jail. In this way, the recovery programming involves case

management for all families, and collaborates daily with other organizations in the El Paso County region.

Daily Recovery Meeting. This is one of the most unique aspects of 2.0 High. Every morning from 8:45 – 9:30am, students will engage in dialogue with their peers to share struggles, encourage each other and build diverse, positive relationships. Students discuss what is going on for them socially, emotionally, physically, and educationally. Students lead many of these meetings and share their experience with specific challenges to provide hope and solution for their peers struggling in similar ways. *This method is strongly backed by medical and academic research on the most effective ways to arrest substance abuse.* This will also be a time that staff can be apprised of potential issues before they lead to relapse, high-risk behaviors and/or academic trouble. This is designed to be a peer-led activity, because peer-to-peer support is the cornerstone for curing teenage substance misuse—although it will require staff to initially model and support peers as they learn to engage productively in intentional community. Staff will also be available to attend to higher needs throughout the day or run special groups or special activities (for example, new-to-recovery groups, family issues, etc). Sometime, outside experts or 2.0 High staff will lead a lesson or activity for the whole group (for example, sharing their story, conflict management or emotional regulation, etc).

Additional strategies for recovery:

- Trauma-informed culture and education pedagogy
- A truly drug-free campus, created by strong student accountability systems and a culture of transparency
- Facilitation of peer-to-peer support systems: this is the heart of youth recovery and is the foundation of everything we do
- Welcoming culture that demonstrates immediate acceptance and support from the school community
- Collaboration with outside recovery organizations and therapists: our students are complex and require a multi-directional and comprehensive approach that demands assistance from outside organizations
- Assistance to parents and referral to parent support groups
- Year-round enrollment and the quarter system to allow for same-day, emergency enrollment
- Later start time at 8:45am (even though this still feels too early for many students)
- Credit-recovery strategies
- Existence of specialized support staff
- Triage and referral system for new families who need access to specialized inpatient or outpatient treatment, or recovery services (both paid and free)
- Facilitation of sober living for students, if needed
- On-site access to opioid-reversal drugs such as Naloxone
- Daily collaboration with family in life-threatening cases

Education Programming.

2.0 High provides a hands-on learning experience within a strong, emotionally supportive community. The school's educational philosophy is grounded in project based learning and supported by our four design principles: equity, authentic work, personalization, and joy.

Our instructional pedagogy is project based learning (PBL)—engaging learning experiences that require that students solve complex, real-world problems. Students develop and apply skills and knowledge, transforming teaching from “teachers telling” to “students doing.” Teachers will work in teams to implement curriculum that is integrated across subjects and aligned to Colorado State Standards and Common Core Standards.

Project based learning (PBL) leverages students' strengths and provides the skills critical for postsecondary readiness. It does not segregate students or lower the bar for success; rather, this philosophy powerfully elevates students into the real world, engaging them in meaningful work that is worth doing. Doing valuable work creates value in people. Additionally, the philosophy aligns very well to

principles of recovery, specifically those of high accountability, strong community, and agency within individuals. The academic model is not the reason that students will enroll at 2.0 High; however, offering a top-notch curriculum is a critical part of keeping students engaged and closing academic gaps from previous dropout, incarceration, or other school challenges commonly experienced by the target student population during periods of previous substance use.

Cohort Structure. Students will take courses within cohorts—meaning they will take classes with the same group of peers for the semester. This allows teachers to get to know their students more effectively, and establish shared norms and a safe culture. This also allows for interdisciplinary projects, which can greatly deepen and enrich the educational experience for students in a PBL environment. In order to effectively do interdisciplinary projects, a cohort model is necessary (to ensure teaching partners teach the same group of students). The figure is a visual representation of the cohort schedule for 1 semester. It shows how students will take classes from the same teachers, who implement rigorous projects among their shared students. For example, Cohort C involves the Upper Level Humanities Teacher + the Art teacher + the Math teacher; they all three implement a joint interdisciplinary project in this semester for the same group of students.

Quarters 1&2			
	<u>1st Period</u>	<u>2nd Period</u>	<u>3rd Period</u>
Cohort A	Digital Art Production I	Humanities I: English 1 + Geography & World Culture	Physics
Cohort B	Spanish I/II	Integrated Math II	Humanities II: English 2 + World History
Cohort C	Humanities III: English 3 + Civics	Digital Art Production II	Integrated Math III
Cohort D	Physics	English IV	[Open]
	Lab Class	Lab Class	Lab Class

Community Support.

2.0 High has launched a community coalition of people in Colorado Springs who are working together to make the school a success. The group meets monthly. The current coalition includes representation from:

- Community members in personal recovery from addiction
- Parents
- High school graduates
- Community nonprofit leaders
- Behavioral health practitioners
- Clinical medicine & treatment organizations

The list is growing each month and this coalition will be engaged in much of the local-based work that is required to open the school.

There are no Letters of Intent to Enroll (LOIs) at this time. Due to the nature of the target population, it is too premature to collect them at this time. Many of the youth who will ultimately enroll in Fall 2025 are not currently in the throes of substance misuse—or they aren’t aware of their need for help yet. They haven’t been arrested yet, they haven’t overdosed yet, they haven’t yet dropped out of school or been kicked out of their house. They can’t yet be identified because they haven’t progressed to a situation that demands more focused intervention. For those that are currently in this state, it would be unethical to approach them now, 18 months before the help could be offered to them. It is for these reasons that no LOIs were obtained; it’s simply not practical with the highly-fluid population the school serves.

Of note, adolescent substance misuse can be a very tenuous situation, often changing within days or even hours. Typically, a teenager will consider asking for help with a substance problem only after something happens to them that is unpleasant or scares them. Examples are hospitalization, getting arrested, crashing their car, sleeping on the streets, etc. These moments often lead a young person to reflect on the course of their life and a door cracks open where they can more easily choose a different path. It is at this

moment that referrals to the school have the greatest impact. Typically, these windows only last for days, but they may be as short as one day. There is an art to working with youth who have become dependent on substances, and optimizing referral processes through “warm hand-offs” and other rapid communication systems with other local agencies, will improve the chances that each young person will make positive decisions. In our experience working with this population, if a youth visits the school within several days of their release from a facility or jail, then they tend to enroll at the school more than 95% of the time. Once they meet other students who are substance-free, they realize that there could be a different way to live and they often agree to give it a shot. 2.0 High has begun developing the partnerships it will need, and this is a large focus for school staff in the year prior to when the school opens.

Conclusion.

The Board of Directors of 2.0 Schools Colorado is pleased to submit this application for new school authorization within the D11 district of Colorado Springs. Feel free to reach out to us with any questions and we are looking forward to discussing our school with you.

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.**

The vision and mission statements, and the design principles of 2.0 Schools Colorado were initially drafted by a diverse community team who built the first successful recovery high school in Colorado. It is the only school in the state that has found consistent success supporting youth struggling with substance use, and is therefore the model that 2.0 Schools is patterned after. The statements below were modified and affirmed by the 2.0 Schools Colorado team to allow for updated language applicable to current dynamics, and to provide a broader scope designed to meet the needs of youth across the state of Colorado who are struggling with substance use.

1. Vision.

2.0 High is a safe, youth-led learning environment for diverse students living a substance-free lifestyle. Graduates contribute to society and live with purpose and meaning in all areas of their lives—ready for anything that life throws at them. They are resilient.

2. Mission Statement.

2.0 High prepares students for college, career, and personal success in a dynamic world through meaningful, engaging learning experiences and a peer-led, inclusive community of youth supporting each other in a substance-free lifestyle.

3. Design Principles.

The Design Principles permeate the school's operations and are used as guidelines for decision-making.

Equity. We are an intentionally diverse and inclusive community that celebrates and leverages individual strengths. All students have access to both a college-ready curriculum as well as skills-based workforce development; there is no student tracking. Staff actively work to address inequities to allow all students to reach their full potential. Schools reflect the diversity of the community that they serve. Staff recognize the value of having students from different backgrounds working together, and employ a variety of approaches to accommodate diverse learners without academic tracking.

Authentic Work. Academic projects “integrate hands and minds” and incorporate inquiry across multiple disciplines, leading to the creation of meaningful and beautiful work. Students engage in work that matters to them and the world outside of school. Students connect their studies to the outside world through fieldwork, community service, internships, and consultation with community experts. Our facilities are collaborative workspaces with relevant technology and shared spaces where artwork, prototypes, and other artifacts of student thinking are created and displayed.

Personalization. Teachers practice a learner-centered, inclusive approach that supports and challenges each student. Students pursue passions through projects, and regularly reflect on their learning. Recognizing that identity development and personal growth occurs in the context of community, we foster relationships of trust, care, and mutual respect among youth and adults through intentional design elements such as small school size, small classes, daily community meetings, and regular collaboration.

Joy. School should be joyful and engaging for both students and staff; people are more equipped to reach their full potential when they enjoy their work. A lively atmosphere is created through meaningful relationships and a culture of love and belonging. Projects help students build agency and internal sense of control, cultivate personal reflection and growth, learn from their mistakes, and gain empathy for others.

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.

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
9	3	6	9	10	10
10	6	12	18	20	20
11	7	14	21	28	25
12	4	8	12	22	25
TOTAL	20	40	60	80	80

2. Please provide the rationale for how the projected enrollment and the matriculation plan were determined. Applicants should ensure projected enrollment reflects community need (which may include evidence such as intent to enroll forms received to date, data on the capacity of existing schools in the local community, etc.).

The enrollment projections were determined based on similar market demand from Denver’s recovery high school. The maximum enrollment of 80 students is a conservative number but is used for long-term budget projections. The Denver school regularly enrolls more than 100 students, and a similar demand is expected in Colorado Springs. The initial enrollment of 20 students is not the expected number of students served in the first Year, but it is the target for October count. Students enroll all throughout the year, but only the ones who are enrolled early on are funded.

Statistically-speaking, it is expected that over 2,500 high school students in El Paso County have a clinically-diagnosable substance use problem.¹ Yet, many of these youth will be unidentified or unwilling to address their problem. As 2.0 High opens in Colorado Springs and builds strong community partnerships, we hope that the number of students who enroll is much greater than 80 over time; but 80 is the number used in long-term budget projections.

General Information on Target Population:

2.0 Schools have a very narrow mission—targeting youth who have struggled with substance use and its related issues (i.e. mental health challenges, justice system involvement, etc). The school is designed to re-engage and sustain these students in school, and help them learn to live life without the need for drugs and alcohol to cope. The name “2.0 High” signifies the re-creation of student lives to become the person they were designed to be (without the need for drugs and alcohol). Drugs and alcohol are extremely effective at improving one’s perceived state of being. “Getting high” allows one to escape the pressures or negativity of their day, and experience strong feelings of joy and exuberance. While most people can use alcohol and drugs on an occasional basis without consequence, there are some people who begin to use drugs and alcohol in ways that are detrimental to their well-being. As drug use increases to an unhealthy level, cycles of highs and lows occur that are extremely difficult to break out of. Youth in this situation often need help to get their lives back on track. “2.0 High” is designed for these students—those who find themselves in a place where “getting high” has created problems in their life and is no longer serving them—those who need to re-create who they are designed to be by learning to leave the drugs and alcohol behind. We help students learn to thrive and feel good about themselves—to find their true identity—without the use of substances to cope with life.

¹ Based on a prevalence rate of 9% for youth as stated in: SAMHSA (Substance Abuse and Mental Health Services Administration), 2022 National Survey on Drug Use and Health (NSDUH) Releases.

Data For Youth Substance Use:

Reliable data for substance use is sometimes difficult to find, given the nature of the population at hand, but there are several statistically-reliable sources that provide great insight. We will review national-level data as well as local data below.

National Data from Reliable National Experts on the Prevalence of Youth Substance Misuse:

- Approximately 9% of youth ages 12-17 have a diagnosable substance use disorder (SUD).²
- In 2021, over 6,500 youth died from fentanyl overdose in the US (an 80% increase from 2019).³
- Over 57% of adults in treatment for substance use started abusing drugs/alcohol at age 18 or younger.⁴
- 3.3 million adolescents needed substance use treatment in 2021.⁵
- Almost 40% of individuals with a behavioral health disorder never receive treatment⁶ (an inequity largely caused by socioeconomic disparity).

These statistics speak for themselves, but in general, there is a great need for youth support for substance use. The Covid-19 pandemic, opioid epidemic, and fentanyl crisis have all exacerbated youth behavioral health concerns. Of prime concern is the lack of effective access to treatment for those who are uninsured or use Medicaid. For families with private insurance, the cost can still be prohibitive; but for those who lack insurance coverage, it can seem like a hopeless situation. Even for those who do receive Medicaid-funded outpatient services, there is little access to continuing care after the brief treatment episode, and the treatment is often given by someone from a different race or background as the student. It is this inequity that 2.0 High is equipped to address—to provide effective recovery services to all El Paso County youth, regardless of insurance status. 2.0 High is free and available to all in need of behavioral health services; and it works.

Local Data Sources on the Prevalence of Youth Substance Misuse:

El Paso County schools did not report data for the 2021 Healthy Kids Colorado Survey (HKCS), so youth-specific data continues to be underreported; the underreporting of youth behavioral health data has been a trend in the region. However, the El Paso County Public Health Department does report the following statistics on their current Data Dashboard⁷:

- 2022 rate of death from overdose in those aged 15-24 = 15.2 per 100,000 people
- 2022 rate of suicide in those aged 11-17 = 5.8 per 100,000 people

Despite the dearth of youth-specific behavioral health data for El Paso County, data for adults demonstrated a sharp worsening of drug-related problems in 2020 and 2021⁸, a leveling off in 2022⁹, and a worsening of fentanyl-related exposure in youth in 2023¹⁰. Despite the current issue of imperfect availability of youth behavioral health data in El Paso County, much of the state and nation's youth are experiencing mental health and substance-related challenges, and Colorado Springs youth have not been spared from these issues. Finally, state and national sources for guidance for the distribution of opioid

² SAMHSA (Substance Abuse and Mental Health Services Administration), 2022 National Survey on Drug Use and Health (NSDUH) Releases.

³ Kaiser Family Foundation, State Health Facts, Opioid Overdose Deaths by Age Group, 2021.

⁴ SAMHSA (Substance Abuse and Mental Health Services Administration), Treatment Episode Data Set (TEDS) 2021, pg. 44.

⁵ SAMHSA (Substance Abuse and Mental Health Services Administration), 2021 National Survey on Drug Use and Health (NSDUH) Releases.

⁶ Rosenberg L. (2012). Behavioral disorders: the new public health crisis. *The Journal of Behavioral Health Services & Research*, 39(1), 1–2

⁷ <https://www.elpasocountyhealth.org/community-health-data-reports/data-dashboards/>

⁸ <https://krdo.com/news/local-news/2021/05/19/new-report-shows-significant-increase-in-el-paso-county-drug-related-deaths/>

⁹ <https://www.koaa.com/news/covering-colorado/the-rate-of-fentanyl-overdoses-in-el-paso-county-is-slowing-down>

¹⁰ <https://www.kktv.com/2023/10/08/el-paso-county-already-seeing-higher-number-fentanyl-cases-than-last-years-total/>

abatement settlement funding have all identified youth as a primary focus—largely based on community needs assessments and data from a wide array of sources.^{11,12}

In summary, this statistically-reliable data from well-vetted and reputable sources demonstrates the widespread problem that substance use creates in communities. It also aligns to anecdotal data we have all gathered from the communities around us. It is likely that every person reading this new school application knows someone who struggles with substance use, and it is probable that this person started abusing substances as a teenager. Furthermore, while drug and alcohol abuse has been a problem for decades, the more recent global pandemic, opioid epidemic, and fentanyl crisis have added increased urgency to the problem. Despite the broad and tragic impact of COVID-19 and fentanyl and other opioids on our youth, there is a solution; recovery high schools like 2.0 High are an effective strategy for reducing substance use, deaths, and other problems associated with youth drug use in communities.

3. Please describe the target student population you are proposing to serve by completing the following table. Please include the demographics of the district in which you are proposing to locate as a point of comparison and, if appropriate, nearby districts or schools.

	% Minority*	% Free or Reduced Lunch Eligible	% Special Education	% Multi-Lingual Learner	% Gifted
Anticipated Demographics	49%	44%	22%	5%	9%
Demographics of the Geographic District (D11)	54%	62%	10%	7%	7%
Demographics of Nearby Districts: Weighted Averages of 20, 49, 2, 3, 12, 14, 22.	47%	39%	11%	5%	6%

**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.*

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

Recovery high schools like 2.0 High serve a much broader geographic region than a typical high school. This is due to the highly specialized programming and the uniqueness of the school. 2.0 Schools are designed to serve students living within a ~30-minute drive to the school, or approximately the boundaries of El Paso County. This region includes D11 (the district the school will locate within) as well as all surrounding districts: Academy 20, Falcon 49, Ellicott 22, Widefield 3, Harrison 2, Cheyenne Mtn 12, and Manitou Springs 14. Therefore, the projected demographics were calculated from the weighted average (based on total student population) of all of these districts combined.

¹¹ Colorado Opioids Settlement Memorandum of Understanding (“MOU”), Colorado Office of the Attorney General, August 26, 2021. Available at <https://coag.gov/app/uploads/2021/10/1-Colorado-Opioid-MOU.pdf>

¹² John Hopkins Bloomberg School of Public Health, Five Guiding Principles for the Use of Opioid Litigation Funds. Available at <https://opioidprinciples.jhsph.edu/the-principles/>

2.0 High is designed to serve students from all races/ethnicities and FRL status, so the calculated weighted averages were used for these figures. For special populations, however, the weighted averages were adjusted based on the Founder's experience in the Denver recovery high school. Specifically, the Special Education projection is doubled and the Gifted projection is increased by 50%. The MLL projection was not

COS Demographics - Oct 2023													
	% Minority	% FRL	# Students	% of Stu	% of Sped	% ELL	% GT	# Minorities	# FRL	# Sped	# ELL	# GT	
Academy 20	32.8%	20.1%	26607	25.9%	8.7%	2.4%	8.2%	7	4	2	0	2	
Falcon 49	48.3%	40.6%	25799	25.1%	11.9%	4.2%	5.0%	10	8	2	1	1	
D11	53.9%	61.7%	22744	22.1%	10.1%	6.9%	7.1%	10	11	2	1	1	
Harrison 2	75.0%	71.1%	12386	12.0%	12.3%	12.2%	4.1%	7	7	1	1	0	
Widefield 3	57.7%	51.7%	9377	9.1%	14.8%	2.5%	3.4%	4	4	1	0	0	
Cheyenne Mtn 12	29.4%	17.5%	3739	3.6%	11.6%	2.4%	13.8%	1	1	0	0	0	
Manitou Springs 14	21.5%	40.0%	1238	1.2%	9.4%	0.4%	5.1%	0	0	0	0	0	
Ellicott 22	50.3%	64.0%	990	1.0%	11.8%	10.8%	1.4%	0	0	0	0	0	
TOTALS			102880	1				TOTALS	39	35	9	4	5
								PROJECTIONS:	49%	44%	11%	5%	6%
									% Minority	% FRL	% Sped	% ELL	% GT
											2X = 22%		1.5X = 9%

changed from the calculated weighted average. Students with substance use challenges are more likely to have an IEP and/or be Gifted, as has been seen in the Denver recovery school. In addition, we are projecting more males than females, and a much higher proportion of youth identifying as LGBTQ. The chart below shows how the weighted averages were calculated, as the Excel version is available upon request.

2.0 Schools are free, public schools by design—accessible to all regardless of family income. Equity is a foundation of the model and it is a critical part of our mission to ensure access for all families who need our specialized support. Many recovery high schools in other states are private schools, expensive and exclusive, so offering this service through the context of a public school is of unique value to the broader community.

Existing Performance & Educational Options

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

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

2.0 High will be an Alternative Education Center (AEC). There are seven AECs currently within D11 district boundaries: five are district-operated and two are charter schools. A summary of their academic focus and enrollment capacity is as follows:

D11 AEC Schools	Utilization	Specific Focus
Achieve Online	109%	Online; self-paced
Bijou School	109%	General AEC; CTE
Community Prep	Unknown	General AEC; hands-on learning
Digital School	109%	Online; personalized learning
Eastlake HS	Unknown	General AEC
Spark Online Academy	Unknown	Online; personalized learning
Tesla Educational Opportunity School	80%	General AEC

While Spark Online’s capacity is unknown, three of the four other district-run AECs are over capacity—per the D11 website. One of the charter AECs, Eastlake, has had increasing enrollment over the past three years, while the other charter AEC, Community Prep, had a sharp decrease two years ago but stable enrollment over the last year (per the CDE website). In total, this data suggests that D11 could use additional capacity for AEC seats in their district.

2.0 High’s target population does not overlap with any of the current AEC academic programs offered in the district, specifically recovery high school services. While 2.0 High’s academic program is similar to several other AEC models, no direct competition is expected to occur. 2.0 High is a very niche school, despite the fact that other AECs offer a similar hands-on style of learning since AEC student populations have not been successful in more traditional learning settings. The academic program is not what distinguishes 2.0 High from other AECs in the district and is not emphasized here in this section, other than to say that the school aspires to maximize relevancy and engagement in academics and to have a strong rating on the state AEC School Performance Framework.

It should also be noted that all schools today are attempting to address the youth mental health and substance use crises in their schools. 2.0 High’s approach to this problem is quite different than other schools’ approaches, and based on entirely different principles (as described throughout this application). While most schools have staff to support student mental health needs, there are not any schools in Colorado Springs (and only one other school in the state, in Denver) that qualify as a recovery high school. Colorado Springs used to have a recovery high school program within another local AEC high school, but that program shut down in 2020 due to several factors. In sum, the 2.0 High programming is unduplicated in D11 and surrounding districts—specifically its target student population and non-academic offerings.

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

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

D11 AEC Schools	2023 State Rating	2022 State Rating
Achieve Online	AEC: Performance	AEC: Performance
Bijou School	AEC: Improvement Plan	Insufficient Data
Community Prep	Insufficient Data	Insufficient Data
Digital School	[Unknown]	[Unknown]
Eastlake HS	AEC: Performance	AEC: Improvement Plan
Spark Online Academy	Insufficient Data	Insufficient Data
Tesla Educational Opportunity School	AEC: Performance	AEC: Improvement Plan

In general, D11’s AEC schools are performing fairly well on the AEC State Performance Framework (although almost half of the schools have unknown data from 2023). The 2.0 High team believes that D11 is doing a great job managing its AEC schools, and we support their work in providing alternative educational experience to their students. We know that students in AECs are often battling much greater challenges under the surface and believe D11 is doing a great job supporting students who don’t fit into their more traditional schools. That said, our conversations with the district over the past several months demonstrated that there is a need for additional substance use support in their district and we hope to partner with them in this effort.

2.0 High will aspire to be rated as “Green” or “AEC: Performance.” Despite its emphasis on social & emotional wellness, a strong academic environment is important and a top priority for the school. We did not break down specific academic achievement data in this section (i.e. achievement, growth, postsecondary readiness, etc), because 2.0 High is not designed to address gaps in these areas, and we would like to use the limited space to address the unique aspects of our program that differentiate us from other current school offerings. That said, 2.0 High considers academic growth and postsecondary readiness to be a crucial aspect of the work we do, and we will aspire for excellence in these areas (as described more fully in Section F).

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

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

2.0 High’s primary distinguishing factors are its drug-free school environment, school community of peers living a substance-free lifestyle, and specialized staff to assist students with their recovery from substance abuse as they transition to “the real world.” While the prevalence of substance abuse was described in detail in Question #B2 above, additional information on the rationale for recovery high schools is described below. No other school in D11 or any of the surrounding school districts in El Paso County offers a program that is similar to the services provided by 2.0 High.

Data Related to the Process and Impact of Teen Substance Misuse.

Approximately 90% of adult substance abusers started using drugs or alcohol before the age of 18.¹³ It is therefore critical to address the need of adolescents suffering from substance abuse to ensure that they do not become substance-dependent adults. Adolescents have a unique set of needs pertaining to drug addiction and treatment. Because teenage brains are not fully developed, drug use is more likely to impair their mental and emotional development. As a result, the earlier adolescents begin using drugs, the more likely they are to become addicted. Additionally, adolescent substance abusers are less likely to seek treatment on their own; most teens attend treatment only after being referred by the juvenile justice system or by their family.

Substance abuse has been shown to affect adolescents in multiple ways; youth who abuse substances are more likely to experience^{14,15}:

- School problems, such as higher absences, poor grades and increased dropout rates
- Social problems, such as fighting and lack of participation in youth activities
- Less likely to graduate from high school, and to enroll in/graduate from college
- Legal problems
- Disruption of normal growth and development
- Higher risk for suicide and homicide, accidents and injuries
- Interference with memory, motivation, attention, and learning
- Death

Further, the impact of substance abuse in adolescents can stunt intellectual, emotional and social growth and development, as the teen brain is still developing and is especially vulnerable. This is especially insidious with the use of marijuana, since many teens today don't perceive it to be harmful since it's "legal."

The Severe Consequences of Substance Abuse.

Unfortunately, misuse of substances can lead to severe and even deadly consequences. Youth deaths from drug overdoses occur regularly, as the fentanyl and opioid crises still loom large. Indeed, public health officials, legislators, medical providers, and community members across the nation have acknowledged the dramatic rise of the opioid crisis and its profound impact on our nation's youth. Intervention in adolescents will alleviate this problem.

Data Specific to the Need for Recovery High Schools

For those who are able to receive treatment, outcomes for youth, while positive, tend to be of short duration and are vulnerable to peer and environmental influences which often lead to relapse upon completion of treatment and return to previous peer groups and school environment.¹⁶ Unfortunately, 90% of teenagers returning to their previous high school after substance abuse treatment report being offered drugs on their first day back to school, leading to relapse rates of 60-90% for youth returning to their previous high school.¹⁷ After returning to their home and school environment, many teens relapse back into substance abuse because they are not prepared to practice a substance-free lifestyle in the same ecosystem that fostered their addiction. They need a new environment, and a new social pattern in which they can learn to apply and practice recovery in a neutral or positive setting to engender long-term lifestyle changes.

¹³ The National Center on Addiction and Substance Abuse at Columbia University, Adolescent Substance Use: America's #1 Public Health Problem. June 2011. <https://files.eric.ed.gov/fulltext/ED521379.pdf>

¹⁴ As cited in Centers for Disease Control and Prevention, Fact Sheets – Underage Drinking. <https://www.cdc.gov/alcohol/fact-sheets/underage-drinking.htm>

¹⁵ As cited in National Institute on Drug Abuse, Cannabis (Marijuana) Research Report. <https://nida.nih.gov/publications/research-reports/marijuana/how-does-marijuana-use-affect-school-work-social-life>

¹⁶ As cited in Moberg DP, Finch AJ, Lindsley SM. Recovery High Schools: Students and Responsive Academic and Therapeutic Services. *PJE Peabody journal of education*. 2014;89(2):165-182. doi: 10.1080/0161956X.2014.895645.

¹⁷ Fisher EA. Recovery Supports for Young People: What Do Existing Supports Reveal About the Recovery Environment? *PJE Peabody journal of education*. 2014;89(2):258–270. doi: [10.1080/0161956X.2014.897104](https://doi.org/10.1080/0161956X.2014.897104).

While randomized controlled trials of the impact of recovery high schools are largely unavailable, one study has demonstrated the following benefits of recovery high schools:¹⁸

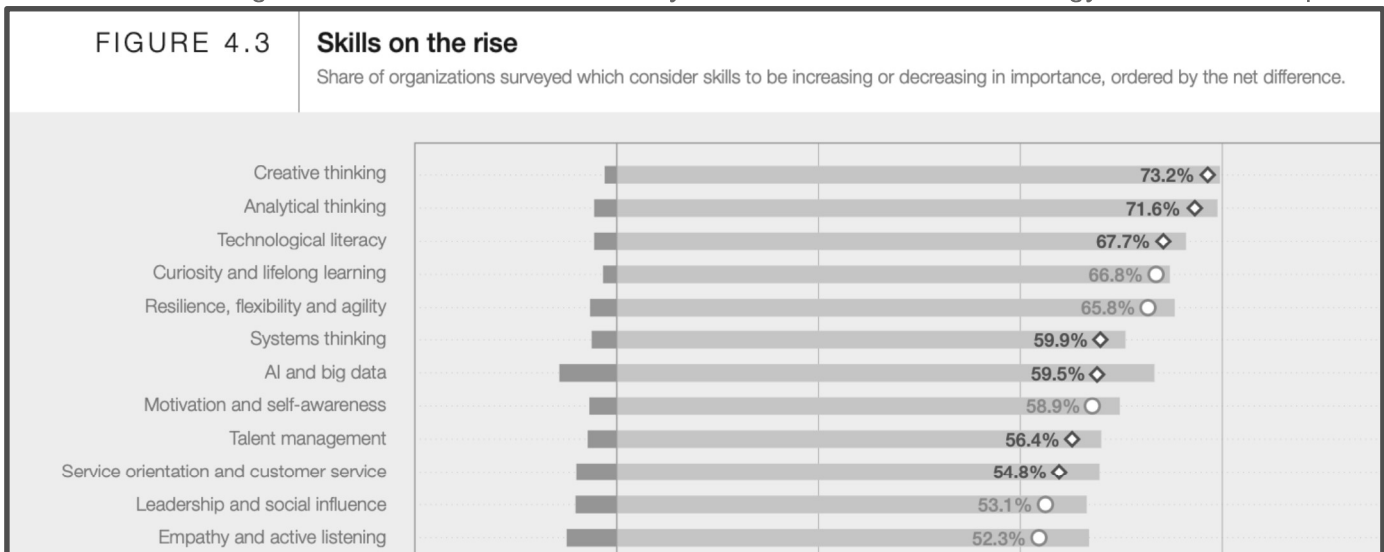
- Recovery high schools significantly decrease substance use and increase graduation rates.
- Recovery high schools are estimated to provide net economic savings of \$16,100 - \$51,900 per student (despite being more expensive to operate than typical schools); benefit-to-cost ratios range from 3.0 to 7.2. This cost analysis is conservative and only includes educational cost benefits.

In sum, 2.0 High is designed to meet the needs of students needing a different educational (and social) setting after or concurrent with receiving treatment for substance misuse, as well as assist students without access to treatment to find the services they need through community partnerships. 2.0 High does not provide clinical drug or alcohol treatment, but rather supports students in meeting their educational and postsecondary goals by providing school-based recovery supports in partnership with outside treatment providers.

The Need for Innovative Approaches in Schools.

Despite its emphasis on social-emotional services, the academic programming at 2.0 Schools is very intentional, and designed to prepare graduates for immediate success in college or the workplace. Current unemployment rates are at historical lows, with Colorado’s overall rate at 3.3% in Q4 of 2023.¹⁹ Yet, the unemployment rate for Blacks and Latinos in Colorado is 64% and 45% higher than average, respectively.²⁰ To prevent further inequities in the workforce, there is a need to adequately prepare graduates for the economy they will encounter after graduation—“the real world.”

With the ongoing technological revolution, vast numbers of workers and even entire careers are being eliminated and replaced by computer technology—for example skilled factory workers, financial and sports reporters, and drivers (as self-driving cars emerge). The jobs needed in the 21st Century are vastly different than the jobs of the past, and require a markedly different set of skills—and thus a different kind of education—than what has been taught in the past. Computers have changed the way Americans work, and require workers to be proficient in a new set of skills. The skills most demanded by employers in 2023 in the most recent Future of Jobs report reveal a very different list than what was prized 10 or 20 years ago (see figure below).²¹ The list includes skills such as analytical thinking, skills needed for problem solving, creativity, and emotional intelligence—things that computers can’t do (yet). It is also these skills that help to connect technological advancement with humanity. As the influence of technology continues to expand



¹⁸ Weimer DL, Moberg P, French F, Tanner-Smith EE, Finch AJ. Net Benefits of Recovery High Schools: Higher Cost but Increased Sobriety and Educational Attainment. *J Ment Health Policy Econ.* 2019 Sep 1;22(3):109-120. PMID: 31811754; PMCID: PMC6901088.

¹⁹ Economic Policy Institute, *State Unemployment by Race and Ethnicity, 2023 Q4.* <https://www.epi.org/indicators/state-unemployment-race-ethnicity/>

²⁰ Ibid.

²¹ World Economic Forum, *Future of Jobs Report, 2023.* <https://www.weforum.org/reports/the-future-of-jobs-report-2023/>

in our daily lives, the consideration of the human element will similarly grow. The skills demanded by today's leading employers align with this need, and identify the importance of integrating humanity with technology. People with these skills will be in high demand, and it is the mission of 2.0 Schools to equip our graduates with these types of skills—paving a road to success in college and the future workforce. It is imperative for education to innovate at the same pace as the world around it, and 2.0 High will take steps in the right direction through its project based learning pedagogy.

Further, when looking at Colorado specifically, there is a great need for both an educated workforce as well as increased equity for people of color. While Colorado has a reputation for being highly educated (i.e. 46% of Coloradans have a Bachelor's Degree or higher, compared to the national average of 36%), there are vast inequities along racial/ethnic and socioeconomic demographic lines.²² Black, Latino, and Native American Coloradans are much more likely to have lower educational attainment levels than their white or Asian peers—for example just 22% of Hispanic adults have a college degree, as compared to 53% of non-Hispanic white adults.¹⁵ Likewise, it is less likely for people of color to be employed in Colorado's high-growth job sectors, such as healthcare, engineering and technology, and business and finance. With the diversity of the student body that is expected, it is imperative that 2.0 High's students are given the same opportunities as students from higher socioeconomic backgrounds. 2.0 High is designed to meet the needs of a diverse student body, and is designed to disrupt systems of inequity and provide a truly unique option for El Paso County families.

Evidence of Support

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

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

2.0 Schools Colorado is a statewide organization that will eventually operate four recovery high schools across the state. Thus, it requires extra emphasis on community engagement in each community it serves to ensure optimal results and alignment to the unique community contexts and available resources for youth behavioral health. 2.0 High has launched a community coalition of people in Colorado Springs who are working together to make the school a success. The group meets monthly. The current coalition includes representation from:

- Community members in personal recovery from addiction
- Parents
- High school graduates
- Community nonprofit leaders
- Behavioral health practitioners
- Clinical medicine & treatment organizations

²² U.S. Census Bureau, 2022.

The list is growing each month and this coalition will be engaged in much of the local-based work that is required to open the school. The diagram to the right shows the basic flow of tasks the Coalition will be engaged with. Soon, smaller “workgroups” will be formed to tackle specific tasks as follows:

- Community Partnerships & Student Enrollment
- Facility
- Fundraising
- Governing Board
- (optional) Finance & Operations – will be primarily led by staff
- (optional) Education & Programming – will be primarily led by staff

Each workgroup will meet their goals for a critical part of the school; this will be community driven and supported by staff.

Importantly, the primary leadership of 2.0 High Colorado Springs will be hired directly from the community—and will reflect the diversity of the community. There are two co-leaders, one focused on education and the other focused on recovery. Once hired, these leaders will collaborate with the community coalition to ensure a successful school launch in the Fall of 2025.

In conclusion, even though the 2.0 Schools Colorado is a statewide entity, the Colorado Springs school will be led and established by local staff and a local team of volunteer supporters. This is a diverse crew that is very familiar with the community. The Board also has 3 seats reserved for Colorado Springs community members (2 regular seats + 1 parent seat once the school opens).



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

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

	9	10	11	12
[District of Residence]				
[District of Residence]				
[District of Residence]				
[District of Residence]				
TOTAL	0	0	0	0

There are no Letters of Intent to Enroll (LOIs) at this time. Due to the nature of the target population, it is too premature to collect them at this time. Many of the youth who will ultimately enroll in Fall 2025 are not currently in the throes of substance misuse—or they aren’t aware of their need for help yet. They haven’t been arrested yet, they haven’t overdosed yet, they haven’t yet dropped out of school or been kicked out of their house. They can’t yet be identified because they haven’t progressed to a situation that demands more focused intervention. For those that are currently in this state, it would be unethical to approach them

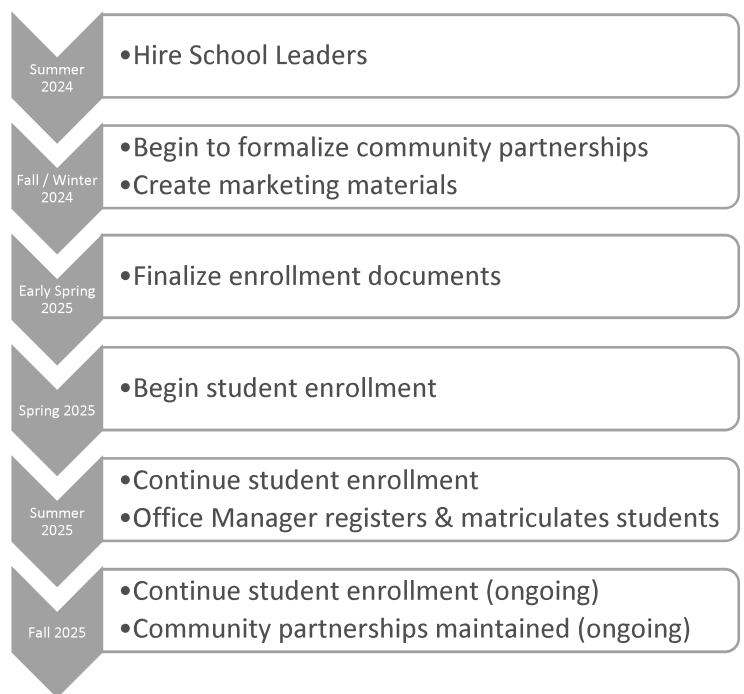
now, 18 months before the help could be offered to them. It is for these reasons that no LOIs were obtained; it's simply not practical with the highly-fluid population the school serves.

Of note, adolescent substance misuse can be a very tenuous situation, often changing within days or even hours. Typically, a teenager will consider asking for help with a substance problem only after something happens to them that is unpleasant or scares them. Examples are hospitalization, getting arrested, crashing their car, sleeping on the streets, etc. These moments often lead a young person to reflect on the course of their life and a door cracks open where they can more easily choose a different path. It is at this moment that referrals to support have the greatest impact. Typically, these windows only last for days, but they may be as short as one day. We know of one example where an 18-year-old young man was released from jail on a Thursday, but his family wanted him to take a few days off before starting school the following Monday (rather than coming on Friday, the day after he was released from jail). He never made it to school and decided on Sunday night to go back to getting high with his old friends; he died from an overdose six months later. This is just one example, but there is an art to working with youth who have become dependent on substances, and optimizing referral processes through “warm hand-offs” and other rapid communication systems, will improve the chances that each young person will make positive decisions. In our experience working with this population, if a youth visits the school within several days of their release from a facility or jail, then they tend to enroll at the school more than 95% of the time. Once they meet other students and realize that there could be a different way to live, they often agree to give it a shot.

Plan for Enrollment Outreach

Student enrollment looks very different than a typical school's approach. There is no comprehensive or general advertising that is done to attract families to the school. Rather, the students that the school is designed to reach are often referred to the school directly by partner agencies. Referrals most commonly come from three areas: agencies that provide behavioral health services, the juvenile justice/legal system, and other high schools in the district. These agencies are often the ones who first identify youth struggling with substance misuse and are best-positioned to refer these families to 2.0 High as needed. Once the school is operating, another main source of referrals is through word-of-mouth from school families. As an example, at the Denver recovery school, we enrolled a student who had been arrested after stealing and crashing a car while under the influence. Within a couple of weeks, several of his fellow drug-using friends decided to stop getting high as well, so they enrolled at the recovery high school too. They all maintained a substance-free lifestyle through their graduation, and none of them re-offended back into the legal system. This is just one example. Many young people don't believe they could have an enjoyable life without the use of drugs or alcohol; but when given a chance to do so, they are often so happy about it that they want their friends to experience a similar sense of growth and redirection.

2.0 Schools will always be very small. Yet, it is predicted that every high school and treatment center and court will have a number of youth that they regularly refer for recovery high school services. Partnerships with community agencies and the mental health staff at other high schools is the bread and butter of enrollment at 2.0 High. It should be noted, however, that families must “choice” into 2.0 High. No one is forced or coerced to enroll; it must be an individual decision for each student and family. Taking ownership over one's decisions and exercising personal agency is required for long-term success in living a substance-free lifestyle, so it is important that



students who enroll are making the decision on their own (in partnership with their parent/guardian).

Despite the unique nature of the enrollment timeline and approach, there is still a strategy, as described in the timeline. One of the two school Co-Directors (Co-Director: Recovery) will lead the charge for establishing and maintaining strong community and partner relationships. They will also drive the enrollment process for the year prior to the school opening. They will continue this work after the school opens to maintain school partnerships and enrollment over time. The school is initially planning a very small initial enrollment of 20 students, and it is expected that most of these enrollments will occur in the summer of 2025, or August/September 2025.

10. Please submit a copy of the Letter of Intent (LOI) form being used to solicit interest in enrollment.

Please use the following naming convention: "B_LOI Form."

Not Applicable

11. If you have received additional LOI's that are not included in the above table, provide a summary of other LOI's here. If all LOI's received are included in the above table, you do not need to provide a response here.

Not Applicable

12. 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.

Support for 2.0 High in Colorado Springs has just begun but is taking off across the community. Letters of support are attached from a diverse sampling of community members and organizations who support the creation of this school—these letters are just the tip of the iceberg of support, but will give you a sense of the community's response.

<u>Organization</u>	<u>Name</u>	<u>Title</u>
Colorado Consortium for Prescription Drug Abuse Prevention	Jose Esquibel	Director
Diversus Health	Katie Blickenderfer	Chief Clinical Officer
N/A	Brian Tryon	Former Teacher, Certified Addiction Counselor
Inside Out Youth Services	Alina Hecht	Outreach Coordinator
N/A; Diversus Health	Gabriel Fernandez	Person in Recovery
N/A	Holly Bradbury	Parent
El Paso County Office of the Coroner	Leon Kelly, MD	Chief Medical Examiner
N/A	Michelle Avina	Person in Recovery
Palomé Child & Family Specialists	Laura Olson	Executive Director
Community Prep School	Ron Banta	Teacher
N/A	Sarah Banta	School Graduate
N/A; HardBeauty	Tiffany Kuhwede	Person in Recovery

Opportunities for Parent/Community Involvement

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

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

Community partnerships are a cornerstone of all 2.0 Schools. While the school serves as the “hub” for supporting youth, there are many spokes coming off of the hub that are vital to the school’s success. The school is the “hub” mainly due to the length and quantity of engagement it has with its families—upwards of six hours a day over the course of years. This close and extended contact allows the school to properly provide the individualized and comprehensive case management that youth need to make long-term positive changes. But the school does not provide clinical services (except in rare cases), so it cannot operate in a silo and must communicate daily with its community partners. While none of these partnerships have been formally announced, the following specific partnerships are expected to be established before the school opens, and maintained over time:

- Clinical treatment services:
 - Inpatient: both private insurance and Medicaid facilities
 - Outpatient: both private insurance and Medicaid facilities
 - Individual and group therapists/counselors that work inside and outside of schools
- Recovery Community Organizations for Youth: these programs “take the night shift” by assisting our students in the after-school and weekend hours; there are several in the area whom we have partnered with in the past
- Juvenile justice and drug courts; probation officers
- Other community organizations that specialize in related issues: violence prevention and intervention, eating disorders, advocacy organizations, etc

***Of note, it is important to mention that 2.0 Schools do not “feed” referrals or single out any private treatment centers. When treatment is identified as necessary, families are given multiple options so they can make a decision based on what they feel is best. While there are very few options for youth treatment available, there still are choices and 2.0 High will ensure that families are offered multiple options without coercing them toward any particular organization. Coordinating transitions into and out of facilities for behavioral health and/or juvenile justice is the bread and butter of the school’s work in its recovery program. We maintain strong collaborative partnerships with these agencies to ensure students receive all of the services they require. It is truly all-hands-on-deck type of work, and the school serves as the main “convener” among various different agencies involved in the student’s life. Each entity performs its particular part of the work, and the school maintains effective communication among all parties. Different entities may come and go in a student’s life (i.e. probation officers, therapists, etc), but the school is the long-term “hub” that is with them for years through the process. This provides a very tight safety net that holds students accountable “24-7-365.” They are seen and known very well, and can’t slip through the cracks of the system. This long-term and sustained relationship with families is why recovery high schools are so effective—they have the quantity of time needed to move the needle on behavioral change.

On the academic side, a project based learning pedagogy requires strong collaboration and partnership with agencies and experts outside of the school. These will be developed on an ongoing basis by school staff as projects are developed and implemented over time. For example, in one project that will be taught—the Bilingual Children’s Book Project—2.0 High students will write and illustrate a children’s book for emerging bilingual Pre-K students at a nearby school or community organization. The partnership that will occur between the Pre-K teachers and 2.0 High’s teachers is an example of just one of the many partnerships that will be established over time.

Parent Involvement:

Parents and guardians will be involved in as many aspects of the school as possible. The first contact with 2.0 High staff will occur at registration, where they will meet at length with the Co-Director of Recovery, the Office Manager, and the Special Education teacher, if relevant. The meeting with the Co-Director of Recovery is designed to set an expectation of strong collaboration between school and family, and to begin a partnership that will last for the next several years. The process of overcoming substance misuse is a lengthy process and there will be many conversations along the way. Parents will be encouraged to reach out to any staff member at any time and will have access to staff contact information. The 2.0 High community is very tight-knit and our relationships with parents is on a much deeper level than at a typical high school, especially when students are not doing well or there is a fear of death or other tragedy. As an example, the school's "Tier 3 MTSS" plan requires daily contact with parents in life-threatening cases.

Parents/guardians will also be able to view their child's grades, classwork and projects (including calendars, daily agendas, homework, etc.) online, displayed on teachers' and students' digital portfolios— websites with syllabi, project handouts, calendars, and assessment information. 2.0 High has a feeling of transparency and "we're all family" spirit, welcoming all parents and guardians to be involved in their child's education and to participate in the school.

Parents will be encouraged to attend at least four events each year: two Student-Led Conferences (at the end of 1st and 3rd quarter), and two Exhibitions (in December and May). The goal for parent participation at these events is >80%. Although it is not reasonable to expect that every parent will attend every event, it is expected that parents attend if at all possible. In particular, Student-Led Conferences (twice per year) will be scheduled at times that allow every parent to participate—parents choose the time over 3 days that works best for them. SLC time slots are during the day and in the evenings to provide access for as many parents as possible. If parents can't attend in-person, online access will be available.

Most importantly, parents and guardians will be involved in conversations about how their child is doing at school, as parents are crucial partners in the education process. Close contact with teachers is especially expected when students struggle or there are concerns. It is the school's goal to be inviting and welcoming to all parents, and we will have an open-door policy for any parents to visit and/or engage with the school. Spanish translation will be provided for any parent events, and important school documents will be provided in Spanish. A regular newsletter of school events will be provided in English and Spanish, as well as regular email communication (also translated as needed) from the school Co-Directors informing them of important school information and events. For languages other than Spanish, translation or interpretation technology will be used, or a "language line" service.

In accordance with C.R.S. 22-30.5-106(1)(k) and 22-11-401, parents will also serve on the School Accountability Committee (SAC). There will also be a Colorado Springs parent member on the Board of Directors (see Section H and **Appendix H_Optional_SAC Calendar and Bylaws** for more details on the Board and the SAC).

Parent & Guardian Satisfaction. Parents will also participate in an annual Parent Satisfaction survey, and will assist 2.0 High staff in unpacking the data and making action steps. The survey will be given in late fall, and data will be analyzed in December to create action steps for the spring semester (organized by the Co-Directors with all staff and board members reviewing the results). The goal for these surveys is:

- A. >50% participation rate
- B. >80% positive response rate.

Parents and school Co-Directors will facilitate dialogue among staff and parents to reflect on areas of strength and areas of growth. Parents and staff will co-design any next steps for improvement.

Parent Complaint Process. Disagreements should be solved whenever possible among the people most closely involved while preserving positive relationships. Therefore, when parents or community members have complaints or disagreements with any parties at 2.0 High, they should observe the following guidelines:

1. If the complaint involves a situation in the classroom, parents should seek to resolve the issue with the classroom teacher as is appropriate.
2. If a resolution with the classroom teacher is not possible, or if the complaint is with a school-wide policy or procedure, the parent should seek to resolve the issue with the School Directors.
3. If resolution is not possible with any of the parties above, parents should address a complaint to the Executive Director and Board of Directors as follows:
 - a. Complaints should be made in writing. This allows all parties involved to work from a consistent body of information.
 - b. The Board of Directors, in general, will not address a complaint based on hearsay or made on behalf of another parent or family.
 - c. The Board of Directors, in general, will not address a complaint if resolution with the appropriate individuals in Items #1 and #2 has not yet been attempted in good faith.
 - d. The Board of Directors reserves the right not to address a complaint that is made anonymously.
 - e. The Board of Directors, in general, will not address specific complaints about the performance of individual school employees in a public meeting. If such a complaint is brought at a public meeting, the Board will take the complaint under advisement and will provide an appropriate response at a later time.
 - f. The Board of Directors reserves the right to notify individual school employees about complaints brought against them. Parents may request that they are not personally identified as the party bringing the complaint.
 - g. The Board of Directors will discuss said grievance in closed session and respond to said complaint via a written letter. This will occur within 30 days of receiving said grievance.
4. If a parent complaint is not addressed to the satisfaction of the people involved, parents have the right to seek resolution through the school's authorizer.
5. This Grievance Policy is not designed to supersede or supplant federal law and parent rights under The Individuals with Disabilities Education Improvement Act of 2004 and the Family Educational Rights and Privacy Act (FERPA) as amended, 1996.

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.

A broad base of research has confirmed the influence of non-cognitive factors on the education of youth—for example Carol Dweck’s work on growth mindset²³, Angela Duckworth and Paul Tough’s emphasis on grit^{24,25}, and Camille Farrington’s research on academic mindsets and noncognitive factors²⁶. As Farrington, et al. noted, “School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and in their external environment.”²⁷ The authors also recognize that in addition to content knowledge and academic skill, “students must develop sets of behaviors, skills, attitudes, and strategies that are crucial to academic performance in their classes, but that may not be reflected in their scores on cognitive tests.”²⁸ These critically important “soft skills” are often taught through elements of school culture, and are instilled into students not by lecturing or explaining, but by integrating them into the everyday fabric of the school. School culture is “the stable, underlying social meanings that shape beliefs and behavior over time”²⁹—or simply, “the way we do things around here.”³⁰

Building a strong school culture requires structures and systems that create and promote that culture. The school culture at 2.0 High is built upon Barbara Cervone and Kathleen Cushman’s work on “Belonging and Becoming” in high schools.³¹ Their research identifies six key elements required to make school an inviting and empowering place for youth:

(1) Structures that Ensure Staff Know Students Well:

- Teachers teach **cohorts of students** and spend more quality time with a smaller group of students than a typical high school teacher with multiple sections of classes.
- **Strong and purposeful student-teacher relationships** will be the norm. As project based learning instructors, 2.0 High teachers are coaches and facilitators, engaging frequently with students and providing individualized support and encouragement.
- **Small class sizes and teaching teams**: class sizes will be manageable, with most teachers teaching two classes of ~20 students (~40 students total) at any given time. Teachers collaborate for student success multiple times per week.
- A formal **system for assessing student progress** that allows for timely support and intervention. 2.0 High teachers will use restorative practices to work with students earning a C- or less and develop plans with students to get them back on track.

(2) Building an Intentional Community:

- **Morning recovery program** that promotes interpersonal connection, social and emotional wellbeing, and student leadership. These are led by students and recovery staff with support from other non-instructional staff members.

²³ Dweck, C. (2006). *Mindset: The new psychology of success*. New York, NY: Random House, Inc.

²⁴ Tough, P. (2012). *How children succeed: Grit, curiosity, and the hidden power of character*. New York, NY: Houghton Mifflin Harcourt Publishing Company.

²⁵ Duckworth, A., et al. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92, 1087-1101.

²⁶ Farrington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T.S., Johnson, D.W., & Beechum, N.O. (2012) *Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review*. Chicago: University of Chicago Consortium on Chicago School Research.

²⁷ Ibid.

²⁸ Ibid.

²⁹ Deal, T.E., and Peterson, K.D. (1990). *The principal’s role in shaping school culture*. Washington, DC: U.S. Department of Education.

³⁰ Bower, M. (1966). *Will to manage*. New York: McGraw-Hill.

³¹ Cervone, B. and Cushman, K. (2015). *Belonging and becoming: The power of social and emotional learning in high schools*. Cambridge, MA: Harvard Education Press.

- Walls and spaces of the school will be filled with **displays of student work** to celebrate student achievement and motivate students to do their best.
- Classroom **rules and norms will be created collaboratively** with students, establishing student agency as the norm from the very beginning.
- Periodic **all-school meetings** and cohort competitions to build community.

(3) A Culture of Respect, Participation, and Reflection:

- A focus on **acceptance of differences** by purposeful selection of projects that build empathy in students, as well as emphasizing specialization and collaboration within teams. Teachers will intentionally celebrate and encourage every student, highlighting their strengths and the gifts they bring to the community.
- **All students are integrated and included** in all aspects of 2.0 High. There is no tracking and all students have the option to take honors courses.
- We take an **immediate, direct approach to community-disruptive behavior**, such as bullying, acts of intolerance, or any other acts that wound the community.
- Ongoing **reflective practices** will establish a strong norm of reflection, feedback, and person-to-person communication and support. Formal systems of reflection include annual Presentations of Learning (POLs), Internship POL (iPOLs), Student-Led Conferences (SLCs), and daily check-ins during recovery groups (8:45 – 9:30am daily).
- The recovery program will help to build **empathy and respect** in all students, as students learn how to confront challenges of various types and learn to support each other through the challenges of adolescence.

(4) A Commitment to Restorative Practices:

- Discipline practices at 2.0 High are based on **restorative practices**, including peer mediation, recognition of unmet needs, reparation of harm, peace circles, etc.
- **Recovery programming** provides a daily opportunity for non-academic student needs to be addressed and supported.
- **Support staff** will be present to assist students needing counseling, mental health intervention, and support with any other potential need. 2.0 High will also partner with community-based services to provide specialized support.
- **Strong family participation and communication** will expand the 2.0 High community beyond the school walls and into Colorado Spring's neighborhoods and students' homes, providing a strong safety net for students.

(5) A Curriculum of Connection and Engagement:

- **Project based learning** engages students powerfully in their learning, provides relevant and purposeful learning experiences, and emphasizes a public display of student work. Projects will also provide opportunities for regular service learning.
- A strong emphasis on **student voice and choice** within projects allows engagement of a diverse group of students in a standards-based learning environment. Students will also have individualized career and academic plans (ICAPs) and work with staff to create individualized college and career plans.
- **Reading assignments that are culturally and socially relevant** will promote engagement and a love of reading.
- **Student-led activities**, including Socratic Seminars, frequent peer-to-peer critique, group work, and specialized roles within groups.

(6) A Focus on Developing Student Agency

- The **Student Voices leadership group** will establish a strong student voice in the school, and lead projects needed to improve the school. Any student that is interested in participating may be a part of the group and projects are selected by the group.
- **Students will be involved in school decision-making**, such as giving input for staff hiring, project design, school improvement projects, and other activities.

- Strong staff culture that **conveys to students that they can achieve at high levels**. Staff will empower students through project based learning, helping them push past their fear and reach their full potential.
- 2.0 High will **inspire students to grow into something bigger**. The school will inspire students to be the first in their families to go to college, to mentor other students, to make a positive difference in the community, or to turn their own stories into narratives of agency and resilience. A sense of possibility and purpose will permeate every aspect of the school.

In addition to these structures used to build culture, 2.0 High will have a particular emphasis on engaging and leveraging student voice. Based on Dana Mitra’s work, “student voice” is the significant and authentic inclusion of student insight into the everyday affairs of the school.³² Students are too often seen as “clients” or “passive recipients” of school activities, and are sometimes even considered to be part of the problem. However, by authentically engaging students in school decision-making, it empowers youth to be part of the solution and teaches them how to impact change effectively. 2.0 High will seek student feedback of all aspects of the school, including projects and classroom activities, staff hiring decisions, elective offerings, and other areas. It is the intent of the school to incorporate student voice into as many areas of the school as feasible, since we exist to support their growth and development, and to serve their educational needs. Authentic engagement of student voice in schools has been shown to have great effects on positive youth development, including identifying themselves as change makers, assuming leadership roles, building stronger relationships with adults, developing facilitation and problem-solving skills, speaking publicly, and respecting others’ opinions.³³ For schools, benefits include improvements in instruction, curriculum and assessment; improved student-staff relationships; and increased engagement of both adults and youth in learning and school improvement efforts.³⁴

Creating and ensuring a strong school culture is the responsibility of every staff member of 2.0 High. The Co-Directors, as head of the staff, are the people ultimately responsible for ensuring the proper culture at the school. But all staff must contribute to uphold the culture of the school. The physical space will have evidence of the school culture in displays of student work. However, the most authentic display of culture will be in how the adults and students relate to each other in the building and how work is carried out in offices and classrooms. Parents will be involved in school culture by being active participants in their child’s education at exhibitions, parent conferences, and all other events. They will be included in the school from the initial home visit all the way to graduation, and will be a palpable part of the school culture.

- 2. Explain how this culture for students, teachers, administrators, and parents will be established from the first day of school.** Provide information about the structures and staffing that will establish and maintain this desired culture. Describe the plan to introduce the culture to students who enter mid-year.

Professional Development Before the School Opens. Initial staff will have just over two weeks of full-time training before the start of Year 1. The plan for these weeks includes:

- Developing relationships and building staff culture through intentional design and facilitation of mission-aligned experiences. Examples include:
 - Building relationships
 - Demonstrating vulnerability and shared experiences
 - PBL basics
 - Co-creating what the school’s design principles will look like
 - Co-Creating shared norms for student processes
 - Having fun together
 - Emphasis on RJ, trauma-informed ed, and special populations
 - Use of protocols for shared voice and group engagement

³² Mitra, D.L. (2008). *Student voice in school reform. Building youth-adult partnerships that strengthen schools and empower youth*. Albany, NY: State University of New York Press.

³³ Ibid.

³⁴ Ibid.

- Engaging staff in a project to be able to experience PBL first-hand; reflect on the experience
- Staff development on the critical components of PBL pedagogy (this will be done in partnership with understanding specific projects they will be teaching the first year).
- Basic training in trauma-informed education, recovery principles, restorative justice principles, inclusion and differentiation techniques, and language-acquisition strategies.
- Time to plan and do the project first for their two classes
- Prepare for the start of school

For a sample summer schedule, please see **Appendix C_Optional_Sample Summer Staff PD**.

Ongoing Professional Development Mechanisms. Ongoing professional development for instructional staff will occur in the morning from 8:00 – 9:15am two days a week. Professional development will be largely contextual and integrated into teachers’ day-to-day work and addressing issues that emerge therein. The Co-Director of Education will be responsible for managing the professional development, in collaboration with the rest of the staff. Proposed structure of ongoing PD is as follows:

- *Mondays & Fridays:* Time for collaborative planning among teaching teams for project implementation or student support needs
- *Tuesdays:* All-staff meeting, discussion, and collaboration to discuss school issues, culture issues, and alignment across the school
- *Wednesdays:* MTSS / RTI meetings to identify and strategize for student support (see Section F for more details)
- *Thursdays:* Instructional staff PD:
 - Topics will vary across the year, but will emphasize the following topics:
 - Building classroom culture; RJ; student engagement
 - Standards-aligned instruction
 - Assessment; Looking at Student Work
 - Differentiation strategies
 - Special populations: ELL strategies, inclusion strategies, G/T strategies

These structures ensure that staff spend a great deal of time collaborating and co-creating solutions with their colleagues. The staff is small and leadership is distributed among many individuals. These structures create a daily experience of working with coworkers in ways that typical schools often can’t create due to large school size or schedules that don’t align.

The First Day of School. In the first week of school, teachers will implement a PBL bootcamp to introduce the major elements of PBL and help students understand the different learning styles they will be using. The recovery program will also be intentionally introduced to ensure that all students feel welcomed and that they belong. This is typical of recovery spaces, and the school will follow best practices in this area.

Mid-Year Enrollment. This will be a frequent occurrence at 2.0 High, since enrollment occurs all year round. The “lab class” teacher will introduce new students to the school and provide an orientation so students can integrate into their classes as soon as possible. New student orientation will occur during the 3pm afternoon course and students who are new will attend to understand the basics of PBL, 2.0 High, and other protocols that will assist them in being successful. Examples are: creation of their Digital Portfolio, intro to recovery sessions, and a mini-project for an introduction to PBL.

3. Describe the school’s plan for social emotional learning. Provide information about how students will be identified as needing support and the continuum of supports that will be available.

Whole Child programming at 2.0 High can be broken down into three main elements:

- General whole-child supports provided by 2.0 Design Principles, PBL pedagogy, and staff support
- The Recovery Support Program
- Restorative Discipline and School Culture Practices (See #7 below)

General Whole Child Supports and 2.0 High Staff Supports. In general, 2.0 High is designed to support the whole child on many levels. Recognition of the impact of noncognitive and social-emotional factors on education is the fabric of the school. The school has been built upon these principles, and school structures are designed to support the development of balanced, holistically-well students. Intentional emphasis on comprehensive health and wellness is part of our mission, vision, and Design Principles. Further, project based learning pedagogy is inherently student-centered, and supportive of noncognitive, social, and emotional development. PBL allows students to engage in meaningful work, engage in significant community, and work with adults in ways that promote social, mental, and emotional development. Also, the use of restorative justice in 2.0 High discipline practices strongly supports the social and emotional well-being and development of students.

Staff will also be available to support students. The Co-Director: Recovery is accountable for establishing a strong positive school culture and maintaining safety for all students (physical but also emotional). Two additional Recovery Coaches will provide student support as well. The Special Education teacher will also provide additional support for students with IEPs for emotional disabilities. Finally, the Academic Coaches provide students with support inside the classroom as students engage in academic work.

Staff Supports. Holistic wellness for 2.0 High staff is also important. Teaching is an extremely difficult job, and teachers do astounding work that can often be taxing and exhausting. It is important that staff are encouraged and supported for their own wellness. This will lead to reduced teacher turnover, greater staff morale, and better outcomes for students—teachers who are well taken care of can take good care of their students. Structures to support staff are as follows:

- Positive working environment and supportive collegiality (maintained by strong, positive leadership)
- Daily time to collaborate and/or engage with other staff from 8:00 - 9:15am. Working collaboratively with colleagues improves morale and strengthens relationships.
- Strong staff development and professional learning (Tuesday & Thursday, 8:00 - 9:15am; several full-day staff development days throughout the year)
- Emphasis on a strong staff community and strong collegial relationships
- Frequent recognition of successes, and responsive support to challenges
- Staff in need of wellness support will be given resources to call for support

Recovery Programming. The entire mission of 2.0 High is to assist students with a history of substance misuse to learn how to live substance-free and cope with the rigors of life without getting high. This a *free* program that supports the educational needs of these teenagers. It is often scary and overwhelming for a teen to start a treatment program or begin their journey of recovery. However, learning to live substance-free is only the beginning of building a foundation for a lifetime of recovery. One of the biggest challenges teens face is when they return to school (from treatment, jail, or being out of school). If they make it back, many students report feeling isolated, misunderstood, judged and lost when they return to the classroom. Studies have shown that young people who make a start at being healthy and drug-free but then return to the same people, places and things that got them into trouble, dramatically reduce their chances for a successful recovery.

2.0 High offers students an opportunity to grow (academically, emotionally, socially, and spiritually) by integrating the principles of recovery into their education. It is not a treatment facility, but a program designed to support students when they are at school. The program, and the culture of 2.0 High, will create an environment where students in recovery can truly flourish. This population is currently not served within the programs available in Colorado Springs, yet there is a serious and urgent need to support these students. [See Section B for data demonstrating need.] The recovery program is a structured, cohesive, supportive environment that will allow these students to thrive educationally, socially, and in their recovery.

We have a mission to serve youth desiring a life of recovery that might not otherwise have access to support outside of school. We define recovery as a student's willingness to continually move in the direction of health and wellness as is best for their particular condition, and are striving to reach their full potential. Furthermore, living in recovery is about getting to the root of the problem, and learning to deal

with life in positive, productive ways within a close community of accountability. This will be accomplished by providing positive peer and adult relationships, consistency, meaningful daily activities, creative endeavors, family involvement and, above all, providing understanding of recovery-oriented schooling.

Daily Recovery Meeting. This is one of the most unique aspects of 2.0 High. Every morning from 8:45 – 9:30am, students will engage in dialogue with their peers to share struggles, encourage each other and learn to build a diverse, positive relationships. This will provide the students a time to discuss what is going on for them socially, emotionally, and educationally. Students lead many of these meetings and share their experience with specific challenges to provide hope and solution for their peers struggling in similar ways. *This method is strongly backed by medical and academic research on the most effective ways to arrest substance abuse.* This will also be a time that staff can be apprised of potential issues before they lead to relapse, high-risk behaviors and/or educational trouble. This is designed to be a peer-led activity, because peer-to-peer support is the cornerstone for curing teenage substance misuse—although it will require staff to initially model and support peers as they learn to engage productively in intentional community. Staff will also be available to attend to higher needs throughout the day or run special groups or special activities (for example, new-to-recovery groups, family issues, etc). Sometime, outside experts or 2.0 High staff will lead a lesson or activity for the whole group (for example, sharing their story, conflict management or emotional regulation, etc). The morning class is staffed by the Co-Director: Recovery and the Recovery Coaches.

Additional strategies:

- Trauma-informed culture and education pedagogy
- A truly drug-free campus, created by strong student accountability systems and a culture of transparency
- Facilitation of peer-to-peer support systems: this is the heart of youth recovery and is the foundation of everything we do
- Welcoming culture that demonstrates immediate acceptance and support from the school community
- Collaboration with outside recovery organizations and therapists: our students are complex and require a multi-directional and comprehensive approach that demands assistance from outside organizations
- Assistance to parents and referral to parent support groups
- Year-round enrollment and the quarter system to allow for same-day, emergency enrollment
- Later start time at 8:45am (even though this still feels too early for many students)
- Credit-recovery strategies
- Existence of specialized support staff
- Triage and referral system for new families who need access to specialized inpatient or outpatient treatment, or recovery services (both paid and free)
- Facilitation of sober living for students, if needed
- On-site access to opioid-reversal drugs such as Naloxone

Staff. Recovery staffing will include three adults in personal recovery from substance misuse. One is a Co-Director at the school, and the other two are certified Recovery Coaches. The Co-Director of Recovery will ideally be a licensed mental health professional (Licensed Professional Counselor, Licensed Social Worker, Licensed Marriage and Family Therapist, or Licensed Clinical Psychologist), but this isn't required. They are responsible for the oversight and implementation of all aspects of the recovery program and staff. As the school does not provide clinical treatment, it will be the role of the Director to coordinate and communicate with all the support providers for the students to ensure that the student is engaging in their treatment, and to provide updates on their progress at school. The Director will ask that all students or parents sign a release of information with all treatment providers so that communication can occur; this includes nonprofessional and professional supports (for example, families, psychiatrist, therapists, intensive outpatient programs, tutors, recovery coaches, Alternative Peer Groups, probation officers, etc.). This communication is integral in creating a safe environment and wrap-around support for students. This

communication will also be helpful in identifying students who may be struggling with their recovery and developing a plan for action, with coordination if outside care providers and families.

The Director of Recovery will also be responsible for hiring and managing the Recovery Coaches, who serve as mentors in recovery to the students. The Recovery Coaches and Director are available throughout the school day to mentor and support the students in their recovery, communicate with outside partners, and develop recovery programming at 2.0 High. The coaches will be trained and certified Peer Recovery Coaches who are committed to supporting students in their educational pursuits and mentoring them to achieve their best. They will have the ability to go into classrooms as needed to support students. The recovery staff will also receive input and collaborate with all 2.0 High staff about the progress and educational needs of Summit students, and serve as an additional advocate for students. There will be strong communication among all staff to ensure the safety of all students.

Relapse Policy. Relapse is part of the recovery process for many people. It can and will occur, even when students are engaged in a recovery program. It is often—but not always—part of the process. One of the great benefits of being in a recovery community is that peers and staff are much more likely to recognize when students are at increased risk for relapse. This is because there are behavior changes that precede the relapse—behavior changes that recovery staff and peers will be accustomed to noticing that will signal an increased risk. In recovery communities it is often one’s peers and the support from others that enables them to realize changes their own behavior, and make corrections before a relapse occurs. This is precisely how recovery communities work. There are very high standards for accountability, and a strong peer network is crucial for support. By engaging in constant dialogue about recovery, and holding each other accountable, the community is able to establish strong, vibrant recovery together.

However, despite this support, relapse will occur. If a student is found to be using mood-altering substances while in school, corrective action will be immediately taken to ensure the safety of the student and other students. The Director of Recovery, in collaboration with the student’s family and other supports, will help to develop a plan for additional support, which will be followed and implemented in collaboration with the family. The goal of this collaboration is to ensure that students are supported and held accountable equally both when at school and when off-campus. Any recovery plans implemented after a relapse will be individualized, and based on information from all available sources—both from within 2.0 High and from outside. Students will be expected to successfully follow the recovery plan, and will be heavily supported in the process.

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.

Inclusion of diverse students and individual students is a strength of the school model. At Denver’s recovery high school, Youth Truth results for students’ sense of belonging and support scored above the 98th percentile nationally. It is the bread and butter of what we do. It is not rare to hear a student say, “I’ve never felt seen or heard, but at this school I know I belong and I can just be myself, without fear of judgement.” This sentiment is common across all demographics and special populations, and is a top strength of the school model.

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.

I arrived at school right at 8:45am and spent 45 minutes in a recovery meeting with my friends who are experiencing the same challenges I am. I shared about how my anxiety has gotten better because I’ve been trying some new tools that seem to be working. One of the other students shared a strategy they

use, and I think I'll try it sometime. I then went to math and we worked on our algebra project for the first half of class and then solved problems in groups in the second half of class. I then went to Humanities, which is English 9 and Geography. We are currently writing a book about different cultures and how they experience war and conflict, and my section is on the Korean War because my great grandfather served in that war. I then went to lunch with my friends and we made it back to school for 3rd period, when I have multimedia. In this class I'm designing the illustrations to my book that we're writing in Humanities class. I'm learning Photoshop and Adobe Illustrator. After that I went to my elective for 45 minutes. Because I've only got 2 weeks of recovery, I chose the new-to-recovery group where we talk about what we're dealing with and help each other come up with solutions for various things. I then ride my skateboard home and go to my recovery program at night. I don't have any homework, which I like, because it allows me to focus on recovery and my mental health without getting too overwhelmed by everything.

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

I arrived at 8am and my cohort teachers and I reviewed the plan for our 9th grade project this week. We decided that we should combine our classes on Wednesday so we could make more progress by having students float in and out of the woodshop while some groups were writing their second drafts. We also identified that we will need additional support during that day because of the heavy emphasis on writing. The Special Education teacher agreed to join us that day, and was able to work her schedule to support her student's IEP goals during that difficult task. I taught my first class of Physics and students drafted their posters explaining their catapults. Several of them weren't able to accurately describe momentum and impulse, so I re-taught that concept to a small group of students who needed a refresher. I also introduced projectile motion and conducted a lab for students to discover some of the math concepts behind projectile motion. After that I had 90 minutes of planning when I focused on differentiating the week's lessons for students with IEPs and other needs. I also ordered some materials I will need next week, to make sure they were delivered on time. I ate lunch with coworkers and took a breather before my second class. During my second Physics class, I made a couple of modifications to my lesson plan, based on concepts that weren't 100% clear during my first class. Finally, at 3:00 I ran the math/science support elective and assisted students one-on-one in areas they were struggling. Finally, I left to go home at about 4:15pm.

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*

General Philosophy

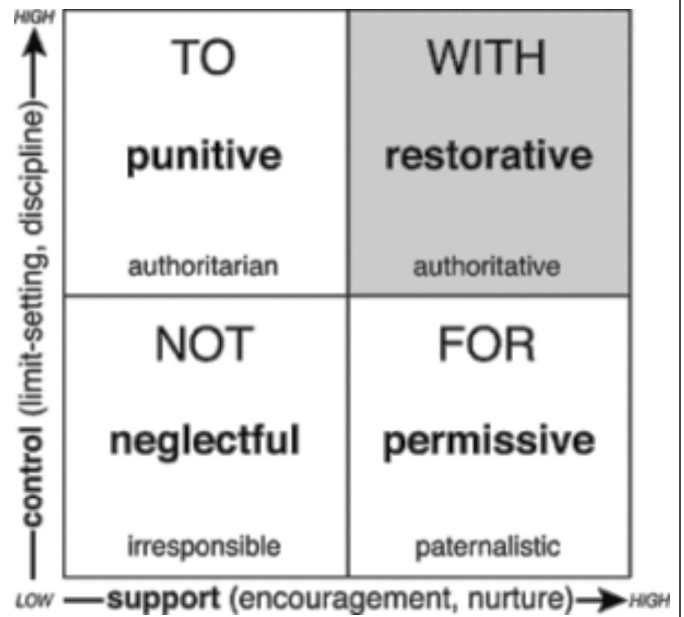
As a project based learning (PBL) school and recovery school, 2.0 High asks much more of its students than is often expected at other schools. Just as PBL pedagogy demands a higher level of student engagement and ownership over academic development, it also demands a rigorously positive and supportive culture to complement the academic environment. In other words, discipline, culture, and pedagogy are more deeply intertwined than in traditional schools. PBL and recovery create the culture, just as the culture engenders PBL/recovery. It is for these reasons that 2.0 High uses Restorative Justice (RJ)

as the foundation of its discipline policies. RJ has the power to establish a strong, empathetic community of diverse students and staff engaged in self-driven pursuits of learning and community building. Just as PBL pedagogy and the principles of recovery require student-driven ownership, RJ requires student-driven dialogue and consequences. RJ complements the bottom-up approach of PBL and recovery, and improves students' social and emotional skills, as well as improving collaboration and empathy.

Restorative practices have a broad base of evidence that supports its use in schools. RJ has been shown to be effective in reducing the significant discipline disparities in public schools (especially regarding zero-tolerance policies), as an abundance of data has demonstrated disparities in school discipline practices by race, gender, special education status, and more. In addition to preventing and responding to issues of student discipline, RJ is a promising framework for increasing student belonging, improving school climate, and supporting the social and emotional needs of students. Failure to provide students with social and emotional skills is a significant factor contributing to the school-to-prison pipeline, as the students who are the most frequently punished are often those with the greatest social and emotional needs.^{35,36} On the other hand, students who build their ability to manage emotions, increase self-regulation, establish positive relationships, and increase self-awareness are less likely to engage in disruptive behaviors and more likely to be academically successful.^{37,38} These studies point out the interrelatedness of school discipline, school culture, and the social-emotional needs of students—and identify restorative practices as an effective way to address them concurrently.

Principles of Restorative Justice (RJ)

Restorative Justice (RJ) is a framework for dealing with conflict that emphasizes reparation of harm and the interconnectedness of humanity. RJ is rooted in the understanding that a wrongdoing tears at the fabric of the community, straining relationships and damaging culture. More specifically, however, broken relationships are not only the outcome of an offense, but often play a role in causing them as well. For example, children who bully other kids often do so after being victims of bullying themselves. Therefore, restorative approaches address both the reparation of harm and the necessary support that all parties need in order to restore relationships in the community. Restorative practices are built on the foundation of high levels of control (accountability) coupled with high levels of support.³⁹ At 2.0 High, the Co-Director of Recovery will be responsible for implementing restorative practices throughout the school, including training teachers and students to ensure consistent implementation across classrooms and other settings. They will also be responsible for formal documentation of all discipline matters in Infinite Campus and elsewhere as required by law/policy. Teachers and other staff will be engaged in RJ processes, as well as students. RJ practices will include restorative conferences, restorative circles, community circles, Student Behavior Contracts and other structures as needed.



³⁵ Osher, D., Coggshall, J., Colombi, G., Woodruff, D., Francois, S., & Osher, T. (2012). Building school and teacher capacity to eliminate the school-to-prison pipeline. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 35(4), 284-295.

³⁶ Noguera, P.A. (2003). The trouble with black boys: The role and influence of environmental and cultural factors on the academic performance of African American males. *Urban Education*, 38(4), 431-59.

³⁷ Ibid.

³⁸ Osher, D., Coggshall, J., Colombi, G., Woodruff, D., Francois, S., & Osher, T. (2012). Building school and teacher capacity to eliminate the school-to-prison pipeline. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 35(4), 284-295.

³⁹ This particular version of this commonly used image was taken from the IIRP website: <http://www.iirp.edu>

Discipline Policy

In addition to a foundation of RJ across the school, there is a discipline policy that defines the maximum level of allowed consequences for more serious behavior that impacts the learning environment. It guides the School Directors' decisions regarding suspension, expulsion, referral to law enforcement, and completion of processes to ensure school safety. The purpose of disciplinary action at 2.0 High is to ensure that individual students, their parents/guardians and the 2.0 High community stay focused on growth and learning. Restorative Justice practices will be utilized, but if those practices are not leading to positive changes in behavior or if the behavior requires suspension or expulsion as defined by state law or in alignment with school policies, the school's Directors may take other actions. Prompt resolution of issues is expected. Discipline may include any one, a combination and/or all of the following depending on the circumstances:

- Verbal and/or written warning to the student
- Loss of privileges, such as off-campus lunch
- Parent/guardian notification
- A written commitment by the student to improve his/her behavior and/or performance and/or to take certain affirmative actions to improve
- Implementation of a Student Behavior Plan, or written agreements that the students and staff agree to follow to change behavior
- A meeting with school faculty or administration
- Suspension
- Expulsion
- Referral to law enforcement
- Other forms of discipline that the school may determine appropriate

2.0 High staff is responsible for implementing this policy without discrimination based on ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, age or disability. Discipline for students with disabilities shall be subject to the same grounds for disciplinary action, or as in accordance with federal law, the student's individualized education program (IEP), any behavior intervention plan, and/or 504 plan. In cases where students with an IEP is being considered for extended suspension or expulsion, a Manifestation Determination Hearing will be held, to determine if the behavior is a manifestation of the student's disability. Every effort will be made to ensure students on IEPs are supported and enabled to receive an appropriately rigorous education and participate meaningfully in the school.

Further, discipline data will be monitored and disaggregated based on demographic data, such as race/ethnicity and IEP status. This data is reviewed at the monthly board meeting and any disparities are reviewed for improvement. Efforts will be made to eliminate any racial and disability disparities in school discipline. Consequences should be reasonable, fair, age-appropriate, and should match the severity of the student's misbehavior, as well as consider the impact on the victim and/or community.

Suspension and Expulsion as Disciplinary Actions

2.0 High regards suspension and expulsion measures as a last resort, and do not make these decisions lightly. Decisions regarding suspension and other disciplinary actions will be consistent with all applicable federal and state statutes and constitutional provisions, and will be driven by the need for safety and learning for all. Students will be afforded due process, including a hearing and right of appeal. The School Directors will conduct an investigation of the circumstances presented, including consulting the student and affected parties. He/she will consider whether alternatives to suspension or expulsion may be appropriate, and will utilize restorative processes to the fullest extent possible.

The School Directors have the discretion and may impose a suspension directly if he/she determines it is appropriate. Once it is determined that a student is to be suspended, the School Directors shall provide written notice to the student's parents and/or guardians of his/her determination in writing (translated if needed), including reasons for the suspension and the time period for the suspension. Academic make-up work is required during suspension. Return to school may be contingent upon a re-entry meeting with

School Directors regarding a plan for how the student intends to move forward or some other form of restorative practice the 2.0 High staff may determine at its sole discretion.

Equity in Discipline

The Co-Director of Recovery, or his/her designee, will be responsible for documenting discipline data into Infinite Campus. To ensure maximum equity regarding disciplinary practices, the Co-Director of Recovery will regularly analyze discipline data and disaggregate by demographic groups to assess for equity and effectiveness, and the information will be included in the monthly dashboard sent to the Board of Directors. Any inequities in disciplinary outcomes related to demographic factors will be analyzed and actions taken to correct any disparities. Special care will be taken to avoid suspension and/or expulsion for defiance or disruption. For students with an Individualized Education Plan (IEP), Manifestation Determination hearings will be held in cases of suspension when indicated. All statutory and school policies will be followed to ensure that students with IEPs are supported with a Behavior Management Plan that allows them access to an appropriately rigorous education. Child Find will also be implemented at any time a disability is suspected.

Restorative Practices Create Just, Vibrant Schools

In addition to correcting disparities in school discipline, there is a more universal reason for using restorative practices in schools. Teaching children to become responsible for their own actions and become caring, responsible adults is no trivial task. Discipline is often used to help children learn how to become socialized into the adult world, and to learn the social skills necessary to participate in adult life successfully. But training children to simply obey the rules is insufficient. Following rules is, indeed, virtuous; however, if simply obeying the law is the extent of the socialization a child receives, it falls far short of what is optimal.

Society's community fabric is much more than basic rules and conformity—and training children to properly integrate into this society requires more than simple discipline practices. Disciplining youth restoratively allows them to recognize the consequences of their actions and deal with conflict in robust, life-giving ways. Restorative schools have the power to create societies full of people equipped to create strong, vibrant communities—skills infinitely more desirable than merely obeying the law. Peaceful societies can potentially eliminate decades-long conflicts, heal cultural divides, and mobilize for world peace. It is for these reasons that 2.0 High embraces restorative practices as a cornerstone of the school. Our graduates will be change-makers and prepared to engage in a diverse, global society—and understanding the complexities of human conflict and societal norms is necessary. Further, this discipline model aligns very well to the principles of recovery, and will therefore meet the needs of students in recovery.

D. Education Program

Curriculum

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

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

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

1. Educational Program Model & Philosophy

2.0 High's educational philosophy is built on the ideologies of multiple educational philosophers, leaders, and change-makers. The insights of those who have gone before us have paved the path for our philosophy of education and have deeply informed our practices. Much of our philosophy is laid out in the four 2.0 Schools Design Principles (from Section A):

1) EQUITY

"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world." (Paulo Freire)

"Liberating education consists in acts of cognition, not transfers of information." (Paulo Freire)

Freire criticizes the "banking" model of education—the kind where teachers fill the minds of children who passively receive the information and then gently conform to the world. He argues that this type of passive education only perpetuates systems of oppression, forever obstructing those without power from truly engaging with the world to make change. At 2.0 High, we agree with Freire and believe that true liberation and true equity can only be achieved if students are trained to think critically, engage productively in rigorous dialogue and engage in the transformation of their current world.⁴⁰ An education that gives students these skills is much more empowering and liberating than any passive collection of knowledge can ever be, no matter how "rigorous."

To this end, we regard integration as imperative, and fully integrate all students. All students take a rigorous curriculum that prepares them for college and career readiness. All students can choose to take

⁴⁰ Data showing the systematic exclusion of higher-order thinking activities in classrooms of communities of color and impoverished communities has been well documented. For example, see Kohn, A. Poor teaching for poor children, in the name of reform. Education Week, April 27, 2011.

the Honors option for the courses they take (but they are also truly integrated, in the same classroom, with students that do not choose Honors). Special education students are integrated into mainstream classes (and provided additional support) as much as possible per their IEP. Our school culture and pedagogy place high value on individual interests, student voice, and student ownership of learning. Project based learning (PBL) teaches students how to think, and to develop both cognitive and noncognitive skills—equipping *all* students to reach their highest potential and engage meaningfully with the world.

2) AUTHENTIC WORK

“Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results...all genuine learning comes from experience.” (John Dewey)

“Education is a social process. Education is growth. Education is not a preparation for life; education is life itself.” (John Dewey)

The pedagogy of 2.0 High is very much based on Dewey’s ideas. Students at the school will engage in work and projects that are authentic to real life, meaningful to the community, and immersive in nature. PBL encourages students to develop ownership over their learning, and to see the influence they have over their world. Student learning will frequently be put on public display and meet an authentic need in the community. As a mentor of 2.0 High’s founder has said, “When a student creates something that was not there before, and hundreds of people come to see it, it’s a transformational experience.”⁴¹ Learning that stems from experience is priceless; and experiences that provide students with the skills needed for postsecondary success are irreplaceable. To this end, 2.0 High students will engage in meaningful academic internships, community service, and fieldwork with local experts. Learning will take place as students engage in rigorous inquiry and experiences designed to improve knowledge, skill, creativity, problem solving, and social-emotional development. Immersive, experience-based education is the foundation of 2.0 High’s educational approach.

3) PERSONALIZATION

“Be the one who notices.” (Rob Riordan, High Tech High)

“If we do not love our children, we cannot understand them; if we do not understand them, we cannot reach them. If we cannot reach them, we cannot teach them.” (Howard Fuller, Institute for the Transformation of Learning)

At 2.0 High, relationships are the key. Teachers and students know each other well, and a strong school community is the foundation of the school. Too many students fall through cracks created in school communities with large, fragmented populations, or when school staff members are too overburdened with their work to truly engage with their students. The 2.0 High school community is one of interpersonal connection, close relationships and accountability among students and staff—to ensure that ‘someone notices’ when students and staff struggle, as well as notice success and celebrate! Recognizing that identity development and personal growth occur in the context of community, we foster relationships of trust and mutual respect among students and adults through small school size, small classes, student collaborative work, and intentional community activities at the start of each day. For a school to be an excellent learning place for students, it must also be a rewarding workplace for teachers. Teachers design the curriculum and the courses they teach, and are given the flexibility and autonomy necessary to passionately empower their students to meet rigorous academic objectives. Teachers also work collaboratively to address school issues and are active participants in critical decisions such as professional development, assessment, hiring, and other significant matters.

4) JOY

“Life at school shapes how children see the world. We want them to see the world as a wonderful, delightful, creative place that’s worth protecting.” (Gever Tulley, Brightworks School)

⁴¹ Larry Rosenstock, Former Superintendent/CEO of High Tech High
2.0 High COS New School Application - Page 42 of 118

School should be exciting, engaging and leave students hungry for lifelong learning. Working hard and having fun don't need to be separate—they often go hand in hand. In addition to a joyful experience, our morning recovery meeting is designed to be mindful of long-term outcomes and promote the diverse aspects of living a meaningful life, including physical, mental, social, emotional, occupational, environmental, spiritual, and financial health. We want all students to feel love and that they belong.

Educational Philosophy and the Target Population. 2.0 High's target population is any high school student who has struggled with substance use. School failures such as dropping out, failed semesters, truancy, and lack of engagement is extremely common in this population—approaching 100% of impacted students. The educational philosophy and model will meet the target population's needs because it creates a rigorous, culturally responsive, empowering, and **engaging** educational experience that has been demonstrated to work with a similar population.

The guiding pedagogy at 2.0 High is project based learning (PBL), an approach which transforms teaching from “teachers telling” to “students doing.” More specifically, PBL can be defined as:

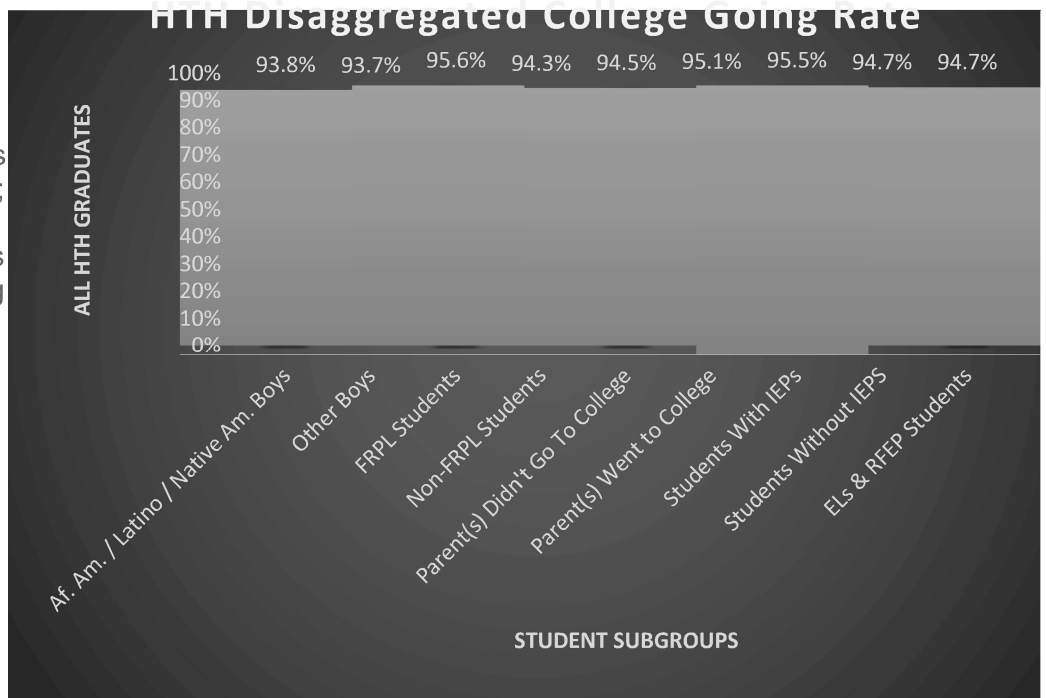
- Engaging learning experiences that involve students in complex, real-world projects through which they develop and apply skills and knowledge
- A strategy that recognizes that significant learning taps students' inherent drive to learn, capability to do work, and need to be taken seriously
- Learning in which academic outcomes are identified up front, but the paths of the student's learning process are neither predetermined nor fully predictable; we know where students will end up (the academic goals), but do not dictate how they will get there
- Learning that requires students to draw from many informational sources and disciplines in order to solve problems
- Experiences through which students learn to manage and allocate resources such as time and materials

At 2.0 High, PBL is a key ingredient to serving a diverse population of students, as well as meeting the needs of the whole child. 2.0 High students are active participants in their learning and are required to publicly demonstrate their learning through presentations and portfolios—introducing an additional, and arguably more authentic, element of accountability for high-quality work. This type of work builds self-esteem and encourages inter-dependence, collaboration, and student agency. It also gives students confidence in areas that may be intimidating, such as public speaking or on-the-job training.

2.0 High is based on the proven academic model of the High Tech High (HTH) network in San Diego, CA, where the Founder of 2.0 High was trained in PBL pedagogy. Nearly 100% of students are accepted into college, with roughly 65% attending four-year universities—numbers much higher than state or local district averages.⁴² Further, the college completion rates of High Tech High graduates are some of the highest in their county, and approximately 50% of graduates are First Generation college students. The student population at these schools is highly integrated, yet student outcomes for traditionally underserved student groups—students of color, English Language Learners, students utilizing Free & Reduced Lunch, students with disabilities—are much closer to their white and Asian peers when compared to state, district averages at other schools (see chart below). This data shows the power that PBL has to close the achievement gap and prepare all students for postsecondary readiness.

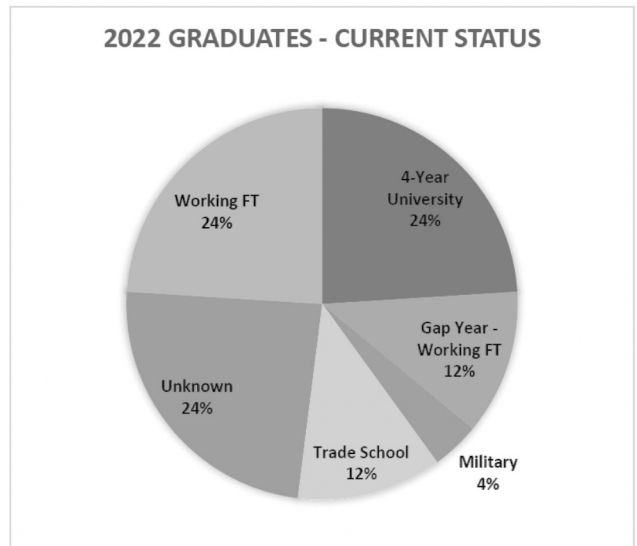
⁴² Data in this paragraph obtained through personal communication between Melissa Mouton and High Tech High staff; can be available upon request.

Project based learning (PBL) leverages students' strengths and provides the skills critical for postsecondary readiness. It does not segregate students or lower the bar for success; rather, this philosophy powerfully elevates students into the real world, engaging them in meaningful work that is worth doing. Doing valuable work creates value in people. Additionally, the philosophy aligns very well to principles of recovery, specifically those of high accountability, strong community, and agency within individuals.



Further, the PBL model was implemented at 2.0 High's Founder's first school, 5280 High School in Denver. 5280's student population is the same as 2.0 High's—students with a history of substance misuse. The table and figure below show the 2023 AEC SPF results for 5280 as "Performance" (Green), as well as the post-secondary paths for the 2022 graduates from 5280. This success at the only other recovery high school in the state demonstrates that the educational philosophy and model work with this very unique student population.

The academic model is not the reason that students will enroll at 2.0 High; however, offering a top-notch curriculum is a critical part of keeping students engaged and closing academic gaps from previous dropout, incarceration, or other school challenges commonly experienced by the target student population during periods of previous substance use.



2023 – Alternative SPF (AEC Framework)

Category	Points Possible	Points Received	Rating	Notes
OVERALL	100	65.59	AEC: Performance	Yay!
Academic ACHIEVEMENT	15	10.3	Meets	Overall score on MAP tests and PSAT / SAT
Academic GROWTH	35	23.79	Meets	Growth on MAP tests and PSAT / SAT
Student Engagement	20	7.5	Approaching	Attendance, dropout recovery
Postsecondary & Workforce Readiness	30	24.0	Meets	SAT scores, completion rate, dropout rate, adequate yearly credits

In addition to the data presented above from schools similar to 2.0 High Colorado Springs, there is also academic research proving its effectiveness. Project based learning (PBL) has shown to be effective in:

- Deepening understanding of content and better retention over time^{43,44}
- Teaching math, economics, language, science, and other disciplines^{45,46,47,48,49}
- Improving critical thinking⁵⁰
- Maintaining or increasing performance on high-stakes tests⁵¹
- Developing better problem-solving skills and application of learning to real life contexts⁵²
- Increasing the amount of class time devoted to teaching 21st century skills⁵³
- Improving students' ability to work collaboratively and resolve conflicts^{54,55}
- Closing the achievement gap by engaging lower-achieving students in rigorous work^{56,57,58}
- Working in different types of schools, and schools serving diverse learners^{59,60}
- Being an effective model for whole-school reform^{61,62}

⁴³ Penuel, W. R., & Means, B. (2000). Designing a performance assessment to measure students' communication skills in multi-media-supported, project-based learning. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

⁴⁴ Stepien, W. J., Gallagher, S. A., & Workman, D. (1993). Problem-based learning for traditional and interdisciplinary classrooms. *Journal for the Education of the Gifted*, 16, 338-357.

⁴⁵ Boaler, J. (2002). Learning from teaching: Exploring the relationship between reform curriculum and equity. *Journal for Research in Mathematics Education*, 33(4), 239-258.

⁴⁶ Beckett, G. H., & Chamness Miller, P. (2006). Project-based second language and foreign language education: Past, present, future. Greenwich, Connecticut: Information Age Publishing.

⁴⁷ Finkelstein, N., Hanson, T., Huang, C., Hirschman, B., and Huang, M. (2010). Effects of Problem Based Economics on high school economics instruction. (NCEE 2010-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

⁴⁸ Geier, R. G., Blumenfeld, P. C., Marx, R. W., et al. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45(8), 922-939.

⁴⁹ Mergendoller, J.R., Maxwell, N.L., & Bellisimo, Y. (2006). The effectiveness of problem-based instruction: A comparative study of instructional methods and student characteristics. *Interdisciplinary Journal of Problem Based Learning*, 1(2) 49-69.

⁵⁰ Ibid.

⁵¹ Parker, W., Mosberg, S., Bransford, J., Vye, N., Wilderson, J., & Abbott, R. (2011). Rethinking advanced high school coursework: Tackling the depth/breadth tension in the AP U.S. Government and Politics course. *Journal of Curriculum Studies*, 43(4), 533-559.

⁵² Finkelstein, N., Hanson, T., Huang, C., Hirschman, B., and Huang, M. (2010). Effects of Problem Based Economics on high school economics instruction. (NCEE 2010-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

⁵³ Hixson, N.K., Ravitz, J., & Whisman, A. (2012). *Extended professional development in project-based learning: Impacts on 21st century teaching and student achievement*. Charleston, WV: West Virginia Department of Education, Division of Teaching and Learning, Office of Research.

⁵⁴ Beckett, G. H., & Chamness Miller, P. (2006). Project-based second language and foreign language education: Past, present, future. Greenwich, Connecticut: Information Age Publishing.

⁵⁵ ChanLin, L. (2008). Technology integration applied to project-based learning in science. *Innovations in Education and Teaching International*, 45, 55-65.

⁵⁶ Boaler, J. (2002). Learning from teaching: Exploring the relationship between reform curriculum and equity. *Journal for Research in Mathematics Education*, 33(4), 239-258.

⁵⁷ Penuel, W. R., & Means, B. (2000). Designing a performance assessment to measure students' communication skills in multi-media-supported, project-based learning. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

⁵⁸ Cervantes, B., Hemmer, L & Kouzekanani, K. (2015). The impact of project-based learning on minority student achievement: Implications for school redesign. *NCPEA Education Leadership Review of Doctoral Research*, 2(2), 50-66.

⁵⁹ Ibid.

⁶⁰ Hixson, N.K., Ravitz, J., & Whisman, A. (2012). *Extended professional development in project-based learning: Impacts on 21st century teaching and student achievement*. Charleston, WV: West Virginia Department of Education, Division of Teaching and Learning, Office of Research.

⁶¹ Newmann, F. M. and Wehlage, G. G. (1995). Successful School Restructuring: A Report to the Public & Educators. Office of Educational Research and Improvement (ED), Washington, DC.

⁶² Ravitz, J. (2008). Project based learning as a catalyst in reforming high schools. Available at <http://files.eric.ed.gov/fulltext/ED540113.pdf>

- Improving student attitudes toward learning, including increased engagement, better student agency, and improved attendance^{63,64}
- Increasing teacher job satisfaction^{65,66}

2. Curriculum and Alignment

Curriculum Development Timeline. As described briefly in the previous section (1.), the curriculum will be developed by a team of professional project based learning (PBL) teachers that the founder of 2.0 High has worked with previously and has personally vetted their projects to be successful with the target student population. Some of these expert teachers have worked specifically with students in recovery as well. Many of the projects have been done before at the founder’s previous school and have been successful with students in recovery. The curriculum development work will occur the year prior to the school’s opening, and will continue on an ongoing basis as courses are added, the school grows, and student needs change. Modifications to projects will also be required to stay relevant with the times and implement student feedback, etc.

2.0 High projects will be drawn from, inspired by, and modified from a collection of high-quality, proven-successful projects from sources widely believed to be highly reputable among PBL educational circles:

- Projects from High Tech High⁶⁷
- Sample projects from the Unboxed journal⁶⁸
- Sample projects from the Buck Institute for Education⁶⁹
- Resources and project ideas from EL Education⁷⁰
- Other successful PBL projects and resources identified by curricular experts

Please see **Appendix D_CurriculumAlignment** for more information and examples of curricular alignment in a PBL setting.

3. Coursework

Students take courses in a cohort structure that is roughly by grade level (or credits earned). All students have access to a college-preparatory pathway; there is no tracking students are not assigned to courses based on ability.

Equity is one of 2.0 High’s Design Principles and making a college-preparatory curriculum available to all students is an important structure to promote equity. For students who will eventually choose to not pursue a four-year college degree, they will still benefit by inclusion in rigorous academic classes, and all students are expected to apply to at least one college before they graduate. Moreover, for many students who may not consider themselves destined for college, inclusion in these classes will equip and prepare them for success, and encourage them to reach their full potential. Many students do not “see themselves” in college and need to be reassured that they too, if they wish, can pursue a college degree. Furthermore, research reveals that even students themselves view tracking as inequitable and unjust; they have a deep

⁶³ Thomas, J.W. (2000). A review of research on project-based learning. Report prepared for The Autodesk Foundation.

⁶⁴ Walker, A. & Leary, H. (2009). A Problem Based Learning Meta Analysis: Differences Across Problem Types, Implementation Types, Disciplines, and Assessment Levels. *Interdisciplinary Journal of Problem-Based Learning*, 3(1).

⁶⁵ Hixson, N.K., Ravitz, J., & Whisman, A. (2012). *Extended professional development in project-based learning: Impacts on 21st century teaching and student achievement*. Charleston, WV: West Virginia Department of Education, Division of Teaching and Learning, Office of Research.

⁶⁶ Strobel, J. & van Barneveld, A. (2009). When is PBL More Effective? A Meta-synthesis of Meta-analyses Comparing PBL to Conventional Classrooms. *Interdisciplinary Journal of Problem-Based Learning*, 3(1).

⁶⁷ See <http://www.hightechhigh.org/student-work/student-projects/>

⁶⁸ See <https://hthunboxed.org>

⁶⁹ See http://www.bie.org/project_search

⁷⁰ See <http://modelsofexcellence.eleducation.org>

sense that education “should provide opportunity and access for all students.”⁷¹ For these reasons, there is no tracking at 2.0 High and no AP/IB courses.

Students will take the following coursework:

9th Grade

- Humanities I (English I + Geography & World Culture) 2.0 Credits
- Integrated Math I 1.0 Credit
- Lab Science (rotates between Physics, Chemistry, Biology, Earth) 1.0 Credit
- Spanish I 1.0 Credit
- Digital Art Production I 1.0 Credit
- Recovery Elective (Pass/Fail) 1.0 Credit
- *Optional:* Electives, English Language Development, Acad. Support 1.0 Credit

10th Grade

- Humanities II* (English II + Modern World History) 2.0 Credits
- Integrated Math II* 1.0 Credit
- Lab Science* (rotates between Physics, Chemistry, Biology, Earth) 1.0 Credit
- Spanish II 1.0 Credit
- Visual Art I 1.0 Credit
- Recovery Elective (Pass/Fail) 1.0 Credit
- *Optional:* Electives, English Language Development, Acad. Support 1.0 Credit

11th Grade

- Humanities III* (English III + U.S. History + Civics) 2.0 Credits
- Integrated Math III* 1.0 Credit
- Lab Science* (rotates between Physics, Chemistry, Biology, Earth) 1.0 Credit
- Digital Art Production II* 1.0 Credit
- Visual Art II* 1.0 Credit
- Academic Internship (Pass/Fail) 0.5 Credit
- Recovery Elective (Pass/Fail) 1.0 Credit
- *Optional:* Electives, English Language Development, Acad. Support 1.0 Credit

12th Grade

- English IV* 1.0 Credit
- Math IV* 1.0 Credit
- Lab Science* (rotates between Physics, Chemistry, Biology, Earth) 1.0 Credit
- Social Science Elective* 1.0 Credit
- Recovery Elective (Pass/Fail) 1.0 Credit
- *Optional:* Electives, English Language Development, Acad. Support 1.0 Credit

*These courses will have an Honors Option, available to all students.

Optional Coursework Available All Year (all grades):

- 4th Period: English Language Development (0.25 credit/quarter)
- 4th Period: Academic Support (0.25 credit/quarter)
- 4th Period: Rotating Electives (for those who need additional credit recovery) (0.25 credit/quarter)
- All Periods: “Lab Class” (for additional academic credit recovery, if needed)

Special Note About Math. Unlike every other content area, math courses require broader strategies than a PBL pedagogy can provide on its own. In other subject areas, a project can be powered to address the

⁷¹ Yonezawa, S. and Jones, M. (2006). Students’ perspectives on tracking and detracking. *Theory Into Practice*, 45(1), 15-23.
2.0 High COS New School Application - Page 47 of 118

majority of academic standards for that course, and any standards that don't directly tie to the project can be taught in a more traditional classroom lesson. But in math, 2.0 High takes a slightly different approach:

- 33% is project based: typical PBL
 - 33% is “problem based”: shorter problem-based tasks that address targeted math standards; these are often completed in 1-3 days. The Connected Math curriculum is problem-based and will likely be used for 2.0 High math classes (although the Co-Director for Education at the school will make the final decision). There are many curriculums that are available for this type of math instruction.
 - 33% is fluency based: actually solving math problems. Direct instruction is needed more frequently in math classes, to build fluency in solving math problems and build basic skills.
- These three strategies make up each math course at 2.0 High, since a fully-PBL pedagogy isn't sufficient to support students towards full mastery in mathematics.

Honors Courses. Honors options are offered in core academic coursework in grades 10-12. Any student can choose to take a course with Honors, as Honors students are integrated with non-honors students in the same class, and do the same project in the same course. The difference is that Honors students have additional coursework they must complete, which could include additional reading and writing assignments, science projects, or other work related to the academic content area—the Honors additive will be geared toward increased complexity and higher-level analysis (instead of extra “busy work”). As an example, an Honors Biology class may require students taking Honors to plan an original investigation and write a journal article to submit to a science journal. Students must elect into Honors within two weeks from the start of the semester, and may not change their decision after the decision deadline.

Student Voice and Choice Within Projects. Since all students are taking the same courses, student choice is pushed into the classroom. In other words, although students don't choose the classes they take, they have a great deal of choice within those classes. This is a pillar of PBL: students have the same learning outcomes, but they take different paths to get there. For example, many projects require students to take on various roles and responsibilities—these roles can be chosen based on student interest, need for skill-building, or based on students wanting to practice skills they want to learn to master. For example, a student wishing to develop leadership skills may choose to serve as the Project Manager, while a student desiring to learn how to create a website may serve as the Web Developer for the same project. Another example of student choice in PBL is that many projects allow students to choose the particular subject (or topic) of their work, giving them freedom to pursue personal interests while learning a standardized set of skills or academic concepts. For example, a project on “Conflict” may allow students to choose any historical conflict they want to study, from World War I to the origin of gangs in Los Angeles, etc.

Grades. Students are required to receive a C or higher (69.5%+) in all core academic classes. If students do not receive a C or higher, they may take the course again during summer school or through the credit recovery lab.

Cohort Structure. Another intentional design feature of this structure is that students will take courses within cohorts—meaning they will take classes with the same group of peers for the semester/year. This allows teachers to get to know their students more effectively, and establish shared norms and a safe culture. This also allows for interdisciplinary projects, which can greatly deepen and enrich the educational experience for students. In order to effectively do interdisciplinary projects, a cohort model is necessary (to ensure teaching

Quarters 1&2			
	1st Period	2nd Period	3rd Period
Cohort A	Digital Art Production I	Humanities I: English 1 + Geography & World Culture	Physics
Cohort B	Spanish I/II	Integrated Math II	Humanities II: English 2 + World History
Cohort C	Humanities III: English 3 + Civics	Digital Art Production II	Integrated Math III
Cohort D	Physics	English IV	[Open]
	Lab Class	Lab Class	Lab Class

partners teach the same group of students). The figure is a visual representation of the cohort schedule for 1 semester. It shows how students will take classes from the same teachers, who implement rigorous projects among their shared students. For example, Cohort C involves the Upper Level Humanities Teacher + the Art teacher + the Math teacher; they all three implement a joint interdisciplinary project in this semester for the same group of students.

11th Grade Academic Internship. All 11th graders complete a 3-week Academic Internship in May. The internship immerses students in community organizations and local businesses in order to promote opportunities for a greater understanding of the link between academics and careers, affording students an opportunity to participate in authentic and meaningful real-world experiences. Students collaborate with their on-site mentor to design a project and implement it while becoming a contributing member of the organization. The Internship provides students with an opportunity to explore their interests, discover areas for future academic study and make professional connections within their community. Internships will be planned and organized by the Co-Director of Education and 11th graders and their teachers. Teachers will monitor the program throughout the 3 weeks. Internships will be assessed with a final Internship presentation of learning (POL) that is attended and assessed by each student's Internship Advisor and a group of peers.

Strategies for Credit Recovery. The vast majority of students—if not all of them—will require credit recovery after they enroll. Credit recovery occurs in several ways:

- (Best option) The quarter system itself allows for quicker credit recovery because grades/credits are posted 4 times a year (instead of 2). The quarter system also allows for up to 8.0 credits earned per year. The ability to acquire credits more quickly than in a typical school gives students the additional boost and encouragement they need to persevere and get back on track. It is expected that ~40% of all students will be able to recover the credits they need using this strategy alone, to be able to graduate on time.
- (Next Best Option) Summer school courses are offered each June for academic classes that students need but can't fit them in their regular classes during the school year. Students can earn up to 2.0 credits each summer. This is also the primary method of credit recovery if students fail previous courses at 2.0 High. This method is expected to sufficiently meet the needs of an additional ~40% of students.
- However, there will still be about 20% of students who will need additional strategies for credit recovery (for example older students enrolling more than 1.5 years behind on credit, or 12th graders who are more than a year behind). These students will require additional structures:
 - "Lab Class": This class is an independent study-style classroom where a teacher assists students through credit-recovery "mini-projects" designed to address the highest-leverage academic standards for that course. These students have likely failed a course more than once before (example of 11th graders who are still needing Math 1). These mini projects are designed to address skills gaps, but also not overburden older students who are at extremely high risk of dropout. The Lab Class teacher will assist them in completing the mini-project, but the final product will be assessed by the teacher in that content area. For example, an English I lab class project will be assessed by one of the Humanities Teachers, not the generic Lab Class Teacher. Students may be scheduled into the Lab Class if their credit recovery needs don't fully align with their Cohort group. For example, they may be in their cohort classes for Periods 1 and 2, but in the Lab Class for Period 3 if they need a credit that isn't available during Period 3 (and don't need the credit offered in their cohort during Period 3).
 - This class may also be beneficial to students who enroll between weeks 5-9 of each 9-week quarter. The school enrolls students every day of the year (given the urgency of the impact substance misuse can have), but students who have missed the majority of an ongoing class will have trouble jumping in mid-stream. These students also most likely have credit recovery needs that they could complete before entering a cohort that would allow them to have their schedule better align to a full cohort the next quarter. For example, many students enroll who are behind in a

specific subject, like math. Students enrolling mid-quarter could be in the lab class all day for 2-3 weeks to complete 0.5-1.0 credits in math, which would then put them fully into the 10th grade. This is just an example, but plugging in some of the missing credits when they first arrive will likely encourage these students to keep striving and allow them to be fully integrated in their cohort the next quarter, without the need for the lab class or summer school.

- Concurrent Enrollment: Some students can earn missing credits more quickly through concurrent enrollment, which may be the best option for some.
- Online “Edgenuity” Classes: This is the last resort option but may be necessary for some students who can’t otherwise access credit recovery. This is typically reserved for students who have never taken a previous course before so they aren’t eligible for the “mini-project” credit recovery Lab Class.

Concurrent Enrollment. Students wishing to take concurrent enrollment classes at local community colleges will be encouraged to do so. 2.0 High will establish partnerships with local community colleges to provide students with opportunities to take concurrent enrollment courses.

4. Graduation Requirements

Graduation requirements of 2.0 High align with the Colorado Department of Education graduation requirements. 2.0 High graduation requirements are as follows:

1. Successful completion of academic coursework (C- or higher):

a. English:	4.0 credits
b. Mathematics:	4.0 credits
c. Science:	3.0 credits
d. Social Studies:	3.0 credits (including 0.5 credit Civics)
e. Foreign Language:	1.0 credit*
f. Academic Electives	2.0 credits
g. Other Electives:	5.0 credits
h. TOTAL	22.0 credits

*The 1.0 required credit of foreign language will be waived for students who enroll as 11th or 12th graders who: (1) enroll without any foreign language credits on their incoming transcript, and (2) are not able to complete that class while at 2.0 High due to scheduling conflicts with other required classes. In this case, any academic elective will substitute for the Foreign Language credit. We will do our best to schedule them into language classes; however, on rare occasions it is not feasible since it is offered only one period each day and students have other credit recovery needs.

Note on Additional Graduation Requirements. Colorado state legislators have recently added four new graduation requirements for students; 2.0 High will implement these requirements into the required courses above, as described below:

- **Financial Literacy:** This requirement will be met in the four required math classes. Examples of topics covered in math projects will include personal income tax, insurance (health, auto, life), credit scores and utilizing personal credit, checking and savings accounts, budgeting, saving and financial goals, identity theft protection, interest, debt management including student loans, and other topics. These topics meet the intent of the new requirement.
- **Cultural Competency:** 2.0 High is an intentionally diverse and integrated community, which embraces diversity as part of its development of an intentional community. Cultural awareness is foundational to 2.0 High and is woven throughout 2.0’s educational program. 2.0 requires each student to complete Humanities I, II, and III. Humanities I is entitled “Cultural Issues and Geography” and covers continuity and change, cultural complexity and in-depth cultural issues; other courses cover African-American history,

history of the Americas, the influence of indigenous populations on world history, and women’s history in both American and world history. Humanities II and III address similar themes through projects that address topics like racism, sexism, body image, socio-economic differences, immigration, and gender identity— issues that are currently addressed in Humanities courses each year. Themes that are explored include the evolution of these topics through time and geography, parallel and divergent global experiences, and globalization’s impact on cultural issues. 2.0 High’s dedication to cultural awareness and diversity allows students to recognize and then bridge systemic differences that hinder understanding, relations, and progress. This plan meets the intent of the new requirement.

- **Comprehensive Health Education:** 2.0 High’s curriculum includes mental health and emotional support resources for its student body—100% of whom are struggling with or recovering from substance abuse or addiction—as part of, and not in addition to, its academic instruction. Much of this assistance is provided to students through the daily Recovery class which meets for 225 minutes per week. This class is designed to assist students in their recovery and addresses decision-making, developing and maintaining relationships, goal setting, resource recognition and access, advocacy, self-management and self-care, and analyzing influences and motivations. This course is taken by all 2.0 students every year, and meets the intent of the new requirement.
- **Genocide & Holocaust Studies:** This requirement will be met in the Humanities II required class—World History. State-created guidance for this new curricular requirement will be implemented by Humanities teachers.

2. Demonstration of College and Career Readiness in English and Math:

Menu of Options	English	Math
Next Generation ACCUPLACER	241 on Reading, or 236 on Sentence Writing	255 on Arithmetic (AR), or 230 on Quantitative Reasoning, Algebra, and Statistics (QAS)
ACT	18	19
Armed Services Vocational Aptitude Battery (ASVAB Exam)	31	31
Concurrent Enrollment	(C) or higher in eligible CE course	(C) or higher in eligible CE course
Capstone	Mastery of Graduate Competencies, with respect to English	Mastery of Graduate Competencies, with respect to Math
SAT	470	500
ACT WorkKeys	Bronze or higher	Bronze or higher

3. Creation and Maintenance of Digital Portfolio, Including Successful Completion of the Following ICAP Elements:

- Career Exploration
- Academic Progress & Goals
- Postsecondary Planning: Goals & Path to Get There

Students with disabilities will be provided access to all graduation pathways and will have the opportunity to earn a diploma. The Individualized Education Plan (IEP) will describe the course of study, the specially designed instruction, accommodations and modifications that will enable the student to demonstrate proficiency of the standards and achieve their postsecondary goals.

Support to Ensure Students Will Meet Graduation Requirements on Time. Almost all 2.0 High students should be able to meet the graduation requirements within four years of study. Course scheduling at 2.0 High is fairly standardized, as all students take the same courses and experience the same college-preparatory curriculum, so the

proper course scheduling will be established. However, for students who may struggle or may not earn credits along the way—or enroll with greater than one year of lost credits—a series of supports can be implemented, including the following:

- Student-specific plan for dropout prevention and progress towards graduation
- Move student into Academic Support Class during 4th period (3:00-3:45pm daily)
- Before or after-school tutoring by Academic Coaches or teachers
- Classroom-specific changes to improve the learning environment
- Leverage students' strengths in PBL to catalyze growth in areas of struggle
- Close communication with parents/guardians, to identify other potential strategies
- If applicable, involvement of Special Education Teacher to provide support and input on action steps
- Summer School attendance for credit recovery
- Use of Lab Class for credit recovery Lab as needed to retake missing credits

Promotion and Retention Processes. Students will be assigned to grade levels and promoted based on how many credits they have acquired, for example:

- 9th Grade: Less than 5.5 credits
- 10th Grade: 5.5 – 10.9 credits
- 11th Grade: 11.0 – 16.4 credits
- 12th Grade: 16.5 + credits

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.*

School-wide instructional strategies can be broken down into 3 categories:

- Instructional planning strategies
- PBL instructional strategies
- General strategies for best practices in instruction

Instructional Planning Strategies.

All teachers will be expected to understand and be prepared to implement their projects and do the project first before the project is launched with students. Projects will be rigorous and high-quality, and will be structured with a common project planning template.⁷²

Elements of this planning template that are particularly important are:

- The **purpose and audience** of the project: *Why is this work important?*
- **Essential Question** that drives depth and breadth of content: *Why should students care about this?*
- **Academic content** and alignment to state standards: *What will students learn?*
- Integration of **literacy**: *What will students read and write?*
- **Differentiation**: *What will you do to ensure the needs of **all** students are met?*
- **Assessment**: *How will students be assessed and their progress tracked over time? How will the work be exhibited?*
- Project **Calendar**: *What are the benchmarks to ensure successful project completion?*
- **Reflection**: *How well have I integrated elements of excellent project design?*

⁷² See the planning template at:

Backwards Planning. Curriculum will be designed with the Colorado Academic and Common Core Standards and backward design. Project learning goals will be both cognitive and noncognitive, and include academic content as well as soft- and interpersonal skills. Assessments will align to learning goals and academic standards.

Project Tuning. Curriculum developers will “tune” their project idea with a diverse group of other 2.0 High staff and (once opened) students. The purpose of this tuning is to refine the project with the added insight of a diverse group of people and perspectives. The strongest projects undergo several tunings and become more rigorous and well developed over time. Diversity of input into projects adds surprising depth and allows teachers to craft beautifully rigorous and relevant projects. Project tunings can be very general (*How can I integrate math into the project?*) or very specific (*What strategies can I use with Paul to ensure he will be successful in this project?*), based on the teacher’s needs.⁷³

Do the Project Yourself. It is expected that teachers will do the project first, to work out any kinks, estimate time to completion, and gain insight on the places where students will struggle—the “bottlenecks.” Doing the project first also provides students with a model of the standard of quality of work that is expected of them.

Contact Experts Outside of the School. Involving “real-life” experts in content areas related to the project is crucial, as it adds authenticity and relevance to the project. Experts can help with project planning, direct instruction, participate in critiques and assessments, and/or act as guides for students in their work. Anyone with useful experience to share can be considered an expert. All visitors spending significant time at the school will be subject to a background check.

Project Handout. All projects will have a handout for students and parents/guardians that describes the project, identifies assessment and grading procedures, and identifies the key dates and benchmarks.

The above strategies will ensure excellent project design, the first step in high quality PBL instruction. The next section describes instructional practices for general high-quality PBL.

PBL Strategies.

The strategies in this section are best practices for PBL pedagogy. It is expected that teachers will use these strategies regularly, and staff development for these practices will be provided frequently.

Exhibitions. When students know that the work they are doing will be displayed publicly, it changes the nature of the project from the moment they start working. They know they will have to defend their work before their peers, parents/guardians, and people they don’t know—and this fuels a level of commitment and drive much greater than any incentive to simply get a good grade. Work that is displayed publicly keeps students motivated, engaged, instills pride in their work and boosts confidence.

Multiple Drafts. A cornerstone of PBL is the revision of work through multiple drafts. Revising one’s work and integrating feedback on how to improve is incredibly instructive, and can teach students a myriad of skills, from reviewing basic skills to driving student work to incredible depths and complexity. This practice also teaches social skills, collaboration, and improves growth mindset; and gives teachers a chance to track student progress and regularly give individual feedback.

Critique. Doing multiple drafts is especially effective when students are critiquing each other’s drafts, rather than simply handing drafts in to the teacher. Being able to look at another’s work allows students the opportunity to learn from each other in a safe, structured environment. Further, crafting helpful feedback requires the critical assessment and assimilation of information related to the content area, and thus the act

⁷³ A protocol for project tuning can be found at: https://docs.google.com/document/d/18thIhTiG0Ch3vJ4er64GL1DAyZKYSz8_ZB4-gFiMe0c/edit?usp=sharing

of giving feedback is itself instructive. Types of peer critique include gallery walk, dilemma protocol, in-depth workshop-style critique, and pair critique (in-depth final critique occurs near end of a project).

Reflection. Teachers will be expected to integrate reflective practices into classwork regularly. Reflecting on academic work adds a more nuanced and critical analysis of the work, and is therefore more educational than doing the work but never looking back to reflect on it. Reflection increases critical thinking, problems solving, and metacognition. Reflections can be simple exit-tickets, weekly assignments, or even extensive written essays at the end of a project or semester.

Group Work and Collaboration. PBL projects aren't always done in groups, but many projects are. Learning how to work with others productively is crucial for postsecondary success, and helps students learn strategies for conflict resolution.

Communication and Information Proficiency. Teachers will be expected to infuse language and mathematical literacy into projects daily. Students should be reading and writing complex texts, and interpreting mathematical, graphical, and numerical data regularly as part of their projects. Further, students will be expected to regularly communicate about their work using academic language. As students become more proficient in interpreting, organizing and communicating all types of information, it will progressively develop information literacy in all content areas.

Technology. Teachers will be expected to integrate technology as much as possible, to prepare students for postsecondary success, improve critical thinking, and increase quality of student work. Projects will integrate technology in meaningful ways that resembles how tech is used in the real world.

Complexity. Complexity should be striking and obvious. Teachers will be held to this standard.

“Low Bar, High Ceiling”. Projects should have a low bar for entry (all kids can access it initially), and a high ceiling for rigor (project should allow students to take their learning to extremely high levels of rigor and complexity). This drives equity, as well as promotes differentiation for meeting all students' needs.

Finally, this last section focuses on general instruction (not limited to PBL). It begins with general practices and then goes into subject-specific strategies.

General Instructional Best Practices.

In addition to best practices for PBL, it is expected that teachers use best practices for instruction in general. The following are some examples, but this list is certainly not all-inclusive.

- **Learning Targets and Checks for Understanding:** Teachers will identify learning targets for projects, units, and daily lessons, and will implement formal and formal checks for understanding throughout every lesson, to assess student progress towards learning targets.
- **Data-Driven Instruction:** Teachers will be expected to use data with their students to drive instruction and learning. This data can come in all forms, but should be timely, frequent and relevant. Students armed with data on their own learning develop improved mindsets and greater student agency and ownership of learning.
- **Student-Led Conferences (SLCs):** Twice a year, students will host their parents/guardians and teachers in a conference about their work and plan for improvement. This practice improves student agency and ownership over their learning, creates a culture of evidence, and gives students opportunities to build organization, presentation, and evaluation skills.
- **Standards-Based Grading:** Teachers will be expected to use standards-based grading principles in their courses. This practice promotes equity by holding all students to high standards, and accurately communicates progress toward established learning targets.
- **Differentiation:** Teachers will be expected to effectively differentiate to meet the needs of all learners within a diverse school community. Best practices include a supportive classroom culture, diversity in

teaching style and teaching modalities, assistive technology, scaffolding, grouping strategies, and others.

Practices in Literacy. These practices can promote improved reading and writing in all courses.

- Use of **Common Core Resources**, such as those found on www.achievethecore.org, which includes guidance on choosing appropriate grade-level texts, lesson plan resources to promote critical thinking, sample assessments and text-dependent questions, and more.
- **Choosing Texts:** teachers will receive staff development and be expected to choose texts for their courses that are on grade level and at appropriate levels of complexity. It will be expected that greater than 50% of texts will be informational, with literary texts making up less than 50%.
- Students will read **both Whole-Class Shared texts as well as Individually Chosen Texts** (approved by teacher): shared texts allow teachers to ensure mastery of necessary learning goals, while giving students opportunity to choose between texts honors student interest and encourages reading for pleasure.
- **Close Reading:** This instructional strategy promotes thoughtful, critical analysis of a text to teach students how to understand a text's precise meaning and focus deeply on a section of text. Through careful text-dependent questioning, close reading promotes improved literacy and improves skills in using text as evidence.
- **Protocols to Promote Skills in Citing Textual Evidence:** Examples are Save the Last Word, Fishbowl Protocol, Think-Pair-Share, and shared graphic organizers that promote "making thinking visible."
- **Socratic Seminars:** Student-led dialogue using text as a basis for critical analysis and evidence is a very effective way to promote critical thinking and improve literacy skills.
- **Building Background Knowledge Workshop:** This protocol immerses students into a new unit of study, and builds background knowledge to promote equity, generate interest, and improve engagement. Teachers lead students through a series of texts and/or media to build curiosity and mystery around the topic.
- Specific Instruction to **Teach Vocabulary:** Teachers will be expected to use a variety of strategies to teach vocabulary, both explicitly and implicitly (i.e. Frayer model, interactive word walls, etc)

Practices in Math. Practices in math will be centered on three main foci.

- **Emphasis on Growth Mindset and a Culture of Mathematical Literacy:** the unique challenge of a fixed mindset in math classrooms has been well documented by Carol Dweck and others. The need to address issues of mindset in mathematics will not go unaddressed at 2.0 High, and math teachers will directly and indirectly implement strategies to engender a growth mindset in students. This culture goes hand-in-hand with PBL pedagogy, which prizes multiple revisions and critique, and the idea of learning from failure. Excellent math instruction is rare, if not impossible, without a strong math-positive culture in the classroom, so building a school-wide culture of mathematical literacy will be extremely important.
- **Balance Between Building Fluency and Digging into Complex, Open-Ended Math Tasks:** Most math teachers today were taught math in school very differently than the type of math that current standards require. Recent shifts have emphasized the ability to think critically and understand the concepts and underlying principles behind math, and to apply them to novel situations. To meet these new standards, it is necessary to implement different strategies in order to promote deeper instruction in math. Instead of instruction solely based on "I do, We Do, You Do" philosophy, additional task- or problem-based strategies must be used. Examples of this strategy include Three-Act math⁷⁴, or Math Workshop 2.0⁷⁵. In these activities, students are given a complex, challenging problem and are asked to grapple with it at the beginning of the lesson. Then, after students attempt to solve it and have justified and communicated their reasoning, new content is introduced as the teacher guides students through potential solutions to the problem. The emphasis of these strategies is less about getting the right answer and more about understanding mathematical thinking and justifying mathematical decision-making in complex problems. These problems create challenge for every student, and open

⁷⁴ Developed by Dan Meyer; for more information see <https://whenmathhappens.com/3-act-math/>

⁷⁵ Developed by EL Education; for more information see <http://eleducation.org>

the door for rich analysis in the math classroom. These complex problems will be balanced with activities designed to build fluency and skill in solving more straightforward math problems.

- **Integration of Math into Other Disciplines:** Most math projects will be integrated into projects with other disciplines, as authentic math in the real world is almost always in the context of a problem in another field (such as science, social science, or the arts). This interdisciplinary integration promotes mathematical literacy, introduces students to the ways math is authentically used today, and improves engagement, as students begin to understand the “why” behind the math they are learning. While not all math instruction is amenable to project based learning, much of it is and it is these concepts that will be integrated into projects. Other math concepts will be taught through more traditional math instruction, as needed.

Practices in Social Studies and Science. The main driver for instruction in these two content areas will be **inquiry-based instruction**. The amount of content material available in social studies and science is immense, but teachers at 2.0 High will balance the drive to cover content with the need to inject opportunities for inquiry-based learning. The goal for these courses is to teach students *how to think like scientists/social scientists*. Science and social studies content is based on a cumulative gathering of evidence that drives our current understanding of the natural or social world. Scientists and social scientists today are constantly integrating this body of evidence with new discoveries or new theories and critically analyzing any new data within this context. This is the type of thinking that 2.0 High science and social studies teachers will be teaching their students.

Inquiry-based instruction in science and social studies allows students to engage in investigative tasks (of either the natural or social worlds), and to analyze and integrate their data or research with what is currently known. Important cognitive skills used in inquiry-based tasks include: critical analysis of text, data and other resources; careful planning of investigations to ensure reliability and validity; constructing explanations and arguments; and communicating results and findings. Given the complexity and nuanced components of the science and social studies fields, a major learning goal in these subjects will be for students to critically analyze and assimilate information from multiple—and often competing—sources, and to defend their conclusions with evidence.

Practices in the Arts. At 2.0 High all students will take at least one visual art class and one digital arts class. Art and design are critical content areas in today’s digital world, and provide for a more balanced education for students. Art will be taught as a rigorous and intellectually valuable subject. Art is important because it is one of the most common mechanisms of human and cultural expression common in all civilizations, and reveals the depth of the human experience and creativity of diverse communities worldwide. Serious amateurs and professional artists are aware of the complexities and academic elements of their craft, and the art teacher at 2.0 High will be charged with art instruction based on the high-level, academically rigorous principles of art. Most art projects will likely be integrated with other disciplines, as this integration can greatly increase the complexity and rigor of art projects. The art teacher at 2.0 High, and all elective teachers for that matter, will be considered to teach subjects that should be just as academically rigorous as core content classes. Strong art instruction supports critical thinking and reflective practices in all content areas.

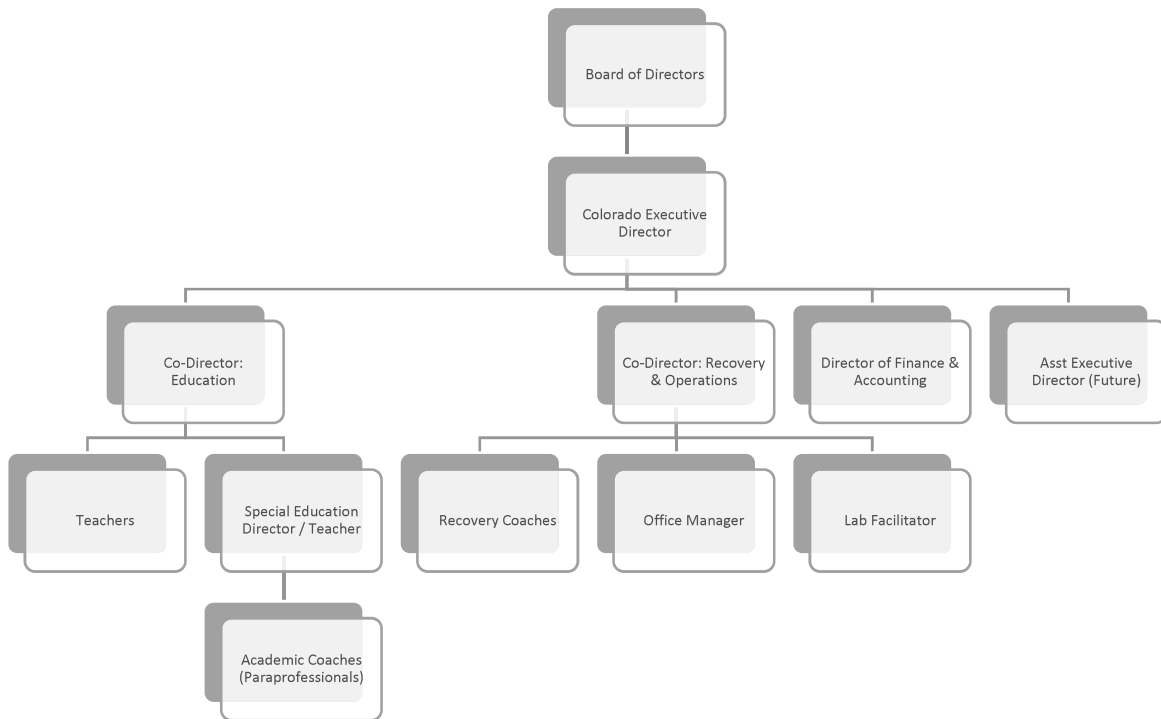
The preceding instructional strategies are just a sampling of the strategies teachers will use at 2.0 High. Further, as part of their professional practice, teachers will stay informed of current trends and research on instructional strategies, to continue to refine and improve their impact in the classroom. Also, staff development and refinement of instructional practices over time will occur frequently by analyzing student work and data regularly. Looking at student work and analyzing academic data will inform teachers and staff in ways to improve their instruction.

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.

See **Appendix D_OrgChart**, also copied (in part) below:



In general, the school leadership is provided by two Co-Directors. One is an educator who manages all of the educational aspects of the school, including special education, gifted & talented, and ELL programming. The other Co-Director manages the recovery programming, school culture, and the operations of the school. Experience at other successful recovery high schools shows that education and recovery must be held up equally by all staff; this is difficult to do because many times it seems that either recovery or education wants to edge out as a priority for students, or the school as a whole. Balancing the often-divergent goals of both education and recovery is the main task of the Co-Directors. As they make decisions, if there is a split decision on something major, the ED will make the final decision. The ED is someone who has expertise in both education and recovery; but this expertise is very hard to find in one person, which is why the Co-Director leadership model has been developed for the school.

Services that will be provided via contractors are: nursing, Psych, PT/OT, clinical counseling (trauma therapy), custodial, IT/networking. The school's very small size requires less than full-time for all of those services, so contracting is the best way to go, at least for now.

Staff that primarily work outside of the school are the Executive Director, an Assistant ED (later to become the Colorado Executive Director), and the Director of Finance & Accounting. The Assistant ED may not be hired right away in 2025—this will be pending grants received and other projects that the organization may be involved in on a statewide level. But it is expected that a 3rd non-school-based employee will be hired at some point to support 2.0 High as needed, as well as the other school 2.0 Schools is planning for Fall 2025—2.0 High Aurora.

Staffing Plan As Enrollment Grows. The school will always be small; but it is expected to be very small for the first two years. The following chart describes how staff will be hired as enrollment grows and how many FTE for each position.

	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Position	Year 0	Year 1	Year 2	Year 3	Year 4
Expected Enrollment	0	20	40	60	80
Executive Director*	0.5	0.5	0.5	0.5	0.5
Assistant Exec Director**	0	[0.25]	[0.5]	[0.5]	[0.5]
Dir of Finance / CFO***	0	0.5	0.5	0.5	0.5
School Co-Directors	2.0	2.0	2.0	2.0	2.0
Office Manager	0	1.0	1.0	1.0	1.0
Special Education	0	1.0	1.0	1.0	1.0
Humanities (Eng & Soc Stud)	0	1.0	1.0	2.0	2.0
Math	0	1.0	1.0	1.0	1.0
Science	0	1.0	1.0	1.0	1.0
Art / Elective	0	0.4	0.4	1.0	1.0
Spanish	0	0	0	0.4	0.4
Lab Class Facilitator	0	0	0	1.0	1.0
Academic Coaches	0	0	0	1.0	2.0
Recovery Coaches	0	0	1.0	1.0	2.0
TOTAL FTE	2.5	8.4 – 8.65	9.4 – 9.9	13.4 – 13.9	15.4 – 15.9

*The Ex Dir splits her time between two schools, so only 0.5 FTE is shown.

**The Assistant Ex Dir is most likely expected to be hired Jan 2026, and will split time between two schools. This is why the FTE assumption is 0.25 FTE in Year 1 and 0.5 FTE in the subsequent years. In the case of unmet enrollment goals, this position will not be hired until it is fiscally prudent to do so.

***The CFO will split his/her/their time between two schools, so only 0.5 FTE is shown.

Teacher Qualifications. At a minimum, teachers will meet federally “Highly Qualified” status for their subject area. This can be met with a degree in their field (or enough field-related credits), or passing the PRAXIS exam in the first semester they are employed. Teachers may have a teaching credential but it is not a requirement for employment (with the exception of the Special Education Teacher). Most importantly, 2.0 High is committed to recruiting and hiring culturally and linguistically diverse teachers, and to their continued development upon hiring. To this end, recruitment efforts will take many forms, including groups and organizations that support and convene diverse educators. The School Directors will post job descriptions, requirements and qualifications on multiple job search and social media websites. The School Directors and other staff will attend local career fairs, as well as advertise open positions to partner organizations and professional networks. The search for school leadership has already begun and the Directors will be hired soon after authorization. Other positions will be posted in January 2025, to be filled by May 2025.

Teacher Retention. Teacher retention is extremely important, in particular during the founding and years of a new school to cultivate the desired school culture. Our goal is to retain at least 80% of our staff each year. Our strategies for retaining teachers include:

- Strong school culture of collaboration and teamwork.
- Providing rich opportunities for professional learning. Staff will be asked to observe each other and provide feedback at least once a month, providing comments on areas of strength and areas for growth. Supervisors will also observe and provide feedback to staff at least once a month.
- Staff will collectively develop the traditions, practices, and school culture, including any school-wide systems we agree to maintain.
- Effective school-wide and consistent approaches to challenges and school-related operations. Teachers want to feel supported and that there are predictable actions by colleagues if they are struggling. Teachers aren’t on an island; everyone works together.

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)*

At-Will Employment. All 2.0 High employees are employed on an at-will basis. This means that employees are free to resign at any time, with or without notice and with or without a reason. It also means that 2.0 High has the very same right and that it may terminate an employee's employment at any time, with or without cause and with or without notice. All 2.0 High employees are to act with the best interest of students in mind, and if employees foresee the need to resign (or if an employee is to be terminated), it is expected that notice be given as early as possible—again, the best interest of students is primary. 2.0 High also retains the right to change an employee's position (e.g., job position, title, duties, promotions, demotions, hours, working conditions, and wages) at any time. Nothing in this Handbook shall limit the right to terminate employment at-will or limit 2.0 High's right to change an employee's position at its sole discretion. Only the Executive Director has the authority to make any agreement modifying at-will employment at 2.0 High, and then only if expressed in writing that is signed by the Executive Director and the affected employee.

At-Will Employment Agreements. At-will employment agreements for the following school year are typically made in April. Every employee who is working under the terms of an agreement is entitled to receive a fully executed copy of the agreement. Agreements typically begin August 1st or July 1st, and generally refer to the academic year. However partial year contracts are sometimes used as 2.0 High may deem necessary.

Plan for Hiring School Leadership Roles. Upon authorization, hiring of the two School Directors will occur. To ensure that a wide net is cast in the Colorado Springs community, the jobs will be posted in Spring 2024 to receive interested candidates. The community coalition that is supporting the school is also already looking out for candidates for the two roles and is already proactively looking for potential community leaders to fill these roles. The two school leaders will come from the Colorado Springs community and must demonstrate their commitment and prior participation in the city. The two leaders will have different skill sets, but should both be leaders or emerging leaders within their current organizations.

Hiring Process. The school's hiring process is quite unique and extensive. Applicants for all positions are assessed based on four criteria. Each hire should meet all four criteria, and should excel in at least two of the four. Here is the example for Teachers. Other roles have the same list except for #1, which would align to their specific job role. Example for teachers:

FOUR MAIN CRITERIA WE ARE LOOKING FOR (TEACHERS):

1. They can implement top-notch projects.
 - Compelling vision for what success/mastery looks like in their subject area
 - Evidence of work in the "real world" in their field and/or capacity to engage students in this work
 - Deep content knowledge
 - Can understand and navigate the complexities of real-world challenges, including strong problem-solving and critical thinking skills
 - Can make connections across complex ideas
 - Clever & curious
 - Can integrate technology authentically in their subject area
 - Evidence of courageous or interesting paths in life
2. They can build meaningful, productive relationships with students.
 - Believe that ALL students can achieve at high levels (equity)

- Have empathy and unwavering support for students; kind, loving
- High emotional intelligence
- Inclusive (no kid falls through the cracks) and can support a wide variety of diverse learners
- Willing to let students drive the learning; act as partners and facilitators, NOT authoritarians

3. They fit within 2.0 High's culture.

- High agency and willing to be independent and try new things ("step up")
- Team player, collaborative, curious of the work of others ("step back")
- Professional; can establish a strong academic ("collegiate-like") atmosphere
- Comfort with ambiguity; can adapt to uncertainty
- Communicate and listen well
- Continuous learner; reflective; solicits feedback
- Lives a balanced life (or willing to learn how)
- Enjoys fun
- Trustworthy
- Shows resilience and an ability to overcome hardship
- Intellectual and cultural humility
- Honest and willing to engage in open conversations of challenges
- With great power comes great responsibility "spiderman rule"

4. They are ready for the challenges of a startup.

- Flexible and adaptable
- Conscientious: "whatever it takes" attitude; reliable
- Openness: open-minded; likes trying new things; imaginative
- Start-up is hard work--Are you ready?
- Willing to stick with it: can you commit to 4+ years to get this school off the ground?

The hiring process has several rounds, all of which are aligned to assessing the four criteria above:

- Round 1: Resume review
 - Assessment to see if applicants meet the minimum requirements for the position
 - Scored by 2 people independently
- Round 2: Zoom/Phone Interviews
 - Each candidate is scored on the basis of 6-8 questions that are asked to all applicants. For each question, there are "look fors" that are listed and normed across reviewers. For each question, applicants are scored on a 3-point scale:
 - 1 = Does not meet expectations
 - 2 = Meets expectations
 - 3 = Exceeds expectations
 - Each question aligns to one of the hiring criteria, and candidates should score at least an average of "2" in each of the four hiring criteria in order to move on to the final round.
- Round 3: In-Person Bonanza
 - This is a 4-6-hour event where candidates are interviewed in groups of 6-8.
 - There are several activities:
 - Job performance task relevant to their job; i.e. for teachers, they will teach a sample lesson (or send in a video for the first year since we won't have students yet). After the school is open, students will score teaching candidates on their lesson. [This assesses Criteria #1 and #2.]
 - A group discussion on a reading about equity to assess for equity mindset and how they interact with each other [This assesses Criteria #3.]
 - A one-on-one interview with the School Leaders: this gives the leaders a chance to ask about any potential areas of weakness, missing information, or lingering questions
 - (after the school opens) Speed-Dating lightning rounds of questions designed by students, who score each candidate [This assesses Criteria #2.]
 - (after the school opens) Casual lunch with all staff so everyone gets a chance to meet them and ask them questions [This assesses Criteria #3.]

- Decision-making is done by the staff collectively after the Bonanza. All candidates are scored initially by all staff, then rounds of discussion ensue to clarify any variance in how they were scored. Then re-voting is done as candidates are eliminated and one final person is chosen.
- Round 4: Reference Checks
 - The School Directors call 2-3 professional references for the top candidate to assess for any red flags, and specific areas of strengths and improvement.
- Finally, if the top candidate clears the reference checks, they are presented with an offer that they can accept. At that point, the position is hired.

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*

Teacher Coaching & Evaluation

Project based learning pedagogy is difficult to do well, even for experienced but traditionally trained teachers. Frequent teacher coaching will be crucial to the success of 2.0 High. Coaching will be done by the School Co-Director of Education and through peer coaching (teacher-to-teacher). The Dir of Education will block out time to visit classrooms and engage in informal teacher coaching at least once a week for new staff (those teaching at 2.0 High for less than two years). More seasoned teachers will be observed less frequently but at least once every quarter. Each teacher will also be paired with a peer coach, who will do informal observation and coaching at least four times a year. Academic Coaches and Recovery Coaches will be coached by the Special Education Teacher and the Co-Director of Recovery, respectively.

Coaching technique will be based on Elena Aguilar's book, The Art of Coaching. Coaching will use video observation (unannounced) of classroom visits to inform the conversation. Further, coaching will be done in the spirit of building trust. Bryk and Schneider have provided a compelling case for the important of trust in building school community and thus creating positive academic outcomes for students.⁷⁶ Coaching can be made safe for teachers by making the discussion of practice a normal part of the work we do. By normalizing dialogue around improvement, it promotes a culture of transparency and safety, enabling courageous conversations to drive instructional improvement.

Teachers identified as struggling will be given additional support and coaching. As necessary, a plan for improvement will be implemented. It is our belief that excellent teaching practice can be learned and developed over time, and every struggling teacher will be supported and coached to the highest level possible for improvement. However, if a teacher's performance should be deemed unsatisfactory and detrimental to student growth, they will have a formal meeting with the Co-Directors and receive verbal and written notification of the need for a performance plan. The Director and teacher will then collaboratively develop the performance plan, and identify measurable and time-limited metrics to outline a strategy for improvement. If the teacher does not make sufficient progress as outlined in the performance plan, they may be non-renewed for the following year. 2.0 High teachers are not subject to the Teacher Employment, Compensation and Dismissal Act of 1990, CRS 22-630101, et. Seq. and are at-will employees.

Teacher Professional Development

Staff development at 2.0 High will be based on Five Essential Beliefs about Adult Learning⁷⁷:

⁷⁶ Bryk, A. and Schneider, B. (2002). Trust in Schools: A Core Resource for Improvement. New York, NY: Russell Sage Foundation.

⁷⁷ Source: University of Denver's ELSS Program for Principal Leadership coursework

- Adults learn most deeply from experience and reflection.
- Learning is a social process.
- Adults have a high capacity to learn from the discomfort inherent in moving from the known to the unknown and taking risks.
- Adults learn by creating and revising stories in order to make meaning.
- Adults learn best in an environment of structured freedom.

A major theme from these five principles is that staff should be active and involved in the learning process.⁷⁸ The intention of staff development will *not* be to simply give solutions or tell teacher exactly how to fix something, as these practices only breed dependency and passivity. The causes of challenges facing most schools are complex and interconnected; there are no simple answers and no one individual can possibly know what to do. It is our belief that the best staff development acknowledges the complexity of the school environment, and engages staff collaboratively and actively in the professional learning processes. It is the Co-Directors' job to create a culture and atmosphere agreeable to this, and to provide the resources and support needed to sustain it.

Professional Development Before the School Opens. Initial staff will have just over two weeks of full-time training before the start of Year 1. The plan for these weeks includes:

- Developing relationships and building staff culture
- Engaging staff in a project to be able to experience PBL first-hand; reflect on the experience
- Staff development on the critical components of PBL pedagogy (this will be done in partnership with understanding specific projects they will be teaching the first year).
- Basic training in trauma-informed education, recovery principles, restorative justice principles, inclusion and differentiation techniques, and language-acquisition strategies.
- Time to plan and do the project first for their two classes
- Prepare for the start of school

Ongoing Professional Development. Ongoing professional development for instructional staff will occur in the morning from 8:00 – 9:15am two days a week. Professional development will be largely contextual and integrated into teachers' day-to-day work and addressing issues that emerge therein. The Co-Director of Education will be responsible for managing the professional development, in collaboration with the rest of the staff. Proposed structure of ongoing PD is as follows:

- *Mondays & Fridays:* Time for collaborative planning among teaching teams for project implementation or student support needs
- *Tuesdays:* All-staff meeting, discussion, and collaboration to discuss school issues, culture or recovery issues, and alignment across the school
- *Wednesdays:* MTSS / RTI meetings to identify and strategize for student support (see Section E for more details)
- *Thursdays:* Instructional staff PD:
 - Topics will vary across the year, but will emphasize the following topics:
 - Building classroom culture; RJ; student engagement
 - Standards-aligned instructional practices
 - Assessment; Looking at Student Work
 - Differentiation strategies
 - Special populations: ELL strategies, inclusion strategies, GT strategies

Looking at Student Work. Close collective scrutiny of student work will be crucial to program and staff development. This practice develops shared understanding of the desired quality of student work, strategies to promote student growth, and collective understanding and working definitions of the 2.0 High assessment principles.

⁷⁸ Ideas in this section are drawn from Wheatley, M. and Frieze, D. (2011). Leadership in the age of complexity: From hero to host. *Resurgence Magazine*, Winter 2011.

Use of Protocols. Other protocols will be used to support efficient, effective professional dialogue. Protocols have been shown to provide a structure that can effectively drive work forward in collaborative settings.⁷⁹ Examples are listed below; other protocols will be used as necessary.

- *Project Tuning*: receive feedback on project design from multiple perspectives
- *Success Analysis*: analyze successes to learn from them
- *Dilemma Consultancy*: receiving feedback on a challenge or problem
- *Save the Last Word*: exploring texts through multiple perspectives
- *Shark Tank*: analysis of potential solutions to student engagement of one individual student
- *Equity 2.0*: analysis of potential solutions to ensure equity and access for one individual student

Full-Day Staff Development Days Built into the Calendar. Seven full-day staff professional days have been built into the school calendar. Staff development on these days will include: in-depth learning on PBL pedagogy (in collaboration with curriculum developers), data analysis and reflection, project planning, and other staff development needs. The Co-Directors are responsible for planning and managing these days.

Professional Development for Non-Instructional Staff. All staff will benefit from coaching and development of their skills, including school leaders. This may include hiring specific consultants for unique expertise, coaching cycles by supervisors, executive coaching, attending conferences/trainings. There is adequate money set aside for this.

Daily Schedules. Collaborative planning and professional learning time is a priority at 2.0 High and is therefore built into teachers' daily schedules and the annual calendar. (See **Appendix D_Calendar-Schedule**). The first tab is the calendar and the schedule is in another tab. Every morning, teachers will have 75 minutes of professional development or collaborative planning. The calendar incorporates two weeks of teacher professional learning before school starts, as well as seven days throughout the school year. This time is needed to ensure high-quality instruction in project-based learning. This instructional methodology requires great preparation and planning among staff, and they need time carved out to plan collaboratively. Recovery staff lead the morning recovery class, giving teachers the opportunity to focus on academic planning.

More Information on Professional Development.

Horizontal and Vertical Alignment. Projects at 2.0 High are interdisciplinary and horizontal alignment happens on a daily basis as teachers collaborate to teach the same students. There are 75 minutes of teacher planning time each morning, and much of it is spent aligning across content levels to make learning seamless across classes. Vertical alignment occurs mainly through professional development on standards-based assessment and shared norming of student work. For example, looking at a piece of student writing and assessing together as an instructional staff will align assessment practices across grade levels to ensure that upper-level teachers are assessing at greater complexity than lower-level teachers. Since the school is very small, each subject area only has one teacher (with the one exception of Humanities, where there are two teachers). The teachers will be exposed to students at all grade levels (with the exception of Humanities) and will have multiple opportunities to practice assessing students based on grade level standards.

Operational and Financial Support. Teachers have much more planning time than at a typical high school. In addition to 90 minutes per day for personal planning, teachers meet for 75 minutes four days a week. This time is split between collaborative planning (two days / week) and structured professional development (two days / week). [The fifth morning is dedicated to MTSS.] This consistent time set aside for planning occurs before students arrive and during the recovery class that all students participate in. Further, there is money set aside for external professional development (i.e. travel, conferences, individualized coaching, etc).

⁷⁹ McDonald, J. P., Mohr, N., Dichter, A. and McDonald, E. C. (2013). *The Power of Protocols: An Educator's Guide to Better Practice*. New York, NY: Teachers College Press.

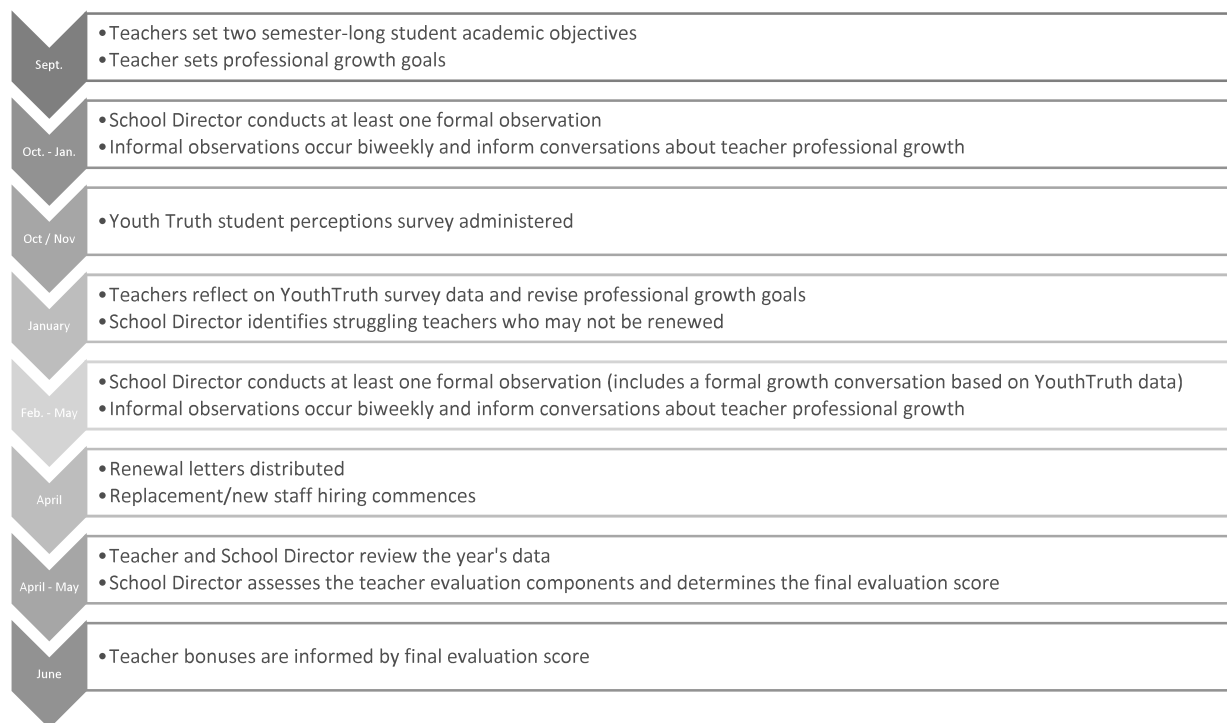
Meeting the Needs of Diverse Students. Student diversity is much broader in a recovery high school than a typical high school. There is a much higher number of IEPs and 504s than at a typical school. There are also G/T students, ELLs, and other student needs that are quite divergent. Personalization is one of the school’s four design principles, and individual support is a cornerstone of the educational program. Professional development on differentiation and strategies for inclusion is an extremely common topic in the school. It is the heart of our instructional practice. The student population demands this support and teacher will be provided the tolls necessary to meet their needs. Staffing to support this development include a 1.0 FTE Special Education Teacher starting in Year 1, even though there is only expected to be a handful of students with IEPs. This extra capacity will allow for the Sped Teacher to provide coaching and staff development to mainstream teachers in a much bigger way for the first two years of the school, as it is building capacity in its founding staff.

Data Analysis. As described more fully in Section F, data will be regularly collected and analyzed on an ongoing basis. Using improvement strategies and Plan-Do-Study-Act cycles, instructional staff will use data to guide instructional decision making and individualized student support. This process will be led by the Co-Director of Education, who will regularly have data discussions with instructional staff.

Teacher Evaluation.

Teachers will receive a formal evaluation score annually, at the end of each school year and based on multiple measures. In accordance with Colorado SB 10-191, 50% of evaluation will be based on academic growth with the other 50% based on professional practices. The 50% professional practices include student perceptions and classroom observations. In the spirit of our equity design principle, particular emphasis and attention is paid to closing achievement gaps between historically underserved student subgroups and white student populations.

The School Director of Education will be responsible for conducting teacher evaluations, as well as implementing and monitoring any performance plans for struggling teachers. The Teacher Evaluation Tool (see **Appendix D_Teacher Evaluation Tool**) will be shared and discussed with teachers during professional development before the school year begins and utilized throughout the school year. The timeline for yearly teacher evaluations is as follows:



Teachers formally identified as struggling in January will be given additional support and coaching (in addition to the standard supports and coaching). As necessary, a plan for improvement will be implemented. It is our belief that excellent teaching practice can be learned and developed over time, and every struggling teacher will be supported and coached to the highest level possible for improvement. However, if a teacher's performance should be deemed unsatisfactory and detrimental to student growth, they will have a formal meeting in February with the School Director and receive verbal and written notification of the need for a performance plan. The School Director and teacher will then collaboratively develop the performance plan, including identifying measurable and time-bound metrics. If the teacher does not make sufficient progress as outlined in the performance plan, they may be non-renewed or asked to resign. This is a last resort, and only done if the teacher's lack of improvement is causing detrimental impacts on students.

Non-Teaching Staff Evaluation.

All staff will be evaluated annually and provided feedback on their job performance. For non-instructional staff this looks differently than for teachers. See **Appendix D_Non-Instructional Staff Evaluation.**

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	Naming Convention for Saving Each Attachment
Organizational Chart	If there is a plan for organizational growth after the first year of operation, include charts for the first and fifth years of operation.	D_OrgChart
Staff Evaluation Process	Include the process the school will use for staff evaluation that aligns with the school's mission and model and the intent of SB 10-191.	D_StaffEvaluation

Calendar and Schedule

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	Naming Convention for Saving Each Attachment
School Calendar	Provide a draft annual calendar identifying number of school days, ensuring compliance with <u>statutory requirements</u> .	D_SchoolCalendar
Sample Schedule	Provide a sample student schedule or master schedule that shows start and end times of the school day as well as for daily activities (lunch, class periods)	D_StudentSchedule

E. Student Services

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

1. Include the comprehensive whole school plan for a Multi-Tiered System of Support or child study process that includes a data driven pre-referral prevention-based framework process.

School-Wide Practices for Student Support

Serving students with special needs is a strength for 2.0 Schools. Given the student population of students in recovery from substance misuse, literally every student will have unique needs for support. Thus, everything we do takes this under consideration and support strategies are woven into everything we do. Some of these practices were listed in previous sections about school culture and discipline philosophies, so those won’t be reviewed here. But here are some general, school-wide approaches:

- A small school where everyone knows each other well. All students are “seen.”
- A welcoming, judgment-free zone where students can be themselves without fear of bullying or being ostracized.
- An open, authentic communication style where students share their emotions and life situations openly, for the benefit of helping others and receiving support for their issues.
- Open discussion of mental health challenges and wellness on a broad scale.
- Specialized staff for student support (recovery staffing, academic coaches).
- Daily classes for recovery support and, if needed, academic support
- Smaller class sizes; small school size
- Trauma-informed staff trained in restorative practices
- Access to one-on-one support as needed. We use a QR code that is displayed in the school that links to a form where students can submit requests for individualized support (see **Appendix E_Optional_Check-In Form** to view how students request help when needed).
- Schoolwide access to common 504 accommodations for all students. Examples: breaks as needed (within reason), access to mental health staff, deadline extensions with teacher approval, assignment re-dos, etc)

The practices listed above work to support approximately 50% of 2.0 students—the remainder will need additional support. How we identify these students is through our MTSS (“Child Find”) Process.

MTSS / Child Find Process (“MTSS”). 2.0 High’s primary mechanism for identifying and troubleshooting struggling students is through the MTSS process. Please see an overview of the process in **Appendix E_Optional_Child Find / MTSS process**. In general, we tier students differently than typical schools:

- Tier 1 (all students): supports tend to be higher than in a typical school; they more closely resemble Tier 2 at a typical school
- Tier 2 (struggling students): supports tend to be higher than in a typical school; they more closely resemble Tier 2.5 - 3 at a typical school.
- Tier 2-X (a specific class of struggling students): these students are struggling but are very open and honest that they are only struggling due to their work in maintaining a drug-free lifestyle. Given the tenuous nature of early recovery, it often takes some time before students can engage in the classroom again, and this Tier is reserved for them. Supports are similar to Tier 2, but with extra emphasis on recovery and flexibility.
- Tier 3 (life-threatening situations): Tier 3 at 2.0 High refers to students who are at risk of death—from overdose or suicide, for example. These students are actively using drugs or are suicidal, and supports for this Tier are targeted at preserving life and accessing appropriate mental health clinical services (outside of the school).

- ****Note:** regardless of tier, if, at any time, a student is suspected to have a disability, we pull the trigger for 504 or IEP evaluation. They don't need to go through the whole MTSS process if they are suspected to have a disability.

Data Processing for MTSS. The MTSS is a weekly process at 2.0 High, with three weekly meetings that each have a distinct purpose. Please see referenced optional appendices for full details.

- Tiering Meeting (Tuesdays): On Tuesday mornings, the recovery coaches pull data for all enrolled students and “tier” them based on grades and attendance.
 - Students who are passing all of their classes (they can have 1 F if it's a high F) are placed into Tier 1, and no further action is taken. Students failing more than one class or students with low attendance are moved into Tier 2, and will then be discussed at the “Tier 2 Meeting”. The Recovery Coaches share this weekly date with the School Directors for review. Please see **Appendix E_Optional_Tiering Meeting Template** for how this data is collected.
- Tier 2 Meeting (Wednesdays): Each Wednesday morning, the instructional staff have the MTSS meeting for 75 minutes (8:00 – 9:15am). At this meeting, they review students who were identified at the Tiering Meeting and raised to Tier 2. There is a protocol that staff use to discuss the student, propose action steps, collect data, and review over time. Please see **Appendix E_Optional_MTSS Tier 2 Tracker** for details. All teachers are in this meeting and are all aware of proposed supports to be provided.
- Tier 3 Meeting (Tuesdays): On Tuesday, after the Tiering Meeting, the recovery staff conduct a Tier 3 Meeting to discuss any students in Tier 3. Please see **Appendix E_Optional_MTSS Tier 3 Tracker** for details.

This MTSS process supports approximately 25% of the student body, and has been proven successful at other recovery schools. The remaining 25% of students have IEPs and are supported through their special education programming. This process is an efficient and standardized way to provide individualized supports across the school—it works well and will be implemented at 2.0 High with fidelity. Both of the School Directors are involved in this process and managing the MTSS process is a regular part of their day-to-day work.

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

In addition to the general practices and MTSS processes described above, there are specific staff for student support:

- Special Education Teacher: 1.0 FTE starting in Year 1 even with low student count. We are expecting approx. 18 students with IEPs in Year 4 and beyond, keeping his/her caseload at a manageable size.
- Special Service Providers: As-needed; contracted based on student needs.
- Co-Director of Recovery: 1.0 FTE. School leader who manages school partnerships with treatment facilities, and life-threatening or high-risk student issues.
- Recovery Coaches: 2.0 FTEs. Manages day-to-day recovery needs with students
- Academic Coaches: 2.0 FTEs. Provides in-class support for students one-on-one or in small groups.
- Lab Class Facilitator: 1.0 FTE. Though primarily an educational staff member, this person will spend most of their work with students who are at a higher risk (i.e. student who just enrolled who may have little to no time in recovery). Therefore, this person will provide additional one-on-one support for students.
- ELL Staffing: The two Humanities Teachers will lead programming for language learners (see below for more detail).

3. **Detail how the school will accommodate the experiences and needs of students who have been historically underserved (due to academic, economic, or social-emotional risk factors, for example). Provide plans and procedures that describe how the school will ensure all students will progress adequately. This should include:**

- 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 budget as part of the application submission as detailed in the CSI Budget Template. The description provided below should clearly align to and reference the submitted CSI Budget Template line items.*
- 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.*
- c) **A plan to provide research-based intervention strategies that will allow the student services team to implement a full continuum of services.**

Historically underserved students are common at 2.0 High, and the school-wide approaches listed above in questions #1 and #2 will provide a baseline level of support that is much higher than in most high schools. The most common area of need for 2.0 High students is expected to be in credit-recovery. Our strategy for supporting under-credited students was described in Section D.1 and is copied again here for convenience:

Strategies for Credit Recovery. The vast majority of students—if not all of them—will require credit recovery after they enroll. Credit recovery occurs in several ways:

- (Best option) The quarter system itself allows for quicker credit recovery because grades/credits are posted 4 times a year (instead of 2). The quarter system also allows for up to 8.0 credits earned per year. The ability to acquire credits more quickly than in a typical school gives students the additional boost and encouragement they need to persevere and get back on track. It is expected that ~40% of all students will be able to recover the credits they need using this strategy alone, to be able to graduate on time.
- (Next Best Option) Summer school courses are offered each June for academic classes that students need but can't fit them in their regular classes during the school year. Students can earn up to 2.0 credits each summer. This is also the primary method of credit recovery if students fail previous courses at 2.0 High. This method is expected to sufficiently meet the needs of an additional ~40% of students.
- However, there will still be about 20% of students who will need additional strategies for credit recovery (for example older students enrolling more than 1.5 years behind on credit, or 12th graders who are more than a year behind). These students will require additional structures:
 - "Lab Class": This class is an independent study-style classroom where a teacher assists students through credit-recovery "mini-projects" designed to address the highest-leverage academic standards for that course. These students have likely failed a course more than once before (example of 11th graders who are still needing Math 1). These mini projects are designed to address skills gaps, but also not overburden older students who are at extremely high risk of dropout. The Lab Class teacher will assist them in completing the mini-project, but the final product will be assessed by the teacher in that content area. For example, an English I lab class project will be assessed by one of the Humanities Teachers, not the generic Lab Class Teacher. Students may be scheduled into the Lab Class if their credit recovery needs don't fully align with their Cohort group. For example, they may be in their cohort classes for Periods 1

and 2, but in the Lab Class for Period 3 if they need a credit that isn't available during Period 3 (and don't need the credit offered in their cohort during Period 3).

- This class may also be beneficial to students who enroll between weeks 5-9 of each 9-week quarter. The school enrolls students every day of the year (given the urgency of the impact substance misuse can have), but students who have missed the majority of an ongoing class will have trouble jumping in mid-stream. These students also most likely have credit recovery needs that they could complete before entering a cohort that would allow them to have their schedule better align to a full cohort the next quarter. For example, many students enroll who are behind in a specific subject, like math. Students enrolling mid-quarter could be in the lab class all day for several weeks to complete 0.5-1.0 credits in math, which would then put them fully into the 10th grade. This is just an example, but plugging in some of the missing credits when they first arrive will likely encourage these students to keep striving and allow them to be fully integrated in their cohort the next quarter, without the need for summer school.
- Concurrent Enrollment: Some students can earn missing credits more quickly through concurrent enrollment, which may be the best option for some.
- Online "Edgenuity" Classes: This is the last resort option but may be necessary for some students who can't otherwise access credit recovery. This is typically reserved for students who have never taken a previous course before so they aren't eligible for the "mini-project" credit recovery Lab Class.

Other At-Risk Populations. In general, 2.0 High excels in providing individualized supports to students; it's a defining feature of our school's programming. Regardless of individual circumstances (i.e. homelessness, family issues, justice involvement), the school is experienced in assisting families in whatever they may need to support their student. We speak at court hearings, access McKinney-Vento resources, organize transportation options, and access scholarships for drug treatment facilities. Regardless of student need, we will do our best to get to the bottom of the issue and provide as much support as we can.

Budgeting & Staffing. The budget demonstrates support in these lines:

- Student Plans: \$0; will use Google Docs and Google Education to hold documents
- Curriculum & Resources: \$3,000 Edgenuity online coursework (if needed)
- Staffing: 3.0 FTE recovery staffing; 2.0 FTE academic support staff; 1.0 FTE special education teacher (expected ratio of 1:18); 2.0 FTE paraprofessionals; 1.0 FTE "lab class" teacher

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

- 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 budget as part of the application submission as detailed in the CSI Budget Template. The description provided below should clearly align to and reference the submitted CSI Budget Template line items.*
- 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.*

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

Recruitment and Enrollment. 2.0 High actively recruits all students regardless of disability and enrolls students before asking about disability status or whether or not they have an IEP—in alignment with recent legislation. The school expects roughly 22% of its population to be identified as Students with Disabilities (SwD), or about twice the district average. This is based on trends at other recovery high schools and previous experience with the recovery high school model. 2.0 High is committed to providing students with a free appropriate public education (FAPE) in compliance with special education laws. We are also committed to serving students in the least restrictive environment (LRE), which is why all services will be push-in if at all possible (with rare exceptions of the need to work on a specific skill). An example of a skill in an IEP goal that requires pull-out services could be learning a math skill that can't be woven into the regular classroom lesson, such as a 10th grader needing help with subtraction skills. The gap between the student's skill level and the grade-level content is too different to be able to weave that direct instruction in, and this student is better served with one-on-one or small group instruction outside of the classroom. At 2.0 High, this is done with weekly small group pull-out sessions with the Special Education Teacher. However, many services for SwD will be provided inside the classroom as the Sped Teacher pushes in.

Documents demonstrating sample schedules, IEP goals, sample student groupings, and monitoring of student special education needs are available upon request.

We understand the requirements of important federal laws including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). We also understand the requirements of Colorado's Exceptional Children's Education Act.

2.0 High will work in partnership with other facilities to provide specialized services if needed, such as students a LRE that requires a facility setting. Meeting the needs of LRE3 and facility students is new to the organization, and it is welcome to collaboration with CSI to ensure a strong plan to ensures students receive required supports. An annual fund of \$25,000 will be reserved to be available if a student has needs that require specialized services. (see budget line #74)

All 2.0 High staff will be trained and aware of student needs on IEP plans before the start of the year, and updated as changes are made over time. Training will also be provided on general education classroom strategies that can used to ensure that all students with special needs are successful. The Special Education Teacher attends all staff professional development and collaborates with teachers during the shared planning time before 9:30am each morning. Communication around IEP-related needs and accommodations happens every day among all staff—it is a regular part of how the instructional staff collaborate.

Staff. The Special Education Teacher, who will be "Highly Qualified" in accordance with ESSA and licensed by the state, will lead a staff of two Academic Coaches (paraprofessionals who will push into classrooms to support students with IEPs). The Teacher will be in charge of IEP development and progress monitoring, while the Coaches will be responsible for helping students access mainstream content inside the classroom. Strong communication and teamwork will be required, with frequent monitoring of progress towards IEP goals. IEPs will be developed in accordance with legal requirements and best practices. Emphasis on IEP goals will be on postsecondary readiness for individualized student goals after graduation, and to help students access all content and all academic standards. In the first two years, the 1.0 FTE Teacher will perform the Academic Coaching duties since the caseload is small.

The following summary of budgeted staffing structure provides adequate support for SwD:

	Predicted # of SwD (22% of enrollment)	FTE Staff Supporting SwD	Staff Providing Support to SwD	Overall SwD Staff: Student Ratio	IEP Caseload Per Teacher
Year 1	5 students	1.0 FTE*	1 teacher	~ 1 : 5	~ 5
Year 2	9 students	1.0 FTE*	1 teacher	~ 1 : 9	~ 9
Year 3	14 students	2.0 FTE	1 teacher, 1 para	~ 1 : 7	~ 14
Year 4	18 students	3.0 FTE	1 teacher, 2 paras	~ 1 : 6	~ 18

In early years, 2.0 High plans to contract with outside providers for SSP staffing, since the level of services required will be less than 1.0 FTE. Once SSP services require 1.0 FTE (or close to it), 2.0 High will hire its own SSP to provide these services. This includes school nursing, PT/OT, Psych, and Speech.

If unexpected mid-year staffing changes occur, the school will immediately post the job opening. While waiting to fill the position, it will use contracted services from one of several staffing agencies that assist schools with unexpected openings. This is not an ideal solution, but will be used if needed. Any subsequent compensatory services will be documented and recovered to ensure provision of all services despite staff turnover.

Instructional Practices. 2.0 High is largely an inclusion school, so SwD will be supported during regular class by their teachers, Academic Coaches, and Sped Teacher provided push-in services. The Coaches are push-in paraprofessionals who equip SwD with the tools to succeed in a mainstream population; they are intimately familiar with students' IEP goals and work with teachers to ensure students can access the content and meaningfully participate in class. Meaningful participation includes passing every class, attending school, making progress toward IEP goals, and making progress on the Deeper Learning competencies (as is expected from all students). The school will provide assistive technology, in-class tutorial assistance, small group and individual instruction and note-taking services in the regular education environment. The Special Education Teacher will be responsible for writing IEPs, ensuring they are followed, and managing the Academic Coaches.

Identification of Students with Disabilities. 2.0 High has a well-developed Child Find process in its weekly MTSS process. Please see narrative above for more details and artifacts on this process. Any time a disability is suspected, a student will be evaluated for an IEP or 504, as appropriate.

Student Monitoring & Assessment. Students with disabilities will be monitored according to their need. Progress toward IEP goals will be reviewed and monitored regularly by special education staff. Progress monitoring will be documented in Frontline. General education teachers provide information for special education monitoring through individualized monitoring forms, often electronically accessed via a student-specific QR code. Each students IEP goals and monitoring are written into an electronic form, and the special education teacher provides the gen ed teachers with the link to the form to collect data throughout the year.

The Special Education Teacher, with assistance from the Academic Coaches, is responsible for communicating with families (in the appropriate language) throughout the school year to ensure a strong partnership with the IEP team. Further, the special education team are present during Presentations of Learning (POLs) and Student-Led Conferences (SLCs) for students with IEPs.

Professional Development. The Special Education Teacher, in collaboration with the School Director of Education, will provide professional development and training to Academic Coaches and gen ed teachers throughout the year, including in the summer weeks of staff training. Sped-related PD will also be embedded in staff development days (Tue/Thurs every week, 8:00 – 9:15am). Special Education staff members can also take advantage of high-quality professional development offered through CDE, CSI, and

other organizations. The school's founder has worked with a couple of special education consultants in the past and is familiar with their offerings for staff development.

Budget. The Special Education Teacher will be provided with an annual budget of ~\$3,000 annually to meet individual student needs as they arise. The school also use Q Global to purchase assessments as needed, and will contract for Frontline Special Education software if possible. If CSI schools use another software for IEP management, we are willing to learn a new system as well.

Note on READ Act Compliance. The Special Education Teacher will oversee the READ Act compliance work for all students scoring significantly below grade level. All READ Act plans will be developed each year, with goals and progress monitored along with and in alignment with IEP processes and evaluations. In the event that a student has a READ plan but not an IEP, the Special Education teacher will support the READ plan for these students as well.

Supporting Students with 504s

Students with 504 plans will be individually supported as needed to access the curriculum successfully. The 504 Coordinator will be in School Director of Education until a full-time SSP is hired, who will assume those responsibilities at that time. All 504 requirements will be followed, including annual meetings and triannual evaluations by licensed SSP personnel. Tracking of 504s is similar to the IEP tracking documents, and teachers are given a similar summary of student needs for accommodations. Finally, students suspected of needing a 504 will be recommended for evaluation as part of the school's regular MTSS/Child Find process. Of note, any student who is hospitalized and not on an IEP or 504 will undergo a 504 evaluation after being discharged from the hospital (or IEP if needed). This is to ensure that all needs are met for students demonstrating acute challenges.

Student Plan Management System. We plan to use Frontline to house IEP and 504 plans if possible. If CSI schools use another software for 504 plan management, we are willing to learn a new system as well.

Curriculum & Instructional Materials. The Special Education Teacher, when hired, will have the autonomy to purchase any additional special education curriculum that is needed to support students in reaching their IEP goals. This is currently estimated at \$1,000-\$3,000 per year but can be modified if necessary, based on individual student needs.

- 5. Detail how the school will accommodate different learning styles and the needs of students with gifted abilities. Provide plans and procedures that describe how the school will ensure all students will progress adequately. This should include:**
- 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 budget as part of the application submission as detailed in the CSI Budget Template. The description provided below should clearly align to and reference the submitted CSI Budget Template line items.*
 - 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.*
 - c) A plan to provide research-based intervention strategies that will allow the student services team to implement a full continuum of services.**

Identification. Students previously identified as Highly Gifted and Talented or Gifted and Talented (HGT/GT) will be supported by the GT program. Students not previously identified as HGT/GT, but suspected by their teachers to be gifted, will be identified as based on a body of evidence that includes data gathered across three domains: behavioral, academic, and creative. The school will use classroom observation, interviews, and evidence from the student's work in projects—and will be added to the Talent Pool and included in GT programming. In the spirit of our equity design principle, 2.0 High wants to improve the representation of traditionally underrepresented student cohorts in HGT/GT programs, so student demographic data will be reviewed against HGT/GT designations on, at a minimum, an annual basis by the GT Coordinator. Staff will also engage in frequent self-reflection around bias and equity to ensure potentially unconscious biases are not negatively impacting student achievement.

GT Program. If a student is found to be Gifted and Talented, an Advanced Learning Plan (ALP) will be developed in partnership with the student, parents/guardians, and teachers. The GT Coordinator will be responsible for writing the ALP, which will include progress monitoring and specific goals. There is ongoing analysis of data to determine the pace of growth of Gifted and Talented students. The GT Coordinator could be the School Director of Education, or a teacher who elects to fill this role. ALPs will be created annually and reviewed with the students at least twice a year.

Since 2.0 High is a full inclusion school, HGT/GT students will not be pulled out. Honors classes are available to all students within the regular class and every effort will be made to address students' needs within the class through differentiation and project personalization. Since PBL fosters student autonomy and creativity we expect the available instructional program to be flexible enough to meet most HGT/GT students' needs. Initial research shows that gifted students who are instructed using PBL score better on multiple-choice tests and retain information better than traditionally instructed students.⁸⁰ Staff will also receive professional development throughout the year on how to support gifted learners. "Access and challenge" is a theme at 2.0 High—meaning that it's our goal to provide access to all and challenge to all, every day. GT students are included in this philosophy. Also, as noted in an earlier section, all students will be taught how to advocate for themselves and their needs so we will help support HGT/GT students to share their needs with teachers. Affective programming is a daily event at 2.0 High, and GT students will engage daily in programming designed to support their mental health. The School Director of Education will provide oversight over the GT programming.

Staffing. The GT Coordinator will be ultimately responsible for the success of HGT/GT instruction, and this can be a teacher or the School Director of Education.

Student Plan Management System. We plan to use Frontline to house ALP plans if possible. If CSI schools use another software for ALP management, we are willing to learn a new system as well.

Additional Information. Some student needs may also be met through Concurrent Enrollment (budget line 60), individualized projects or out-of-school academic internships.

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

- 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.*

⁸⁰ Hmelo-Silver, C. Problem-Based Learning: What and How Do Students Learn?, Educational Psychology Review, Vol. 16, No. 3, September 2004.

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

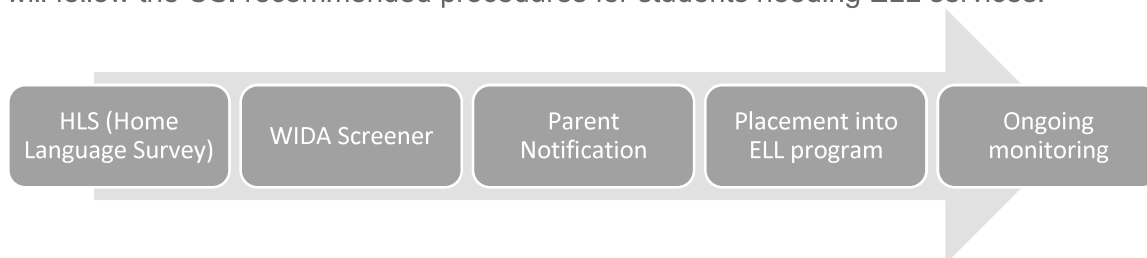
- b) **A plan to provide adequate numbers of qualified, in-field staff to meet the needs of exceptional students in alignment with state requirements. Include information about the proposed contract model to employ staff, any secured agreements or MOUs, and describe the onboarding process for any contract 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.*
- c) **A plan to provide research-based intervention strategies that will allow the student services team to implement a full continuum of services.**

The pedagogy and culture of 2.0 High will help to support ELLs, as projects allow for more access points into content and improved speaking and listening skills, due to the heavy emphasis on collaboration and communication. However, specific supports will be in place to support ELLs as well, and 2.0 High will follow all federal, state and court-ordered requirements to support ELLs under the OCR Agreement. The MTSS process described above includes acknowledgement of ELL status, to inform teachers who are support planning of the potential need for additional language supports.

The following budgeted staffing structure allows for adequate support of ELLs:

	Predicted # of ELLs (5% of enrollment)	# of ELD Classes Offered	Staff Positions Providing Support
Year 1	1 student	1	All teachers
Year 2	2 students	1	All teachers
Year 3	3 students	1	All teachers
Year 4	4 students	1	All teachers

2.0 High will follow the CSI recommended procedures for students needing ELL services:



Step 1: Home Language Survey (HLS). As part of registration, all parents will complete the HLS. The Office Manager will be responsible for administering, collecting, and entering HLS data into Infinite Campus. Any response other than English will trigger a student language assessment. The Office Manager will notify the ELD Coordinator (this is part of the enrollment checklist—available upon request). The Co-Director of Education provides oversight for enrollment of ELLs, as demonstrated on the Enrollment Checklist.

Step 2: WIDA Screener (W-APT). Within 14 days of receiving the HLS, students whose primary language spoken at home is any language other than English will be assessed with the W-APT. At least two staff members will be trained to administer the W-APT to provide for a quick turnaround. W-APT results will be communicated with the ELD Coordinator for analysis and alignment to other data to form a body of evidence.

Step 3: Parent Notification. For students whose body of evidence demonstrates that they qualify for ELL services, their parents will be notified in a language they can understand. They will be explained whether their child is LEP or NEP, and will be advised of the services available to them. If a parent refuses services, students will still be monitored and retain their status as an ELL (and will be added to the ACCESS roster as well). Through the monitoring period, parents will be informed of their student’s progress and be reminded

of the available of services that we provide. Students are enrolled into the ELL program, unless parents refuse.

Step 4: Program Placement. For all students entering the ELL program, teachers and the Co-Director of Education will be notified to ensure access to embedded ELL instruction and the ELD course. Students will immediately be enrolled into the ELD course and teachers will ensure they are providing proper supports in their classroom. Students will be added to the ACCESS roster and ELL caseload list for monitoring.

Program Exit/Redesignation. When an ELL achieves proficiency in English, they may be redesignated as Fluent English Proficient (FEP). Redesignation will be based on a full body of evidence and align to the exit criteria as described in CSI resources. If redesignated, they will be removed from the ACCESS testing roster and removed from the ELD course, but will be monitored closely by the ELD Coordinator for no less than two years. If, at any time, students do not continue to make expected academic growth, they can re-engage with ELL programming. The intent of the monitoring phase is to give students the ability to demonstrate that they can continue to grow without targeted support, but to ensure that they don't fall off the radar screen if they demonstrate a need for additional support. Full exiting from all ELL programming will occur if the students continue to demonstrate FEP status and does well academically (continues to meet redesignation benchmarks) for at least two years.

ELL Program Model. It is expected that roughly 5% of the student population will be identified as ELLs, or four students at full build out. The program is an English as a Second-Language Program with a dedicated English Language Development (ELD) block. Therefore, the school will plan to teach 1 section of the ELD course starting in Year 1 and students will be scheduled into this course. The ELD Coordinator will be responsible for teaching ELD and monitoring ELLs throughout the year, but all 2.0 High teachers will be trained and supported in instructional strategies to support ELLs within their classroom. The Dedicated ELD course will be offered during 4th period from 3:00 – 3:45pm. The ELD teachers will use the EL Achieve curriculum designed for grades 9-12, and will monitor progress using the WIDA standards. Differentiated language support will be based on the WIDA “Can Do” indicators, in conjunction with ACCESS/WIDA-APT scores. Students will receive explicit language instruction with language functions/forms, vocabulary, language usage, grammar, idioms, cross language connections, and transformations.

Embedded ELL programming will occur in all classes, and be driven by access to content academic standards. All teachers will use embedded ELL instructional strategies to successfully increase English proficiency and academic language while simultaneously teaching to their content standards. Classes will focus on scaffolding for English language acquisition within four domains (reading, writing, speaking, listening). Instruction will be scaffolded based by the WIDA standards to support ELLs for meeting grade level academic standards. Teachers will use WIDA standards to guide instruction and differentiation techniques to promote language development in all four language domains across all content areas. Strategies include use of graphic supports, design of language objectives, explicit instruction of academic language, lessons grounded in students' cultural backgrounds.

More Instructional Practices for ELLs. In all classes, teachers will provide embedded ELL support:

- Explicit language objectives are provided during instruction that incorporate listening, speaking, reading and writing skills that are appropriate for each student's language proficiency level.
- Instruction incorporates appropriate school-adopted texts and materials as well as specific supplemental resources.
- Instruction and strategies are interactive and provide an open environment that allows ELLs to feel safe to experiment with English.
- Instruction provides ample practice and reinforcement activities that are appropriate for each student's proficiency level.
- Student instructional needs are determined by ongoing formative assessments; common formative assessments; and analysis of student writing, reading, and speaking samples.
- Differentiated instruction is evidenced by teaching strategies as well as questioning strategies that

are based upon students' proficiency levels.

- Differentiated instruction is evidenced by intentional grouping of students according to proficiency levels, as appropriate for the activity (homogeneous/heterogeneous grouping).
- Vocabulary instruction and practice is part of ongoing language objectives assessed by comprehension checks (both oral and written).

Monitoring and Redesignation. ELLs will take the ACCESS test annually in January, to assess their growth over the past year and to provide evidence for redesignation if they are deemed to be able to meaningfully and equally participate in mainstream instruction. Services for ELLs will be adjusted in January based on needs identified by ACCESS testing, and any exited students will be monitored for at least two more years to ensure success. Students recommended for exit out of the ELA program will meet CSI guidelines for redesignation via ACCESS scores and a body of evidence. Further monitoring of FEP students will occur for at least two years through close tracking of grades, frequent check-ins with the student, and twice-annual formal discussions of progress for each student.

Monitoring will be done formally in a team of three: both Humanities teachers (one who is the ELD Coordinator), and the School Director of Education. This team will meet twice each year to review the ELA caseload and discuss data provided by teachers and through formal assessments (i.e. ACCESS). Growth in assessments in the Designated ELD course will also be considered. All decisions will be documented using CSI standards and kept in the student electronic record system.

Professional Development. 2.0 High staff will engage in professional development related to ELL teaching strategies on an ongoing basis. The School Director of Education, in collaboration with the CSI staff, will provide ongoing support for teachers based on data at the school. Some potential areas of PD include: utilizing W-APT/ACCESS data to inform instructional decisions; understanding WIDA Language Standards; and embedded ELL instructional strategies.

Parent Engagement. All essential school information for parents will be translated into a language that parents can understand. Interpreters will be hired for meetings and events, and the Language Line will be used as needed. Parents will be encouraged to attend Student-Led Conferences and Exhibitions, where they can see their student's progress. In addition to these targeted engagement strategies, parents of ELLs will be encouraged to engage with the school just as energetically as other parents, and will just as readily have access to school staff.

Student Plan Management System. We plan to use Infinite Campus to house ELA program documentation.

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

- 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 budget as part of the application submission as detailed in the CSI Budget Template. The description provided below should clearly align to and reference the submitted CSI Budget Template line items.
- 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.

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

2.0 High’s strategies for student support for those performing below grade level will primarily be through individualized student support throughout projects. PBL inherently increases personalization and differentiation for students, and teachers highly-skilled in this pedagogy will implement individualized support regularly. These instructional strategies are described more fully in Section D.2. Additional supports include:

- 2.0 FTE Academic Coaches to provide one-on-one and small group support inside classrooms.
- Daily “Academic Support” class that students can access for 45 minutes at the end of each day.
- Strong MTSS process to diagnose, support, and monitor students who are struggling.
- Daily recovery support of 45 minutes each morning, as well as individualized mental health support throughout the day as needed.
- Use of a pre-designed PBL curriculum will relieve much of the pressure on teachers to plan 100% of their projects—leaving the bulk of their planning time for differentiation planning and developing strategies for individualized student needs.

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 CSI Budget Template. The description provided below should clearly align to and reference the submitted CSI Budget Template line items.

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.

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

In the interest of space, and given that mental health support is the bread-and-butter of 2.0 High, descriptions of those strategies are not repeated here (see more detail in Section D). However, additional structures that are not described in Section D are:

- Suicide Risk Reviews: Staff will use a standardized process to document suicide risk, in alignment with best practices.
- Grant-funded Trauma Counseling: We will provide trauma and/or clinical counseling to students who need this service but cannot otherwise access it outside of school.
- The school will not use typical screening processes, since students are screened heavily at enrollment and tracked very frequently over time as part of the regular recovery programming.
- Student Crisis response: This is a regular part of Tier 3 in the school’s MTSS process.
- Student Death Response: 2.0 High has a procedure for this; more details available upon request.

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."*

We will contract with an outside provider for school nursing services—he/she will perform all required services, including required training for school staff. See budget tab "Assumptions" near the bottom.

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.

We strongly believe in equity for all students and across all demographics—including equity in outcomes for postsecondary success (i.e. college-going rates, workforce readiness, etc). Equity is one of 2.0 High's Design Principles (See Section A) and it is our vision that *all* children are empowered to reach their highest potential, in high school and beyond. Adequate preparation for college and career readiness is the ultimate goal, and the school has identified competencies in four categories that all students will meet before graduation. The school has chosen competencies that emphasize nonacademic factors, balance standardized and personalized outcomes, and emphasize deeper learning. These outcomes, coupled with strong academic outcomes, will uniquely qualify 2.0 High students to enter rigorous post-secondary options, or be eligible for competitive jobs in growing job sectors. Current and future job success demands a broad set of skills, and the competencies are aligned with those skills.

Please see **Appendix F_Optional_Graduate**

Competencies for the full competencies that the annual goals below are based on. The 2.0 High Graduate Competencies have seven dimensions, and are largely based on the Deeper Learning competencies developed by educational professionals working with the William and Flora Hewlett Foundation in 2013.⁸¹ The competencies are also heavily influenced by two additional frameworks: (1) **David Conley's Concept of College and Career Readiness**, which is deeply rooted in a broad, diverse base of evidence from studies on educational outcomes⁸²

(a) Conley's model (figure) recognizes that to truly be prepared for post-secondary success, students require readiness in multiple dimensions, *including noncognitive factors*.

THE FOUR KEYS TO COLLEGE AND CAREER READINESS

KEY COGNITIVE STRATEGIES	KEY CONTENT KNOWLEDGE	KEY LEARNING SKILLS & TECHNIQUES	KEY TRANSITION KNOWLEDGE & SKILLS
Think	Know	Act	Go
Problem Formulation Hypothesize Strategize Research Identify Collect Interpretation Analyze Evaluate Communication Organize Construct Precision & Accuracy Monitor Confirm	Structure Of Knowledge Key Terms And Terminology Factual Information Linking Ideas Organizing Concepts Attitudes Toward Learning Content Challenge Level Value Attribution Effort Foundational & Technical Knowledge & Skills (Specific College/career Readiness Standards)	Ownership Of Learning Goal Setting Persistence Self-awareness Motivation Help-seeking Progress Monitoring Self-efficacy Learning Techniques Time Management Test Taking Skills Note Taking Skills Memorization/recall Strategic Reading Collaborative Learning Technology	Contextual Aspirations Norms/culture Procedural Institution Choice Admission Process Financial Tuition Financial Aid Cultural Postsecondary Norms Personal Self-advocacy in An Institutional Context

⁸¹ Available at http://www.hewlett.org/wp-content/uploads/2016/08/Deeper_Learning_Defined_April_2013.pdf

⁸² Conley, D.T. (2014). New conceptions of college and career ready: A profile approach to admission. Journal of College Admission, Spring 2014, 12-23. Available at <https://www.inflexion.org/new-conceptions-of-college-and-career-ready/>. Conley's framework is based on broad, comprehensive evidence in the education literature shown to produce graduates successful in college & career: for example, ACT, Marzano, National Research Council, Wagner, McTighe, and others. Detailed research behind the model can be accessed at

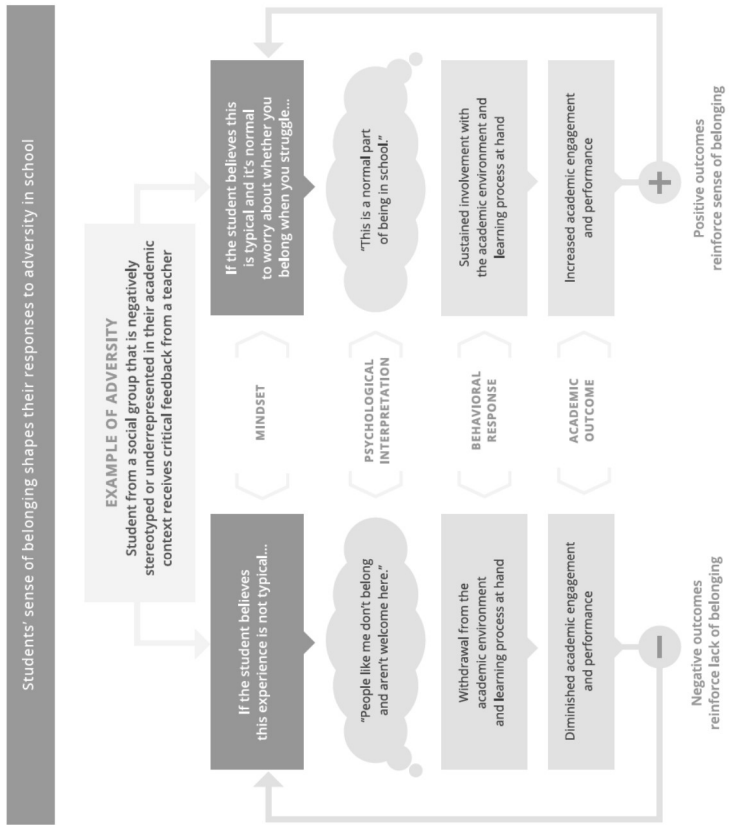
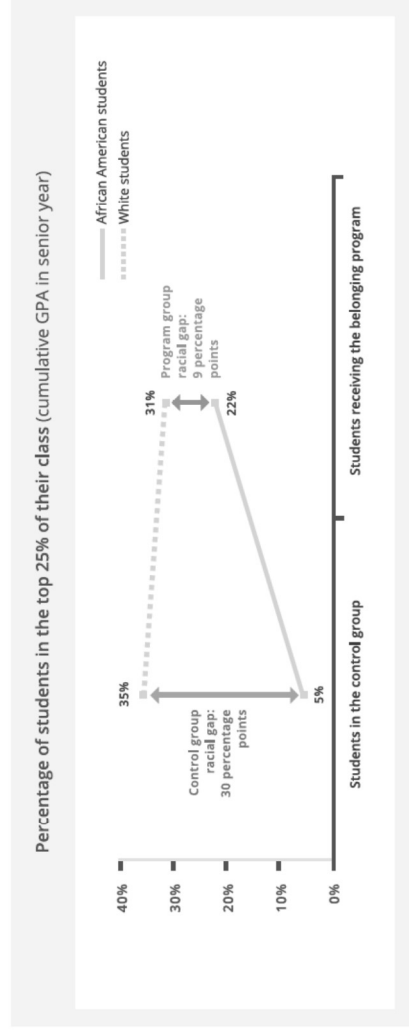
Conley, D. T. (2011). *Redefining college readiness, Volume 5. Eugene, OR: Educational Policy Improvement Center.*

2.0 High COS New School Application - Page 79 of 118

Conley's first two dimensions—key cognitive strategies and key content knowledge—address academic concerns. The third dimension addresses mindset and how-to-learn skills, and the final dimension focuses on the logistics of how to transition to college or career.

(2) **David Yeager's Work on Belonging in Academic Settings**, which revealed not only the profound impact that a sense of belonging has on academic success, but also that a brief, inexpensive intervention had a striking impact for students of color.^{83,84}

FIGURE 2. When African American college students received a belonging program in their sophomore year, the proportion who were in the top 25% of their class by senior year more than quadrupled



The competencies that 2.0 High students will meet by graduation are based on both Conley and Yeager's work above, and were specifically chosen to ensure students are prepared for college and career upon graduation. These competencies also ensure post-secondary success for *all* students, even those from demographics that are typically underrepresented in college. These competencies meet the need of diverse learners—including students of color, students utilizing Free and Reduced Lunch, English Language Learners, students with disabilities, and students in recovery—by addressing college and career readiness in a comprehensive, holistic manner. *It is often non-academic factors that present the greatest barriers to success for students.* The 2.0 Schools Graduate Competencies have been intentionally chosen to help students overcome these barriers. They also align to the school's mission and vision, which demonstrate a desire to support students in both academic and non-academic areas.

⁸³ Yeager, D. S. & Walton, G. (2011). Social-psychological interventions in education: They're not magic. *Review of Educational Research*, 81, 267-301. Walton, G. M., & Cohen, G. L. (2007). A question of belonging: race, social fit, and achievement. *Journal of Personality and Social Psychology*, 92, 82. Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science*, 331, 1447-1451.

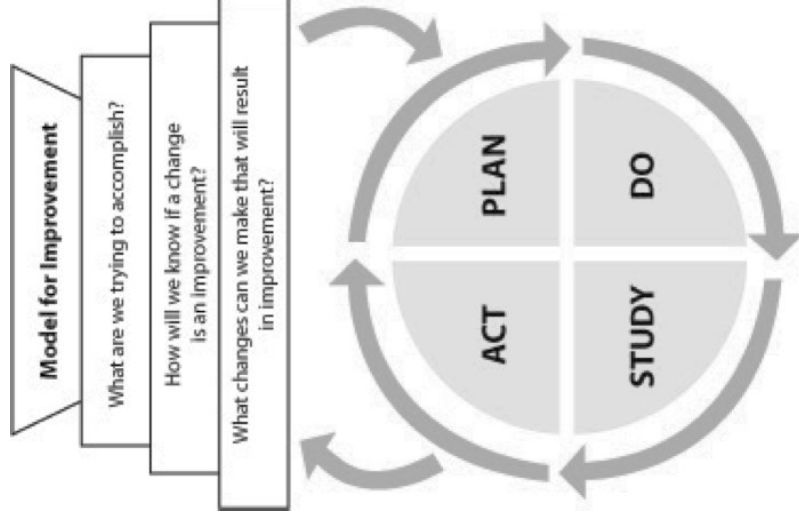
⁸⁴ Romero, C. What we know about belonging from scientific research. Mindset Scholars Network. Available at <http://mindsetscholarsnetwork.org/wp-content/uploads/2015/09/What-We-Know-About-Belonging.pdf>
2.0 High COS New School Application - Page 80 of 118

General Assessment Principles. 2.0 High’s assessment strategy is based on the following overarching principles, which were influenced by the ideas of Yong Zhao⁸⁵:

- **Balance between standardized and personalized assessments:** Both are useful in preparing students for postsecondary readiness, as standardized assessments allow for comparison between students and normed values, while personalized assessments recognize growth and development of student-specific talents and goals.
- **Balance between short-term and long-term outcomes:** Both are useful, as assessment of short-term learning in class is critical to ensure that instruction is effective, yet assessment of important long-term factors such as initiative, creativity or curiosity is crucial for postsecondary as well.
- **Balance of cognitive and noncognitive measures:** The importance of noncognitive skills for postsecondary success warrants their inclusion in informal or program evaluation structures, or to inform staff professional development.
- **Acknowledgment that some important outcomes are hard to measure:** Soft skills and important nonacademic factors are more easily demonstrated than counted; thus, it is advantageous to use performance-based assessments and other types of hands-on, active assessments.
- **Awareness of the need to make assessments more authentic:** Assessments that require students to meet a relevant, authentic, “real life” need are optimal.

Data-Driven Instruction. Data is the backbone of all decision-making at 2.0 High. Data-driven instruction will be based on the methodology of Improvement Science. Improvement science is based on the Quality Improvement movement in the healthcare, commercial airline safety, and manufacturing processes. It is a methodology for using disciplined inquiry to solve a specific problem of practice, leading to continual quality improvement over time. A key component is that it is led by practitioners, who simultaneously work as an educator as well as a ‘researcher’ (someone with an inquiry mindset). This practice promotes strong teacher reflection, and allows for permeation of a data-driven mindset throughout the school.

Starting in Year 2, staff will be taught the basic principles of Improvement Science, and begin to work in teams towards school improvement. Improvement projects may be school-wide, grade-specific, or teacher/class specific. All improvement projects will be aligned to the Unified Improvement Plan (UIP), and be led by teachers and students. Staff will conduct improvement work periodically during staff development in the mornings, or on full-day staff development days. Improvement science is an excellent vehicle for school improvement because it is designed to be conducted by busy practitioners (teachers), has rapid data collection and analysis cycles, and have been shown effective in other fields. An example of a potential improvement project could be: How can we increase the number of students passing every class? Or, how can ensure students use their cell phones only when it enriches the academic environment?



⁸⁵ Zhao, Yong. *Counting What Counts: Reframing Education Outcomes*. Bloomington, IN: Solution Tree Press, 2016.
2.0 High COS New School Application - Page 81 of 118

A team of staff members will analyze the questions and follow the Plan-Do-Study-Act (PDSA) process, as shown in the figure. Tools used in Improvement Science include driver diagrams⁸⁶, Plan-Do-Study-Act cycles⁸⁷, networked improvement communities⁸⁸, and practical measurement⁸⁹. 2.0 High staff will be trained in this model and use it for general school improvement processes on an ongoing basis.

More Details on Non-Standardized, Performance Based Assessments. 2.0 High's emphasis on performance-based assessment is grounded in research that has demonstrated the need for more assessments that allow for evaluation and measurement of relevant and often nonroutine tasks to best prepare students for postgraduate success.⁹⁰ Ability to provide results on both standardized assessments as well as performance-based assessments give students a much richer depth of feedback to use for reflection and future growth. To this end, in addition to standardized tests, 2.0 High students will engage in performance assessments regularly.

Digital Portfolios (DPs). Digital portfolios are websites created and maintained by students to show their academic work, project work, written reflections, and progress towards future goals. Students may take creative license in the design of their DP, but must include grade-specific requirements, which may include:

- Project-specific work and assignments
- Reflections on cognitive and noncognitive aspects of their learning
- A resume
- Articulation of future goals and plans (updated over time) – will meet the ICAP requirements

Over time, student DPs will be used as a showcase of student work and progression of skill over time. It is designed to promote greater reflection in students, but to also be a way for students to make their work visible to external audiences (such as potential employers or college admission officers).

Presentations of Learning (POLs). POLs are formal, individualized presentations of the proficiency and growth that a student has seen over a course of time. POLs are required at the end of every semester. Juniors include data from their 3-week Internship (IPOL). POLs are given to a panel of peers, parents/guardians, teachers, other staff, and community members. POLs generally address progress and competence in the 2.0 Graduate Competencies. Students use information in their Digital Portfolio and other artifacts to demonstrate their progress and growth over the last two quarters. There will be a common rubric to assess students and students who do not pass their POL the first time will be given at least one additional opportunity to present again, once they have revised their work based on input from the review panel.

Performance Based Assessment in PBL. Performance assessments in project based learning can be extremely varied or individualized, yet should allow for rigorous assessment of important and meaningful cognitive and noncognitive skills. Academic skills are assessed in alignment with the Colorado Academic Standards. Other competencies are assessed via common rubrics, or shared understanding of grade-level, norm-

⁸⁶ Langley, G., Moen, R., Nolan, K., Nolan, T., Norman, C., and Provost, L. (2009). *The improvement guide: A practical approach to enhancing organizational performance*. San Francisco, CA: Wiley.

⁸⁷ Ibid.

⁸⁸ Bryk, A., Gomez, L. M., Grunow, A. and LaMahieu, P. G. (2015). *Learning To Improve: How America's Schools Can Get Better at Getting Better*. Cambridge, MA: Harvard Education Press.

⁸⁹ Yeager, D., Bryk, A., Muchick, J., Hausman, H., and Morales, L. (2104). *Practical measurement*. Palo Alto, CA: Carnegie Foundation for the Advancement of Teaching.

⁹⁰ For example, see: Conley, D.T., and Darling-Hammond, L. (2013). *Creating systems of assessment for deeper learning*. Stanford, CA: Stanford Center for Opportunity Policy in Education.

referenced student work. Examples of areas of assessment might include: project design and completion, communication, professionalism, time management, ethics/integrity, critical thinking skills, preparedness, creativity, use of technology, problem-solving skills, attitude, collaboration, etc. Common rubrics allow for consistency across the school, and horizontal and vertical alignment.

Some sample rubrics that may be used to assess PBL, and demonstrate the spirit and potential of authentic assessment in PBL: (these are just samples)

- CCSS-aligned rubrics: <http://achievethecore.org>
- Attributes of High Quality Work (from EL Education): <http://modelsofexcellence.education.org/attributes-high-quality-work>
- Buck Institute for Education (BIE) Rubrics for PBL Skills: (available upon request)
 - Creativity
 - Complex Communication
 - Collaboration
 - Critical Thinking
 - Self-Directed Learning
 - Presentation

These sample rubrics demonstrate how performance-based assessment in PBL can be done to high standards and to promote rigorous learning. It allows for personalized assessment, works for a diverse student population, and ensures equity by promoting development in areas necessary for postsecondary success. Teachers will track progress of students by referencing grade-level norms and collaboratively discussing proper indicators of on-track students while using the rubrics. This will be a critical process, especially during Year 1. Norming across the instructional staff on assessment, especially with performance-based assessments, takes time, professional development, and regular re-norming. This will be done in summer training and throughout the year.

Noncognitive Factor Survey. This survey, given 2-3 times per year, addresses the noncognitive needs of students, such as mindset, belonging, collaboration, and other noncognitive skills. It is survey-based and will be used to inform instructional professional development. Often times, these factors create the biggest barriers to learning for students, and regularly assessing the students' needs will catalyze instructional growth.

Student Satisfaction. Student satisfaction will be assessed with YouthTruth Student Surveys. Goals:

1. Greater than 80% response rate
2. Greater than 85% positive response rate

YouthTruth Student Survey is a nonprofit organization that administers and analyzes data for schools across the U.S. with the ultimate goal of accelerating academic achievement. YouthTruth uses validated and reliable survey instruments to assess student perceptions of school climate as well as teaching effectiveness.⁹¹ Student perceptions are linked to academic outcomes, and YouthTruth data helps schools understand the student experience in the school and in classrooms.

The great benefit of using YouthTruth to assess student satisfaction at 2.0 High is the rapid turnaround of data reports, as well as data reports that are broken down by student demographics. YouthTruth data is meant to be a formative tool, not a summative one. If the goal of assessing student

⁹¹ For more information and research on the effectiveness of YouthTruth, see <https://drive.google.com/file/d/0B0xKhsjKRdr0WDRBdTbhdGY1g2bE1QY0YwdTAxOUdVUktj/view?usp=sharing>
2.0 High COS New School Application - Page 83 of 118

satisfaction is for school and instructional improvement, it is important that this data is received in a timely fashion and is disaggregated. YouthTruth’s turnaround time is only a few weeks, which gives 2.0 High’s leaders and teachers an opportunity to make improvements based on student feedback. Surveys will be administered in October and data reviewed in December/January. Teachers will review disaggregated data to look for any disparities in student perceptions based on demographics. Teachers will develop strategies to improve their classroom instruction that is based on student perceptions in the YouthTruth surveys. How teachers respond to feedback from their students’ perceptions is a part of the 2.0 High teacher evaluation process, and this data is taken very seriously every year.

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	CO PSAT Evidence-based Reading & Writing (9 th -10 th)	Composite Mean Score	All Students	> 60 th percentile of AECs	> 60 th percentile of AECs
			English Learners	> 60 th percentile of AECs	> 60 th percentile of AECs
			Free/Reduced-Price Lunch Eligible	> 60 th percentile of AECs	> 60 th percentile of AECs
			Minority Students	> 60 th percentile of AECs	> 60 th percentile of AECs
			Students with Disabilities	> 60 th percentile of AECs	> 60 th percentile of AECs
			Students with Gifted Abilities	> 60 th percentile of AECs	> 60 th percentile of AECs
	CO PSAT Mathematics (9 th -10 th)	Composite Mean Score	All Students	> 60 th percentile of AECs	> 60 th percentile of AECs
			English Learners	> 60 th percentile of AECs	> 60 th percentile of AECs
			Free/Reduced-Price Lunch Eligible	> 60 th percentile of AECs	> 60 th percentile of AECs
			Minority Students	> 60 th percentile of AECs	> 60 th percentile of AECs
			Students with Disabilities	> 60 th percentile of AECs	> 60 th percentile of AECs
			Students with Gifted Abilities	> 60 th percentile of AECs	> 60 th percentile of AECs
			English Learners	N/A (n is too small)	N/A (n is too small)
ACCESS for ELL	% of students at benchmark	All Students	> 60%	> 60%	
NWEA MAP Achievement: Reading	% achieving at grade-level, or increase by 1+ grade level	All Students	> 60%	> 60%	

Postsecondary and Work	CO SAT Evidence-based Reading & Writing (11 th)	Composite Mean Score	All Students	> 60 th percentile of AECs	> 60%	> 60 th percentile of AECs	> 60%	> 60 th percentile of AECs
	CO SAT Mathematics (11 th)	Composite Mean Score	All Students	> 60 th percentile of AECs	> 60%	> 60 th percentile of AECs	> 60%	> 60 th percentile of AECs
Academic Growth	NWEA MAP Achievement: Reading	Individual student growth target	All Students	Individual student growth target	> 60%	> 60%	> 60%	> 60%
	NWEA MAP Achievement: Language Usage	Individual student growth target	All Students	Individual student growth target	> 60%	> 60%	> 60%	> 60%
	NWEA MAP Achievement: Math	Individual student growth target	All Students	Individual student growth target	> 60%	> 60%	> 60%	> 60%
	ACCESS for ELLs	Median Student Growth %/title	English Learners	Median Student Growth for AECs	> 50 State MGP for AECs	> 50 State MGP for AECs	> 50 State MGP for AECs	> 50 State MGP for AECs
	CO PSAT/SAT Mathematics (9 th -11 th)	Median Student Growth Percentile	Individual student growth target	All Students	Individual student growth target	> 60%	> 60%	> 60%
			Median Student Growth	All Students	Median Student Growth	> 50 State MGP for AECs	> 50 State MGP for AECs	> 50 State MGP for AECs
			Median Student Growth Percentile	All Students	Median Student Growth Percentile	> 50 State MGP for AECs	> 50 State MGP for AECs	> 50 State MGP for AECs
	CO PSAT/SAT Evidence-based Reading & Writing (9 th -11 th)	Median Student Growth Percentile	Individual student growth target	All Students	Individual student growth target	> 60%	> 60%	> 60%
			Median Student Growth	All Students	Median Student Growth	> 50 State MGP for AECs	> 50 State MGP for AECs	> 50 State MGP for AECs
			Median Student Growth Percentile	All Students	Median Student Growth Percentile	> 50 State MGP for AECs	> 50 State MGP for AECs	> 50 State MGP for AECs
	CMAS Social Studies (when tested)	Median Student Growth Percentile	Individual student growth target	All Students	Individual student growth target	> 60%	> 60%	> 60%
			Median Student Growth	All Students	Median Student Growth	> 50 State MGP for AECs	> 50 State MGP for AECs	> 50 State MGP for AECs
			Median Student Growth Percentile	All Students	Median Student Growth Percentile	> 50 State MGP for AECs	> 50 State MGP for AECs	> 50 State MGP for AECs
	CMAS Science	Median Student Growth Percentile	Individual student growth target	All Students	Individual student growth target	> 60%	> 60%	> 60%
			Median Student Growth	All Students	Median Student Growth	> 50 State MGP for AECs	> 50 State MGP for AECs	> 50 State MGP for AECs
Median Student Growth Percentile			All Students	Median Student Growth Percentile	> 50 State MGP for AECs	> 50 State MGP for AECs	> 50 State MGP for AECs	
NWEA MAP Achievement: Math	% achieving at grade-level, or increase by 1+ grade level	% achieving at grade-level, or increase by 1+ grade level	All Students	> 60%	> 60%	> 60%	> 60%	
		% achieving at grade-level, or increase by 1+ grade level	All Students	> 60%	> 60%	> 60%	> 60%	

Student Engagement	Graduation Rate Completion Rate	% of Students Graduating "Best-of" the 4, 5, 6, or 7-year completion rate	All Students	> 60 th percentile of AECs	> 60 th percentile of AECs
	Dropout Rate	% of Students Dropping Out	All Students	> 60 th percentile of AECs	> 60 th percentile of AECs
	Matriculation Rate Adequate Yearly Credits (AYC)	% of Students Matriculating Percentage of students achieving AYC	All Students	> 60 th percentile of AECs	> 60 th percentile of AECs
	Attendance	Average daily attendance rate of the school	All Students	> 60 th percentile of AECs	> 60 th percentile of AECs
	Truancy Rate	Truancy rate of the school	All Students	> 60 th percentile of AECs	> 60 th percentile of AECs

Indicators	Measure	Metric	Student Group	Annual Performance Targets	
				Year 1	Year 2
Optional Mission-Specific Measures	Growth in Graduate Competencies #1 - #7	Evidence displayed on Digital Portfolios (DPs) and during Presentations of Learning (POLs)	All Students	100%	100%
	Academic Internship	Successful completion and Presentation of Learning (POL)	11 th Graders	100%	100%
	Diploma that meets the Higher Education Admission Requirements (HEAR)	Application to at least 1 four-year college	12 th Graders	90%	90%
	Youth Truth Student Surveys	Positive Response Rate	All Students	85%	85%
	Youth Truth Parent Surveys	Positive Response Rate	All Parents	80%	80%

*NOTE: For each of the goals and metrics above, there will be a goal of equity across all demographic and at-risk factors. This data will be tracked regularly and acted upon to reduce inequities.

*NOTE: The metrics and targets are based on the State AEC Accountability Framework benchmarks and will be adjusted as necessary to meet any new/revised measures that CDE may develop in the future. The overall goal is to earn at least "Meets" (Green) status for each AEC SPF measure.

Measures targeting program evaluation for the recovery programming include the following. These will be measured at student enrollment, at 30 days after enrollment, at 3 months after enrollment, at 6 months after enrollment, and every 6 months after that:

Measure	Goal / Timing
# of days since last drug/alcohol use	(**All of this data is collected individually but presented and analyzed as an average among all students) @ Enrollment: No goal; baseline only @ 30 days: Increase > 10 from baseline @ 3mo: Increase > 30 from baseline @ 6mo: Increase > 75 from baseline @ 12mo+: Increase > 180 from baseline
# of days of drug/alcohol use over the last 30 days	@ Enrollment: No goal; baseline only @ 30 days: 50% of baseline

	<p>@ 3mo: < 10 @ 6mo: < 5 @ 12mo+: <5</p> <p>@ Enrollment: No goal; baseline only @ 30 days: > 5 @ 3mo: > 10 @ 6mo: > 20 @ 12mo+: > 20</p> <p>@ Enrollment: No goal; baseline only @ 30 days: 200% of baseline @ 3mo: > 5 @ 6mo: > 7 @ 12mo+: > 7</p> <p>@ Enrollment: No goal; baseline only @ all points after: Recidivism rate < 30%</p> <p>@ Enrollment: No goal; baseline only @ 30 days: < in risk score by 25% @ all points after: < in risk score by 50%</p>
# of friends who you have that are substance-free and positive that you hang out with	
Student rating of their Quality of Life on a 1-10 point scale	
Recidivism rate of students with previous juvenile justice involvement	
Trends over time for aggregate scores on the GAIN-SS	

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	Purpose	Type	Frequency	Administration Calendar
CMAS	Science, Social Studies	Required by federal and state law, to assess students' mastery and growth in the Colorado Academic Standards	Summative, Standardized	Once	April
PSAT	English Language Arts, Mathematics	Required by federal and state law, to assess students' mastery and growth in the Colorado Academic Standards and postsecondary readiness.	Summative, Standardized	Annually	April
SAT	English Language Arts, Mathematics	Required by federal and state law, to assess students' mastery and growth in the Colorado Academic Standards and postsecondary readiness.	Summative, Standardized	Once	April
ACCESS	English Language Acquisition	To measure ELL students' progress in acquiring academic English	Diagnostic, Interim or Summative; Standardized	Annual	Jan - Feb
Reading Assessment (for READ Act plans)	Reading (for students designated in READ Act)	To assess students needing support to meet READ Act requirements	Diagnostic, Interim or Summative; Standardized	3x / year	1) August 2) January 3) May

NWEA MAP	Reading, Language Usage, Mathematics	Assess for individual student growth over the course of the year; based on nationally-normed reference points	Baseline, Interim, Standardized	3x / year	1) August 2) January 3) May
POs (Presentations of Learning)	All	Comprehensive, performance-based assessment of competency & growth achieved by individual students over the course of the year; used to promote reflection on past achievements and future growth goals	Summative	2x / year	1) Dec 2) May
iPOL (Internship Presentation of Learning)	All	Comprehensive, performance-based assessment of competency & growth achieved by individual students during their 3-week academic internship; used to assess successful completion of internship requirements and promote reflection on past achievements and future growth goals	Summative	Once	May
Performance-Based Assessments (PBAs)	All	PBAs are a regular part of PBL, including public exhibitions, demonstrations, presentations, and other tasks	Diagnostic, Interim, and Summative	Regularly	Ongoing
Digital Portfolios (DPs)	All	DPs are an online portfolio of a student's work, projects, reflections, and progress towards future goals (will also meet ICAP requirement)	Interim or Summative	Regularly	Ongoing
Classroom Assessments	All	Teacher-created informal or formal tests, quizzes, written assignments, etc	Diagnostic, Interim, and Summative	Regularly	Ongoing
Non-cognitive Factors Survey (mindset, agency, etc)	All	To inform staff development and program effectiveness for nonacademic competencies	Diagnostic, Interim	2-3 times a year	Ongoing
Youth Truth Survey ⁹²	All	Assess student perceptions of school climate, teaching effectiveness, and curriculum	Interim	Annual	October
Assessments Specific to Recovery (i.e. GAIN-SS)	N/A	Recovery-specific assessments to assess and inform program design and/or staff development	Diagnostic, Interim	Ongoing	Ongoing

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*

⁹² This survey aligns particularly well to 2.0 High's vision and design principles, and gives reliable data based on evidence that student perceptions are a leading indicator of instruction effectiveness. For more info see: <https://drive.google.com/file/d/0B0xKhsjKRdr0WDRBdTBhjdGY1g2bE1QY0YwdTAXOUdVUktj/view?usp=sharing>
2.0 High COS New School Application - Page 88 of 118

- *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*

Opportunity Gap Strategies. It is the goal of 2.0 High to close all gaps in achievement or opportunity observed between different demographic subgroups, i.e. race/ethnicity, Free and Reduced Lunch (FRL) status, English Language Learners (ELLs), Students with Disabilities (SwD), and any other gaps observed in disaggregated data. Additionally, these strategies will be used to support individual students who fall behind stated goals. Strategies to ensure these gaps are closed include:

- Data disaggregation of all interim and progress measures to allow identification of any opportunity gaps and student groups needing additional support early in the year
 - Accountable person = Co-Director of Education
- Hiring of support staff to work individually and in small groups to address gaps and students at risk: a 1.0 FTE Academic Coach (Year 3), and 2.0 FTE (Year 4+). In Year 1 class sizes are extremely small and support will be provided by teachers. In Year 2, the Lab Class teacher and Recovery Coach will provide additional support.
 - Will work inside classrooms to assist teachers with challenging assignments, etc
- 45 minutes of 1:1 or small group help provided in the afternoon (last class period) as needed
- Strong MTSS process to identify and implement strategies for students identified on a weekly basis (see details in Section E)
- Regular staff training on strategies that close achievement gaps and support all students (such as culturally competent teaching, English Language Acquisition strategies, activating background knowledge, etc), especially those from historically underserved demographics
 - Accountable person = Co-Director of Education
- Recruitment and hiring of a racially diverse staff is a top priority, and critical to closing opportunity gaps
- Emphasis on positive school climate that helps to build student agency, positive peer pressure, academic mindsets, and sense of belonging

Students & Corrective Action. Student progress towards goals will be monitored on an ongoing basis. Looking at student work and comparing it to norm-referenced standards will occur regularly during staff development and collaborative planning time. Instructional staff meet formally every Tuesday and Thursday morning, and engage in collaborative planning on Monday and Friday mornings. It is the responsibility of the Co-Director of Education to ensure student progress and data is analyzed and acted upon by instructional staff.

To assist teachers in identifying students who need targeted support, every week the Recovery Coaches will compile data on student grades and attendance. Using cut-points for grades and attendance. The Recovery Coaches will tier students into Tier 1 (doing well), Tier 2 (struggling and need MTSS review), or Tier 3 (at risk of failing the quarter—should already be on the MTSS radar with interventions implemented). Bi-weekly identification of students with grades C- or below will allow for close tracking of student progress, and frequent identification of students who need additional support. See more detail on the MTSS process in Section E (along with attachments describing the process).

Any students identified by teachers or assessments to not have met established goals, will be targeted for prompt, specific corrective action. Potential strategies include re-teaching, improvement in instructional strategies, or emphasis on strategies for English Language Learners (ELLs), Students with Disabilities (SwD), or other students. Additional staff training may also be provided. As individual students are identified for support, the MTSS process will determine specific individualized supports for each student (more detail in Section E). Additional supports include the following:

- Move student into the Academic Support Class (45 min each day, 3:00 – 3:45pm)

- Before or after-school or lunch tutoring by Academic Coaches or teachers
- Classroom-specific changes to improve the learning environment
- Leveraging students' strengths by individualizing the project for that student; more frequent teacher support
- Close communication with parents/guardians, to identify other potential strategies
- If applicable, involvement of ELA Specialist and/or Special Education teacher to provide support and input on action steps
- If needed, Summer School attendance.

In summary, corrective actions can be school-wide, classroom-wide, and/or individualized for a specific student, depending on what the data shows the need is.

Plan for Students Who Are High Achieving. Students who require additional challenge will be offered assignments with increased complexity. Ninth graders will be offered “challenge assignments” for reading, writing, problem solving, and inquiry in their projects or other classwork. These will allow students to gain deeper understanding of course content. Any student may choose to pursue any or all of these challenge assignments throughout the course. Students may also elect to take the Honors option courses in core academic courses in 10th, 11th and 12th grades. The honors option requires additional and more complex work, and students must choose whether or not to pursue Honors within two weeks of the start of the semester. Honors courses are weighted appropriately on the student's transcript.

G. Budget and Finance

1. Complete the CSI Budget Template and include as an attachment. Save the attachment as an Excel file saved as “G_Budget.”

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

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

The budget was developed primarily by using the operating budget of the founder’s first recovery high school in Denver. She based assumptions on six years of actual expenses and derived budget estimates from there. Modifications were made based on current revenue assumptions from 2024, as well as market-related adjustments for the Colorado Springs market (mainly teachers’ salaries and facility costs).

This budget aligns with the school’s mission because it includes recovery personnel and equipment and technology required for a project based learning curriculum. Also, it includes additional expenses related to special education and mental health services. Finally, it assumes quite a bit of private fundraising, but the amounts included are similar to the founder’s fundraising success in the past, and her awareness of available funding in Colorado for recovery services.

In future years, the annual budget will be prepared by the Executive Director and approved by the Board of Directors. Needs are identified and weighted in alignment with the school’s mission, and future grants will be applied in this fashion. 2.0 Schools Colorado (the main network organization) is currently working on new revenue sources through several different avenues, in service of reducing the fundraising requirement starting in Year 4. Ideally, we would like the school to be self-sustaining at full enrollment, with grants and fundraising applied to opportunities above and beyond general operating costs. This is not currently possible, yet we are working on several solutions over the next several years, such as a legislative solution and a social enterprise designed to generate funds for the school.

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

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

The school has a strong set of Financial Policies and Procedures that has been vetted by financial success and proper controls in the founder’s first school. The policies were developed by an expert in school finance, and provide all the proper controls for proper fiscal management. See **Appendix G_Financial Policies and Procedures** for details.

Fiscal controls will primarily be performed by the Executive Director during Year 0. In Year 1, a Director of Finance will be hired and he/she will assume the duties of fiscal management and will be managed by the Executive Director. The Board, the Executive Director, and the Director of Finance will all be responsible for various aspects of fiscal control starting in Year 1. School Directors will be responsible for advising on the budget development process and ensuring that they stay within budgetary limits throughout the year.

2.0 High recognizes the importance of strong financial management, and the Board of Directors, in collaboration with the 2.0 staff, will implement systems of strong fiscal accountability, including the following:

- 2.0 High will maintain a positive fund balance each year. By June 30th of each year, it will have 3% of annual expenses restricted per Tabor legislation.

- 2.0 High will have an independent audit conducted each year. 2.0 High's leader has previously used and had a good experience with Richard Brozewich, CPA, and will likely continue this relationship, however the Board of Directors has the final say.
- Monthly financial statements, including a comparison of budget-to-actuals, the Statement of Activity, and a balance sheet will be prepared monthly. The Executive Director will prepare these documents in the year before the school starts and the Director of Finance will prepare them after the school opens. The Executive Director will review the financials before they go to the Board.
- The Treasurer of the Board of Directors will oversee the school's financial status and will collaborate with the Executive Director for budget adjustments as needed.
- 2.0 high will promptly meet all authorizer requests for various financial reports, and will stay current with grant reporting requirements.
- The Board of Directors will monitor enrollment trends and projections, and adjust financial forecasts as appropriate.
- A financial transparency page will be maintained on the website with all required elements posted within 60 days.

Generally, business functions consist of 4 areas:

- 1) The School Level: the Office Manager collects all receipts and uploads them for processing. He/She also receives bills/invoices and brings them to the School Directors for payment. The School Directors are responsible for oversight of the budget and fiscal practices at the school—including, but not limited to, monthly review of debit card spending, proper handling of cash, paying bills on time, and safeguarding the school's assets.
- 2) The Director of Finance: This person works 0.5 FTE for the school and is responsible for all bookkeeping and accounting, payroll processing, and grants management. This employee is not a signer on the bank account and does not have a debit card. This is to provide proper division of duties, so no one person can spend and book a transaction. The Dir of Finance does all the bookkeeping and provides oversight to ensure transactions align with the school's mission. The School Directors also review every transaction each month. This person also creates the monthly financial reports to the board and sends them to the Executive Director for approval. The Dir of Finance also manages payroll. Once it is populated, they send it to the School Director for approval. The Executive Director reviews final payroll for consistency across the year and for any anomalies.
- 3) The Executive Director: This person reviews the monthly financials before they are sent to the board. The Executive Director provides additional oversight of the school to review bookkeeping, budget-to-actuals, and final payroll ledgers.
- 4) The Board: Monthly review of financials, including a list of all transaction over \$2,000 allows for oversight. All questions are answered and the board adopts a budget each year in May and December. The finance committee digs into the weeds each month, but the full board meetings don't go as deep into the details, although we can if Board members ask questions.

The school has spending limits on debit cards, requirements for cash storage, receipt books to record transactions, and requirements to obtaining tax exemption. Staff sign an annual agreement to abide by the fiscal policies, and they lose their debit card if they have too many infractions. Any abuse of debit card privileges will be immediately revoked.

The school will use QuickBooks for accounting and Paylocity for processing payroll. It will track hard assets via a google sheets inventory list. All deposits will be entered with GAAP guidelines, specifically assigning deposits to specific funds and drawing those accounts down as the funds are spent. The Dir of Finance will ensure that money that was intended for one purpose is not accidentally used for a different purpose. The CDE Chart of Accounts will be used.

Budgets are typically done with a 5-year outlay. The Executive Director regularly updates the budget to respond to changing conditions over the year to ensure the school closes the year in the black. Budget management is a strength of the organization, and budgets are always looked at through a long-term lens to avoid unexpected downstream effects—for example the rapid ballooning of salary and benefits costs if staff

are given large raises in one single year. Budget-to-actuals are regularly reviewed with School Directors, so they can provide effective oversight of spending at the school, and to discuss any needed shifts.

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

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

Budget Assumptions: Step 1. Enrollment

- The school has assumed enrollment of 20 students in Year 1, and adding 20 per year until Year 4 when it will be fully enrolled at 80 students. This growth is less aggressive than was experienced at the school Founder's first recovery high school, so it is a reasonable growth rate.
- Forecasts for funding-related special populations were based on Colorado Springs district' averages, with adjustments for increased number of students with disabilities. Assumptions are as follows:
 - FRL = 44%
 - ELL = 5%
 - Students with IEPs = 22%
 - G/T = 9%

Budget Assumptions: Step 2. Staffing

- Despite its small size, the school staffing plan is robust enough to deliver the educational and social emotional programming. The staff starts very small to serve up to 40 students in two cohorts, and expands in Year 3 to serve up to 80 students in 4 cohorts. As describe in Section D (the staffing chart), the budget aligns with this staffing plan and uses the following assumptions:
 - Average teacher salary starting at \$55,000
 - Average School Director salary starting at \$100K
 - Average paraprofessional salary starting at \$40K
 - Additional money has been budgeted for substitutes (\$4-7K/year)
 - \$15K has been set aside each year for staff bonuses and stipend pay
- All salaries are assumed to increase 2% annually.
- Benefits:
 - Medicare forecast as 1.45% of total wages paid to all employees on 2.0 High payroll.
 - Health insurance costs estimated to be \$2,500/year/employee and increasing by 5% each year; the school covers 100% of healthcare premiums
 - PERA is assumed at a rate of 20.4% the year the school opens, increasing 0.25% each year after that

Budget Assumptions: Step 3. Revenue

- The school has assumed the Per Pupil Revenue (PPR), Mill Levies, ELPA, ESEA, IDEA, and Capital Construction as forecast by CSI in the budget template. The PPR and Mill rates were modified based on an email clarifying the updated amount in early March. The school will assume the PPR increase of 1.5% annually that CSI built into the budget template.
- **Federal Grants:**
 - We expect to receive a Colorado Charter Schools Program Grant (CCSP Grant) in Years 0-2 for at least \$140,000 each year (although it is likely to be larger than this). This amount is based on the standard funding level of the grant per the current grant guidelines (which are currently under revision for next year).

- Since the CCSP is a reimbursement grant, the school will plan to use private foundation funds to initially be able to spend down the funds to request reimbursement. If both of those grants are not received, the school will seek a private donor to lend the money from, or will borrow money from a bank to cover the up-front costs. The school will plan to have a guarantor to help it secure the loan.
 - Very small amounts of Title money is assumed (less than \$20K).
 - **Foundation Revenue:**
 - We assume quite a large amount of private fundraising. This school relies upon large amounts of fundraising in order to operate. The 2.0 School's Founder, Melissa Mouton, has extensive experience raising funds for a similar school in Colorado, 5280 High School in Denver. In the school's first five years of operation, she raised approximately \$5M to ensure the school's success. The school's target population of students struggling with substance use provides access to opioid abatement and other recovery-related funds. These funds are required to make the school work financially, and Melissa is confident she can replicate her success in Denver with this school. It is not a typical charter school funding model; but it is in high demand and meets a need in the community that is largely unmet. These funds are designed to support programs like 2.0 High, and the funding is available.
 - Of note, even when the school is at full-size, it still requires approximately \$700K of fundraising each year. Melissa is working on a legislative solution to fill this gap for long-term success and reduced fundraising after the initial start-up years. Ideally, schools like this would only require large fundraising during the start-up years, and Melissa is working hard with other stakeholders in Colorado to close this gap. Recovery school have received large political and philanthropic support, and we expect these fundraising goals to be met. We acknowledge how ambitious this seems, but Melissa's prior fundraising success coupled with the widespread support for recovery high schools in Colorado, makes the fundraising assumptions in this budget reasonable. We know that our financial and facility models are ambitious (and impractical for typical charter schools), but we also have history and experience of successful fundraising and facility projects that we plan to replicate with this school. Please feel free to reach out to the Founder, Melissa Mouton, at 303-525-2771 with any questions or concerns related to funding for facilities, or fundraising in general. We know this plan doesn't make sense for most charter schools; but it does align with the projects we've done in the past with a similar school design and target population, and we hope you might be willing to consider this plan as feasible for this reason.
 - Private Foundations that 2.0 High has submitted funding request to already or will soon:
 - The Daniels Fund: has supported Melissa and similar schools for many years
 - Colorado Opioid Abatement council: has previously funded Melissa and similar efforts
 - Regional Opioid Abatement Council 16 (El Paso County): 2.0 High is in conversation with them now.
 - The Anschutz Foundation: has supported Melissa and similar schools for many years
 - Colorado Recovery Foundation: has supported Melissa and similar schools before
 - **Other potential sources of revenue:** Given the unique nature of the school, we expect to be able to seek funding from diverse sources, including federal sources. This is an area that Melissa has not yet tapped and she will pursue funds starting in the summer of 2024.

Budget Assumptions: Step 4. Expenses

Expense	Assumptions
Educational Supplies (Teacher-Based Budgeting)	Teachers each manage their classroom budgets, based on how many years their subject has been taught at 2.0 High and how material-intensive the subject is. Teacher budgets are \$2,000 - \$8,000 annually. The Special Education teacher also receives an annual budget of \$1,000 - \$3,000 for Q Global assessments and student curricular material.

Expense	Assumptions
Software: Adobe Creative Suite for every student desktop	Estimated at \$3,500/year (the minimum number of licenses, 500)
Technology: Server & Wireless Infrastructure (Year 0); Student computers	Server and Wireless Infrastructure: up to \$20,000 in Year 0-1; Students Chromebooks: 1:1 ratio (estimated at \$200/each) Student desktops (with Adobe software): 2 per classroom, 1 full computer lab of 30 computers (estimated at \$1500/desktop)
Fixtures and Furniture Classroom	Tables, chairs, etc. \$150K over 5 years
Non-Capital Equipment (i.e. printers, 3D printers, video cameras, etc.)	\$50K over 5 years
Concurrent Enrollment Costs	\$50/student
District Food Services	Starting at \$3,000 in Year 1 and growing to \$6,000
School will provide college-prep material for students on FRL status	Estimated at $(\$50) * (\# \text{ of } 11\text{th grade students}) * (\% \text{FRL}) + (\$250) * (\# \text{ of } 12\text{th grade students}) * (\% \text{FRL})$
Staff Development: High Tech High Visit	\$37K for Travel, Registration over 5 years. This will include visits to high-quality PBL schools, as well as individualized travel for staff training as needed
Education Professional Services	\$270K over 5 years, including development of the curriculum, employee training & development, and SSP services.
Legal Fees	\$7K annually
Audit	\$8K annually
Technical Services	In Year 0, \$20K to establish computer and network systems and infrastructure; \$10K annually after that
Facility Estimates	See Facility Section (Section I) for details
Facility Remodeling	\$540,000 in Year 2 (to prepare for move in Year 3).
Insurance Premiums	Insurance premium estimates were obtained from CSI budget formulas; the estimates also align with the founder's previous school
Fiber (Internet Service)	High speed internet assumed at \$14K annually
Assessments: YouthTruth, NWEA MAP testing	YouthTruth (student satisfaction survey) = \$3500/year; NWEA ~ \$3,500/year
First Aid & CPR Training for all staff (will recertify every 2 years)	\$970 for 8 people + \$20/additional person (recertify every 2 years)
Advertising, Printing, Outreach, Postage	\$7,000 - \$12,000 annually
Office Supplies	\$3,000 - \$7,000 annually
Food	\$15,000 annually
Staff Laptops	1 per staff member; assumed to be \$2000 each
Misc. Fees and Service Charges	\$1,000 - \$1,500 annually
Contingency	Assumed at \$50K each year
Additional Sped Reserve	Given the unique school mission, larger-than-average IEP needs are expected. To provide cushion for unexpected needs that arise, the school will reserve \$25K annually for a Sped reserve (on top of the amount already reserved by CSI).

In conclusion, the school's budget is sound, and based on conservative and accurate forecasts. Staffing is sufficient for the educational program. Educational expenses are conservative estimates, and a high-quality program can be implemented with lower expenditures, if necessary. Facility costs are also properly estimated and based on current market conditions. Although the budget relies upon private funding, these additional funds are expected.

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

The financial transparency documents will be posted to the school's website and include all required elements, posted within statutory deadlines. The Director of Finance will perform these tasks. The audit is on the annual Board calendar and will be performed annually to meet authorizer deadlines. The school has an auditor who has performed well in the past and will likely continue to contract with him.

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

Budget-to-Actuals will be reviewed monthly by the School Directors and Executive Director or Director of Finance. Further, the Board reviews these each month in the Finance Committee meeting and full board meeting. Budget alignment to the mission and vision will be reviewed during annual budget-approval seasons. Modifications will be made over time, in alignment with school data, student needs, and the current landscape of education and recovery best practices.

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

Restricted grants will only be spent according to grant guidelines. This is ensured by accounting practices in QuickBooks that assign each expense to a grant line—allowing proper tracking of grant expenditures. This will be done by the Director of Finance and reviewed monthly by the Executive Director.

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

The school will have cash in Year 0 or it won't be able to open—the operations of the school require outside funding. A large grant is expected in late summer 2024, and this will provide funding for CCSP expenditures. Additional smaller general operating grants from private foundations will be sought as well, alleviating some of the pressure on cash flow.

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

At 85% enrollment, the school's budget becomes a deficit in Year 2 by \$86K. The annual contingency of \$50K covers a portion of it. Additional savings could be found by not hiring an Assistant Executive Director. This position is included in the staffing plan (and budget), but is not actually required to allow the school to function. Eliminating this position in response to low enrollment would free up more than \$60K from the 2.0 High budget, which—in combination with the \$50K contingency—would cover the shortfall through Year 5 of the school's budget. While not ideal, a reduced enrollment could also be mitigated by reduced spending in several areas, mainly in the 0600 and 0700 lines, where large assumptions are included to be conservative.

H. Governance & Leadership Governance

1. Complete the Board Membership Matrix

Applicants are required to have a governing board in place and to submit the Board Membership Matrix as part of the New School Application. Information regarding terms and positions below should align with the board membership information included in your bylaws. Resumes for board members are required to be submitted as described in Section H8.

- In the **Board Member Name** row, please identify all board members by full legal name. If there are any vacant seats, please identify them by typing "Vacant" in the cell. This form has room for 10 board members. Please only use as many cells as you need based on the range for the number of board members identified in your bylaws.
- In the **Term** row, please identify each board member's term (ex: June 2016-June 2017)

Board Member Name →	1	2	3	4	5	6	7
Competency ↓	Aspen Chin	Racquel Garcia	Leslie Patterson	TBD - Aurora	TBD - Aurora Parent	TBD - COS Parent	TBD
Term →	Winter 2024-TBD	Winter 2024-TBD	Winter 2024-TBD	Spring 2024-TBD	Fall 2025 – Fall 2027	Fall 2025 – Fall 2027	TBD
Board Position →	Secretary	Treasurer	Chair				
Organizational & Financial Management		X	X				
Community Development/Proj Management		X	X				
Academic / Education			X				
Business / Finance / Investments							X
Fundraising		X					
Legal						X	
Marketing / PR				X			
Strategic Planning		X	X				
Community Resident	X	X	X	X	X	X	
Parent of Student					X	X	
Business Owner	X	X					
Partnerships / Social Service	X	X	X				
Tech / 21 st Century Workforce					X		
Cultural Competency / JEDI Initiatives	X	X					
Recovery / Mental Health	X	X	X				

- In the **Board Position** row, please identify each board member's current role (Chair, Secretary, Treasurer, etc.)

- In the **Competency** column, please list the competencies you are seeking for the school board. “Finance” and “legal” competencies have been listed as a starting point; applicants are expected to include additional competencies as appropriate.

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

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

The Board of Directors for 2.0 Schools Colorado is in place to ensure that the Vision and Mission of 2.0 Schools are realized. The board will consist of diverse members from the community it serves who understand the value that this unique educational setting provides. It is important that board members have a deep understanding of the intricacies of substance misuse. Therefore, many board members will be in personal recovery from addiction (or have an involved family member), although this is not a requirement. Further, board members should reflect the demographics of the community that it serves, and this will be considered heavily when recruiting members.

2.0 Schools Colorado is a statewide organization that is governed by one single board, with representation from each community that the organization serves. This was the legal advice received by our organization’s lawyer when discussing the long-term plans for the organization. In Spring 2024, the organization is submitting two charter applications for the creation of two new schools—one in Aurora and one in Colorado Springs. This is why the board member roles have been identified by those two locations below. 2.0 Schools Colorado have two additional schools planned in the future: North Metro and Fort Collins. As the organization expands into these areas, the board will expand and/or shift to include representation from those communities as well. This single-board structure allows the organization to meet its overall mission to provide recovery high school services to 90% of Colorado youth who need them. Four schools (in addition to the Denver school which is already operating) will accomplish this mission. Having one board reduces complexity and increases financial stability and consistency over time. Recovery schools are very unique and specialized schools that require specialized Board member understanding and oversight. It is in the best interest of the organization and all of its schools and families to govern the organization in this manner.

To allow for representation for the two communities currently in process, board membership is initially planned to be seven, as follows:

#	Location	Description	Identified?
1	Aurora	Aurora community member	Aspen Chin
2	Aurora	Aurora community member	Not yet
3	Aurora	Parent of 2.0 High Aurora student	Will be added in Fall 2025
4	CO Springs	Colorado Springs community member	Racquel Garcia
5	CO Springs	Colorado Springs community member	Leslie Patterson
6	CO Springs	Parent of 2.0 High CO Springs student	Will be added in Fall 2025
7	[No restriction]	Colorado resident	Not yet

The process of constituting this Board will take approximately 18 months, from March 2024 to October 2025. The current three board were formally added in March 2024. Two of the three founding board members have been involved with recovery high school efforts in Colorado for

many years, and there is a long-standing relationship that has informally existed between these members and the Founder, Melissa Mouton, to bring the life-saving resource of a recovery high school to other communities—specifically Aurora and CO Springs, the communities they live in and have strong ties to. The 3rd founding board member became engaged in the community coalition in Aurora early on and demonstrated interest in being more involved. The 2.0 Schools Colorado organization was incorporated on March 4th, 2024 with these founding board members.

The founding Board Members conducted elections for Board officers on March 4, 2024, during the first official meeting and day of incorporation. The governing board is only one of several “working groups” in the Colorado Springs Community Coalition. The governing board joins the other working groups (and the founding Co-Directors) to meet specific goals in the year before the school opens. The other working groups each have a specific focus, as well as the founding Co-Directors of the school. The Community Coalition is a diverse and engaged group of people who collectively will complete all of the comprehensive tasks required to launch a charter school. The Board’s specific tasks in the year prior to school opening are:

- Establish legal entity and 501(c)(3) status
- Engage in board training
- Develop board policies
- Approve budgets and prepare for fiscal management & fundraising strategy
- Final approval of Executive Director’s job description, qualifications, and requirements
- Final approval of school accountability plan, including academic, organizational and management goals
- Oversight of community relations strategy to ensure alignment with mission/vision

3. Provide a plan to recruit board members with identified skills and experiences for any vacant positions. *(For applicants with a filled board, please discuss this in terms of when a board seat comes open.)*

Two additional seats will be filled over the next 12 months—seats #2 and #7 from the chart above—most likely from members in the community coalitions working on a volunteer basis to support the launch of each school. To ensure that the board collectively has the broad skillset needed to effectively manage a charter school, we aren’t rushing to fill these seats now, and will take our time over the next several months. The final two seats—seats #3 and #6 from the chart above—will be added in the Fall of 2025, from the parents of enrolled students. As the Founder engages with the two communities more and more, identifying great candidates for board service is a top priority.

The current board is acting as a founding board and will evolve into a more typical governing board over time, as the organization matures. Current board expertise includes recovery school management, K-12 education, special education, recovery (in general and youth recovery), mental health, community outreach and engagement, fundraising, JEDI initiatives, strategic planning, and community partnership development. Over the next 1-3 years, the board will grow its capacity in several targeted areas: business administration, investments/long-term financial planning, and fundraising. This added expertise will allow the organization to establish strong business and financial systems to enable long-term stability and success.

Once the school opens in Fall 2025, the individual working groups will dissolve and community engagement will transition to a more-typical structure of a School Accountability Committee (SAC) and additional opportunities for community engagement as described in Section B. For the Governing Board, it will transition to a more typical structure of policy-making, oversight, and resource provision for the school. By the end of the first year of the school, the Governing Board should be functioning as an operational board, and not a founding board.

The 2.0 High SAC members will include: the two Co-Directors of the school, at least 3 parents, at least 2 staff members, and at least 1 community member. In a commitment to equity and providing high quality opportunities for all students, parents on the SAC will be representative of the diversity of 2.0 High. This group will be formed by the school Co-Directors in the first two months after the school opens and will meet monthly. SAC meetings will be publicly announced and open to the public. Agendas and minutes will be publicly available as well.

The Board will provide proper oversight in the following areas:

- The board will regularly review a data dashboard that includes, but is not limited to, the following measures:
 - Financial measures (i.e. Days cash-on-hand, debt ratio, budget-to-actuals, etc)
 - Enrollment trends, including referral patterns
 - Academic progress (i.e. MAP testing data, SAT/PSAT data, ACCESS and ELL data, credit recovery rates, etc)
 - Discipline data, broken down by demographics for equity analysis
 - Attendance data
 - Recovery measures (i.e. days of substance-free living, reduced harm, GAIN-SS score trends over time, justice recidivism, etc)
 - HR-related data (i.e. staff satisfaction, retention, etc)
 - Culture-related data (i.e. student satisfaction, parent satisfaction, etc)
- Responsibility to develop policies: Will be aligned to the comprehensiveness of the policies suggested by CSI. A board member (or a contracted service) will be tasked to ensure that all necessary policies have been created before the school opens. Policy revision and development over time will be based on guidance from legal team, the League of Charter Schools, CSI, new state or federal legislation, and upon suggestion by any member or the Executive Director.
- Financial & operational oversight: School financials are reviewed at each monthly board meeting, and are reviewed in much greater depth at the monthly Finance Committee meeting of the Board. The Treasurer will be tasked with raising financial concerns to the full Board as needed.
- Each month, the School Directors will provide a “School Report” to the full board, and will raise any operational issues they may be facing.
- Address parent and staff complaints: The Staff Handbook and the Parent/Student Handbook describe the Grievance Policy. Generally, concerns should be relayed to the School Directors first. If the complainant feels the issue is not resolved, they are encouraged to contact the Executive Director. If they still feel like it is unresolved, they contact the Board Chair. Additionally, if at any time the complaint involves the Executive Director, they contact the Board Chair directly.
- Annual Executive Director evaluation: The Executive Director evaluation and process has been drafted and is included as an attachment (**Appendix H_Optional_Exec Dir Evaluation**). Each year, a board member is chosen to lead the process and gathers feedback from all board members and compiles the full evaluation. This task is on the annual Board Calendar in the summer.
- Preparation, attendance, and participation in board meetings: Board members are expected to be engaged and present at every board meeting, and at least one board committee. This is part of the annual agreement signed by every board member. If members are not engaged, they will be called by the Board Chair, and removed if necessary.

5. Describe the board training that has been conducted to date.

No training has been done to-date, but is planned for Year 0 of the school.

6. Provide a plan for ongoing board training, capacity building, self-evaluation, and succession planning. Please include a discussion of funding and time allocations, as well as evaluation tools.

The board will undergo training by the League of Charter Schools, or by another similar consultant with expertise in charter board governance. The Board will use guidance from CSI, the League, and/or Board On Track (an agency designed to support charter school boards) to ensure its policies, procedures, oversight mechanisms, and data dashboard provide for high-quality governance. It will also engage in CDE's basic board training (CDE Board Training Modules). This will cover the major charter school board functions, and will be provided on the following timeline:

- Year 0 (year before school opens): (1) Board Roles & Responsibilities, (2) Board Legal Responsibilities, and (3) Board Financial Oversight, and (4) Policy Development for Boards.
- Year 1 of Operations: (1) Performance Management for Boards, (2) Board Committees, (3) Running Effective Board Meetings, and (4) External Relations.
- Year 2 of Operations: (1) Strategic Planning, (2) Building an Intentional Board, and (3) Board Continuous Improvement.

After the 2nd year of operations, board training will be more specific to the issues the board feels like it needs to address at the time. The Executive/Membership Committee of the Board will be tasked with ongoing board training. This training will come from consultants or Board on Track. In alignment with board training, the board will conduct a self-assessment annually (see **Appendix H_Optional_BoardCalendar**).

Note: New board members will take the oath required by new legislation, C.R.S. 22-30.5-104.9(b), within 80 days of taking office. New board members will also be background checked to ensure no financial or other concerning convictions. New board members will also undergo an onboarding process, led by a current board member(s) to help the new board member understand the board's role and policies, as well as the unique issues related to charter school governance (i.e. Sunshine Laws, FERPA, etc). This onboarding will be a summary of the CDE Board Training Modules; new members are also encouraged to watch the training modules on their own as well. The new member will be provided a "Board Handbook," which includes all of the major governance documents, policies, and school information. It is used for onboarding and referenced over time.

There is currently no funding allocated for formal board training, but that will be included into the budget as the Board's needs for specialized training are revealed after the Board operates for a couple of years and engages in basic board training modules.

7. 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.

- Compliance with Open Meeting Laws: Sunshine Law compliance is a part of initial Board Training. The Secretary will have the primary role of ensuring compliance in this area. Any board member with concerns can raise them for discussion at meetings. Legal advice will be sought if needed. The Board is not formally meeting yet, but plans to begin to follow Sunshine Laws in the next several months.
- Compliance with Open Records and FERPA laws: FERPA is part of initial Board training, and any concerns of FERPA violations can be raised at any time. All data presented at board meetings will be de-identified and aggregated. In the rare case that an individual student needs to be discussed at the board level, it will be done in Executive Session to ensure protection of student information. Data at the

- school will be managed by IT consultants, who will ensure proper security of student information. Staff will also undergo FERPA training each year, to ensure refreshers on a regular basis.
- Compliance with COI requirements: Each Board member will sign the Conflict of Interest agreement annually, and hold themselves accountable with open discussion of any potential conflicts of interest. Any board member with a potential conflict will abstain from voting in that matter. The COI is attached as the final part of **Appendix H_BoardAgreements**.

8. Include the following board materials as attachments. Please use the naming conventions below to save each of these documents.

Required Attachments	Notes of what should be included in each attachment	Naming Convention for Saving Each Attachment
Resumes of board members	One file for each member of the applicant team and board	H_Resume_LastFirst Ex: H_Resume_DoeJane H_Resume_DeerJeff
Board Member Agreement	Board member agreement that is signed by all board members and addresses conflicts of interest	H_BoardAgreement
Board bylaws	Should address: <ul style="list-style-type: none"> • board election or appointment process • board member criteria • board size • terms and term limits • duties and expectations • requirements for how often the board will meet • attendance requirements • procedures for board meetings and voting • board officers and their roles • board committees • removal • Conflict of Interest (or reference a standalone Conflict of Interest policy). 	H_Bylaws
Articles of Incorporation		H_ArticlesOfIncorporation

Leadership

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

The school will be led by two Co-Directors, one who oversees the educational programming, and the other who oversees the recovery, culture, and operations of the school. Their job description is as follows:

JOB DUTIES AND RESPONSIBILITIES

- Develops, oversees, and supervises all aspects of 2.0 High to ensure school success and positive outcomes for students
- Maintains alignment between all school programs and the overall vision, mission and design principles of the school
- Consistently plans for efforts to achieve the strategic outcomes of all aspects of organizational health and growth, including but not limited to academics, recovery and wellness, support services, operations and financial health
- Supervises direct reports in a manner that promotes success, efficiency, and on-going development. This includes effective delegation; training, development, and counseling of staff; motivating staff supervised; establishing performance requirements; and evaluating staff supervised
- Oversees human resources processes to ensure the hiring and supporting of high-quality staff
- Monitors progress on the school's goals, including academic, wellness, recovery, fiscal, and operational goals; uses a data-driven decision-making process to improve outcomes
- Keeps stakeholders, including staff, families, students, the Executive Director, and the Board of Directors, informed of data trends and progress towards strategic goals
- Cultivates and maintains strong family and community partnerships
- Works with the Executive Director and Board of Directors to develop and monitor progress on the strategic plan
- Works with the Executive Director and Board of Directors to meet fiscal goals through fundraising, marketing, and development strategies
- Maintains alignment with the policies of the Board of Directors
- In collaboration with the Executive Director, creates and maintains an annual budget that provides for fiscal stability and ensures the budget adequately supports the school's programming
- Oversees operations and facility management to ensure compliance, performance, crisis management, and safety
- Collaborates productively with the School Director of Recovery

2.0 Schools Leaders...

- Encourage a culture of mutual respect and equitable practice
- Keep relationships at the center ("get to know people as people first, teachers/students second")
- Foster an environment that allows staff & students to be their best
- Create a joyful and uplifting academic environment that enriches the lives of staff & students
- Empower and inspire teachers to create relevant and authentic learning experiences that use inquiry and build cognitive skills in their students
- "Lead from Behind"—establish a community that promotes shared decision-making, teacher autonomy, and collaborative design
- Establish shared purpose, norms, and protocols to ensure productive dialogue among staff and students and create a safe, collaborative space for critical feedback ("soft on people, hard on content")
- Implement the four 2.0 Schools Design Principles (equity, authentic work, personalization, and joy)
- Make decisions based on what's best for students
- Recruit, hire, and develop staff whose values are consistent with the values of 2.0 Schools
- Are trusted by staff, students, and families
- Make connections and engage with everyone in the building to promote a unified community that everyone feels a part of ("be the one who notices")

- Communicate effectively and engage with staff, students and families to ensure that they authentically feel like part of the 2.0 Schools community (“Our school, not my school”)
- Seek out their own personal leadership development
- Give personalized support to staff & students
- Organize their time, budget and resources to address immediate needs while also ensuring long-term sustainability and strategy

QUALIFICATIONS

Qualifications (Required):

- Strong commitment to the mission, vision, and design principles of 2.0 Schools
- Minimum of a Bachelor’s degree
- Proven track record of leadership and capacity-building at an organizational level; Ability to hold self, staff and students to a high level of accountability
- Excellent team player and collaborator
- Excellent communicator with internal and external audiences
- Honesty and transparency in all areas of leadership
- Ability to manage operational and fiscal responsibilities
- Background Check (Fingerprint) Clearance
- *Co-Director of Recovery Only:* Personal experience with recovery

Qualifications (Preferred):

Education:

- Personal experience with recovery
- Leadership experience in K-12 education
- Advanced degree in your field

Recovery:

- Licensure in clinical counseling (i.e. LPC, LMFT, LAC, LCSW, or related)
- Leadership experience in the behavioral health and/or recovery fields
- Advanced degree in your field

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

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

The School Leaders have not yet been identified, although there are a few potential candidates. Recruitment is ongoing now, through the established community coalition in Colorado Springs as well as through typical recruitment paths. The goal is to identify the two leaders as soon as possible, or by Summer 2024. They will be hired upon the receipt of Year 0 funding, which is expected in late summer. The School Leader will be from the Colorado Springs area and have a history of community leadership and/or involvement.

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.

School Leaders will be evaluated according to the attachment **Appendix D_Non-Instruction Staff Eval** and the Executive Director will be evaluated by the process and standards in **Appendix H_Optional_Executive Dir Evaluation**. In both cases, 50% of the leaders' evaluation is related to student goals—in alignment with SB 191. In both cases, annual goals are set by leaders and approved by the Board/Executive Director, to address the school's student outcome goals and organizational strategic goals. The Board acknowledges its role in performing an annual evaluation of the Executive Director, and will conduct this evaluation with the goal of continual school and leadership improvement.

I. Operations

1. Describe how data will be maintained at the school to ensure accurate reporting that complies with state and federal reporting requirements. Specifically address:

- The data system or systems (i.e., student information system, plan management system, HR system) that will be used to maintain student and staff level data. (Data includes student demographic information, enrollment and completion information, coursework and grades, attendance, and behavior)
- The staff/position(s) responsible for maintaining and updating the systems as well as the staff/position(s) responsible for entering data into the systems
- The proposed training (contracted vs. in-house training) to ensure proper setup and use of the system(s).

2.0 High will use Infinite Campus to house student data and follow all local, state, and federal law. All staff will play a role in maintaining and updating the SIS, in accordance to their role. Enrollment will be primarily performed by the Office Manager; grades will be done by teaching staff, and discipline will be done by leadership. There will also be ELL information entered by the ELD Coordinator and Office Manager. Parent contact information will be entered by all staff. Scheduling will be done by the School Director of Education or the Office Manager, depending on individual strengths and workflow processes. Special Education records will be kept up-to-date by the Special Education teacher. All IC training will be done in-house, with guidance documents and/or videos that will be created or “acquired” by outside sources during Year 0. Finally, special education data will be kept in Frontline (if CSI works with this group), Infinite Campus (if the capability is there), or another software, as determined by school leadership in Year 0, in collaboration with the Special Education teacher after he/she is hired.

2. Please include the following as attachments.

Required Attachments	Notes of what should be included in each attachment	Naming Convention for Saving Each Attachment
Enrollment policy	<p>The policy should be consistent with state law [22-30.5-507(3)] and applicable state board rules and must not have the effect of excluding students based on socioeconomic, family or language background, prior academic performance, special education status, or parental involvement.</p> <p>The policy must include information about enrollment eligibility, a description of the admissions process and timeline, and information about the selection process. The policy should include a plan for outreach and recruitment of students whose race, gender and ethnicity reflect the demographics of the community that the school intends to serve.</p> <p>If intending to apply for the <u>Colorado Charter Schools Program Grant (CCSP)</u>, please be sure to comply with lottery and enrollment requirements listed as part of the Request for Proposals.</p> <p>Additional guidance is available here. A sample enrollment policy is available here.</p>	I_Policy_Enrollment
Discipline policy	<p>Include the school’s discipline policy, which addresses, among other things, suspension and expulsion. Policy should align with state law, provide adequately for the safety of students and staff,</p>	I_Policy_SuspensionExpulsion

	provide a level of due process for students that, at a minimum, complies with the requirements of IDEA, and explain how the school will provide expelled students with alternative education, if applicable. A sample discipline policy is available here .	
Employee Policy	An explanation of the relationship that will exist between the proposed charter school and its employees (at-will vs. contract) and the proposed charter school's employment policies or a plan for the timely development of employment policies.	I_Policy_Employee
Grievance Policy	Consistent with the CSI Grievance Policy , the Grievance Policy should clearly describe the grievance process, provide a multi-tiered process for grievances, and describe the board's role in resolving complaints. A sample grievance policy is available here .	I_Policy_Grievance
Requested Waivers	Complete the CSI Waiver Request Template a waiver of rule, law, or policy and include as an attachment. The template and sample with commonly requested waivers are available here .	I_Waivers

Facilities

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

Facility Needs. The facility requirements estimated for the first five years are as follows:

NEEDS	Year 1	Year 2	Year 3	Year 4	Year 5
Minimum # of classrooms	3	3	7	7	7
Minimum # of offices	6	6	6	6	6
# of Students	20	40	60	80	80
75 sq. ft. per student	1,500+ sq. ft.	3,000+ sq. ft.	4,500+ sq. ft.	6,000+ sq. ft.	6,000+ sq. ft.
100 sq. ft. per student	2,000+ sq. ft.	4,000+ sq. ft.	6,000+ sq. ft.	8,000+ sq. ft.	8,000+ sq. ft.
150 sq. ft. per student	3,000+ sq. ft.	6,000+ sq. ft.	9,000+ sq. ft.	12,000+ sq. ft.	12,000+ sq. ft.

We plan to have enough total square footage to allow for at 100 sq. ft. per student, with an upper goal of 150 sq. ft./student. To meet the needs of project based learning, the facility should have an open floor plan, spaces conducive to collaboration, areas of transparency and openness to promote accountability and interaction, and areas to display student work. Desired features include natural light, outdoor work areas, access to nearby parks or recreational spaces, and large open floorplans that would enable the school to build-to-suit. Access to public transportation routes is ideal for ease of access.

Minimum Classroom Needs in First Two Years:

- 1) Digital Art + Humanities
- 2) Science + Math
- 3) Visual Art (in 2nd semester, 1st period); Lab Class (credit recovery; 2nd and 3rd period)

In Year 3 and beyond, each teacher would get their own classroom except for 0.4 FTE Spanish, who would share with another teacher (this requires 6 classrooms). The 7th classroom is for the Lab Class (credit recovery). The Lab Class in Years 1 and 2 is expected to be so small that it will operate in an office space.

Minimum Office Needs (all Years):

- 1) School Director of Education
- 2) School Director of Recovery
- 3) Special Education
- 4) Office for visiting SSPs, therapists, other meetings
- 5) Teacher Office when not teaching (Years 1&2) / Recovery Coach office (Years 3+)
- 6) Spare office for parent meetings, etc (Years 3+)

In addition to these spaces, 2.0 High will need a common area big enough to hold 80 students during recovery meetings and all-school meetings. This will be required starting in Year 3. In years 1 and 2, these can be done in a classroom. The school will also require a front office space (approx. 200 sq. ft.) and space for storage.

General Facility Plan. Initially, 2.0 High would like to be placed in a portion of an underutilized district or former school facility if one becomes available. Otherwise, a private facility will be obtained in the D11 district zone.

The 2.0 High team is working with a local agent to find and secure a facility. The 2.0 Schools Founder, Melissa Mouton, has successfully completed two full-scale school renovation projects and is up for the task. Melissa is skilled at negotiation skills to secure a good location at an amenable rent rate, and has a construction team that completed her previous two projects—so relationships are in place for this project as well, and the school has deep expertise in completing high-quality projects for school facilities that meet the needs of this educational model. See **Appendix I_Optional_Photos of Sample Build**. These are photos of the previous facility project managed by 2.0 Schools Founder, Melissa Mouton, and are representative of the final design elements and layout of a PBL school, including service to youth in recovery from substance misuse. This school serves up to 125 students and is 15,600 sq. ft, or approximately 125 sq. ft. per student.

The 2.0 High founding team understands that this type of large-scale build out is not possible before the school opens, and it is not planning on securing a facility for this type of renovation project until Year 3 at the earliest. However, it is the long-term plan and vision for the facility. The founding team of 2.0 High has the experience and community connections with the expertise to successfully complete a project of this scope and size when the time comes for a permanent location.

****Note on Fundraising/Facility:** Yes, it is bold to assume that we can raise money for facility work down the road. However, given the school's unique target population and the current fentanyl and youth mental health crisis in our nation, the 2.0 Founder will be able to raise significant funding upon authorization. She has an 8-year track-record of raising funds for her first recovery high school, 5280 High School in Denver, and is familiar with different streams of funding for substance use and recovery services. She has raised approximately \$5M over the last five years, and will continue to expand her fundraising capacity as the 2.0 Schools organization grows. We do recognize that schools typically can't find adequate funding sources for their facilities. Yet, the model of 2.0 High is so different that we don't tend to compare ourselves to other schools as much as we compare ourselves to similar models and the availability of funds restricted to addiction services. Further, the impact of addiction goes very deep in many families, including property owners. In prior projects, we have had community members offer up facility space or offer to purchase a facility for us, given the students that we serve and the impact that it has on them personally. We know that our financial and facility models are ambitious (and impractical for typical charter schools), but we also have history and experience of successful fundraising and facility projects that we plan to replicate with this school. Please feel free to reach out to the Founder, Melissa Mouton, at 303-525-2771 with any questions or concerns related to funding for facilities, or fundraising in general. We know this plan doesn't make sense for most charter schools of our size; but it does align with the projects we've done in the past with a similar

school design and target population, and we hope you might be willing to consider this plan as feasible for this reason.

2. Include proposed locations for the school that are selected based on school design and intended population with an explanation of prospective school sites and assistance to find them. Address how each identified facility aligns with the facility needs assessment and plans for ensuring the facility is ADA compliant.

- a. Location 1
- b. Location 2 (if facility not already secured)
- c. Location 3 (if applicable)

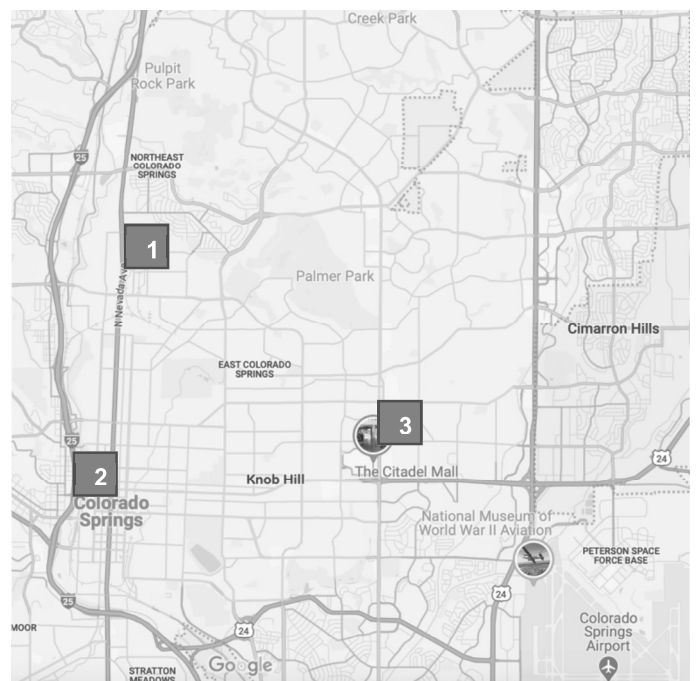
Possible and Comparable Facility Sites. For the Colorado Springs school, the general facility plan is to secure a short-term facility that will meet the school’s needs for 2-3 years, and then a more suitable long-term facility to accommodate the school at full enrollment. Given the school’s very small size (and related budget constraints), it is looking to start out in a small space of approximately 5,000 sq. ft. Ideally, this would be in a space that is already code-compliant for schools—such as a church or as a part of a school that is underutilized. This would support the school in its first two years as its enrollment grows and it gets off the ground. This also gives time for the 2.0 Schools Executive Director to raise money for a larger renovation project. It is much easier to raise money once the school is off the ground and operating, so starting in a small, low-cost space initially is the preferred approach for 2.0 High Colorado Springs.

Option #1: Sharing Space with a Church or Other School.

This is the optimal situation for the first two years. 2.0 Schools would be interested in partnering with D11, another charter school, or a private school or church to use a small parcel of underutilized school space of approximately 5,000 sq. ft for its first two to three years, if possible. We have not yet approached any potential partners to share space, but will begin in summer 2024. One site we have visited is the Globe Charter School facility, and we’ve been in contact with the owner. The facility is larger than we need, but otherwise would be a great fit for our program. The owner is not currently willing to negotiate his price, but we feel that there may be an opportunity in the future if the building remains vacant for some time, or if an investor is found to invest in the facility. We have also been notified of two other school spaces: one charter school that has a new build that won’t be filled to capacity yet, and two charter schools that may be combining into one. We have not yet talked to either of those groups.

Option #2: Renting from a Private Facility and Renovating

The school has identified several properties within the target location that could serve as a long-term facility. These facilities would require some tenant improvements before we could operate a school and meet E Occupancy, but these costs would ideally be shared by the landlord and the school. The 2.0 High team has developed a good estimation of the type of facilities currently available as well as expected costs associated with these facilities. The facilities are summarized in the map and table below. We know that these facilities will likely not be available in 6 months, when we would need them; but it gives a snapshot of the market to estimate our budgeting and fundraising needs.



The three facilities were chosen due to square footage, price, and classification as “flex” commercial space. All three could potentially be built-to-suit the

2.0 High COS New School Application - Page 110 of 118

school's needs. Two are close to large transportation centers, and the third option does have proximity to two bus routes. The table below summarizes the costs for each option, and the average of the three is the number used in budget assumptions. On average, the annual cost for these facilities is \$173,515, and the average estimate for renovation is \$541,140. This assumes that the property owner would pay for 50% of renovation costs (estimated at \$90/sq. ft., which is more expensive than a similar school project recently completed by the Founder's facility and construction team).

		3405 N El Paso St	10-18 N Sierra Madre St	1305-1409 N Academy Blvd
Property Info	Square Footage	12,000	12,076	12,000
	Cost/SF (FS if NNN=0)	\$10.29	\$14.00	\$14.00
	NNN / Ops	\$2.50	\$0.00	\$2.50
	TOTAL ANNUAL COST	\$153,480.00	\$169,064.00	\$198,000.00
	Renovation Estimate*	\$540,000	\$543,420	\$540,000
	Parking Spots	20	23	Many
	Bus Lines	9, 19, 34	Many	Many
*Renovation expenses are estimated to be 50% of the total estimated cost of renovation (with the owner paying for the other 50%). Total cost assumption is \$90/sq. ft.		Average of Properties		Annual Rent/Ops
				\$173,515
				Renovation
				\$541,140
				TOTAL
				\$714,655

The renovations costs for 2.0 High schools tend to be less costly than typical school renovations due to the open-concept design and fairly simple structure inside the building. The construction team the school works with also provides bottom-dollar services in service to the mission of the school.

The three properties described above are just a sampling of options that are currently available. Our real estate agent estimates that roughly 20 different facilities of the size and location that we need will turn over each year. As mentioned above, 2.0 High would prefer to start in a shared space for the first two to three years before building out its own space for the long-term.

3. Provide a timeline for identification, selection, construction/repair, contract negotiation, and adjustments to the facility. Identify roles (school staff, board members, contractors, etc.) that will be responsible for overseeing this work.

The school intends to have a temporary location secured by the end of 2024. This would give 7-8 months of preparation before the school opens to plan any minor remodeling projects, and communicate with prospective families as they begin to enroll in the Spring of 2025. "Secured" means a signed two-year lease and cash to do the remodeling project. The School will also have a back-up facility in case the first one falls through; this facility could be another church or similar location that may have a less-desirable location or a higher rent cost, etc. Conversation with both of these facilities will continue until one is secured with a signed lease and funded renovation plans.

The 2.0 High Founder has completed two new-school facility projects before and is aware of the complexities of this task. We are confident that we will be able to secure a suitable facility that aligns with our budget.

Safety

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

The Emergency Operations Plan will be developed by the School Directors during Year 0. It will follow all current best-guidance and will align to what traditional schools do in case of an emergency. It will be in place before staff training begins, to ensure that all roles are clear and staff are trained on the emergency procedures before the school opens. The Executive Director will approve the plan and ensure staff are properly trained and prepared before school starts. Fire drills will occur according to state regulations.

Transportation

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

Option 1: A school may choose to not provide any transportation services.

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

2.0 High will not provide any transportation initially (except for any mandated special education requirements per individual student needs). Although the school will seek grant funding to provide transportation, that is not the priority for fundraising in the first several years. The school will, however, facilitate shared carpools and bus transportation for families when they enroll. All 3 potential school sites in the facilities section above are located within proximity to public transportation, and this will be a priority when selecting the final site. For field trips and other classroom activities, transportation will be provided.

Option 2: A school may provide regular transportation services to and from school.

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

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

- 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.**
- b. Provide cost details within the school's budget and summarize details here.**
- c. Include a plan to address insurance and liability issues pertaining to transportation services using private or school vehicles.**
- d. Include a description of adequate safety measures that will be implemented for the transportation of students.**

Food Services

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

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

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

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

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

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

- a. Provide rationale for why the Applicant is selecting this food service option.**

2.0 High would like to offer a food program, but the school is very small and will need to contract with another SFA. The founder is not very knowledgeable about this option, but is willing to learn more about the details to ensure that the food program is successful.

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

The school is open to suggestions from the SFA as the best way to offer these services. The student lunch period is approximately 45 minutes daily.

- c. Provide evidence of a plan for reimbursement through an authorized School Food Authority.**

The school is open to suggestions from the SFA for the best process for reimbursement.

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

We will not let any student go hungry, even if they forgot their lunch or money. As a small school, no child will fall through the cracks and individualized solutions we be used to make sure each student's needs are met.

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

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

Required Addenda as *Applicable*

Online School Addendum

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

If the Applicant intends for the school to be a multi-district online school, the Applicant should submit its written plan for compliance with the Quality Standards for Online Schools and Programs, which is included in the CDE Multi-District Online Schools document, as an addendum to the application.

If the Applicant intends for the school to be a single-district online school, the Applicant should submit its written plan for recognition as a Single-District Online School, which is included in the CDE Narrative Questions Document, as an addendum to the application.

This school is proposing to be an online school. This addendum is included in the application packet.

Not Applicable

Education Management Provider Addendum

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

If the school intends to contract with an education management provider, incubator, or collaborative, the following items should be addressed and included as an attachment. Applicants are encouraged to review CSI's ESP Guidance. **"Provider" below should refer to whichever contractors (EMP, incubator, or collaborative) you are proposing to contract with. This addendum should not exceed 15 pages.**

1. Provide the rationale for selection of the provider.
2. Provide evidence that demonstrates the effectiveness of the provider with other schools, including particularly schools in Colorado and schools serving a similar population. This should include performance data around academic, financial, and operational success.
3. Provide evidence demonstrating the capacity of the provider for successful expansion while maintaining quality in the school(s) it is currently managing.
4. Include an explanation of the proposed relationship between the charter board and provider as well as any existing or potential conflicts of interest between the governing board of the proposed charter school and the provider.
5. Provide evidence that the provider is authorized to conduct business in Colorado.
6. Include a detailed description of cost sharing, fee structures, and central versus school level functions.
7. Provide a clear understanding of financial obligation to the provider. This should include considerations of changes in costs (increases, decreases, etc.) throughout the duration of the charter term. This should also include building ownership if the developers are making payments to the provider.

8. Include a copy of the actual or proposed performance contract between the governing board for the proposed charter school and the provider that specifies, at a minimum, the following material terms:
 - a. Performance evaluation measures
 - b. Methods of contract oversight and enforcement that the governing board will use
 - c. Delineation of central (provider) vs. school level functions
 - d. Length of the contract
 - e. Conditions for contract renewal and termination
 - f. Information around which staff will be hired and terminated by the provider, report to the provider, or will be paid by the provider
 - g. The compensation structure and all fees that the proposed charter school will pay to the provider
9. Include copies of the last three years of audited annual financial statements (balance sheets and profit and loss statements), copies of any current or past liens, and copies of and pending or past lawsuits.

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

 X Not Applicable

AEC Addendum

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

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

1. **Identify the high-risk student populations your school will be focused on serving. (A list of the high-risk student populations can be found on the Summary tab of the CDE AEC Application.)**

Drugs or Alcohol: Student has a documented history of personal drug or alcohol use or has parents with documented dependencies on drugs or alcohol.

2. **Be sure your application specifically addresses how your outreach will reach the high-risk student populations required for AEC designation.**

This high-risk designation is our target population and is core to the rationale for the school's existence. Enrollment criteria demonstrate this niche focus for the school. Outreach for student enrollment will only occur with facilities and organizations that serve youth experiencing substance abuse.

3. **Address how the proposed model will include at least two of the three required elements: high-quality college and career-ready instruction, programs to build college and career-ready skills, and appropriate supports for students in the first year of postsecondary enrollment. Additionally, please describe how the required elements align to the proposed graduation policy.**

High-quality college and career-ready instruction; and programs to build college and career-ready skills.

The focus on these two elements is evident in the school's Graduate Competencies (see **Appendix F_Optional_Graduate Competencies**), and is a defining feature of the school's educational pedagogy of project based learning (PBL). It is also evident in our emphasis on social emotional learning and community-building. These threads are woven through every aspect of the school.

The graduation policy allows for a fair amount of flexibility in accordance with state law. There is a menu of options to meet graduation competencies, including a Capstone option. While foreign language courses are required, this can be waived if a student has another credit-recovery need that precludes language study. Further, multiple options for credit recovery exist throughout the school, to support students to an on-time graduation.

4. Complete AEC Target Setting Form

Performance Indicators	Measures/Metrics	Annual Performance Targets		Interim Measures for 2025-2026	Progress Monitoring Strategies
		2025-2026	2026-2027		
Student Engagement	Attendance Rate	60 th percentile for AECs	60 th percentile for AECs	Attendance > 80%	Weekly attendance data review; case management and follow-up
	Truancy Rate	60 th percentile for AECs	60 th percentile for AECs	Truancy < 5%	Weekly attendance data review; case management and follow-up
	Supplemental Measure(s)				
Post-secondary & Workforce Readiness	Completion Rate	60 th percentile for AECs	60 th percentile for AECs	Quarterly data review of credit completion rates	Quarterly Board reports & data analysis with staff
	Dropout Rate	60 th percentile for AECs	60 th percentile for AECs	< 10%	
	Mean CO SAT	60 th percentile for AECs	60 th percentile for AECs	MAP achievement status on grade level	MAP data analysis and review by staff
	Supplemental Measure(s): Adequate Yearly Credits (AYC)	60 th %tile for AECs	60 th %tile for AECs	Quarterly data review of credit completion rates	Quarterly Board reports & data analysis with staff

This school is proposing to be an AEC. This addendum is included in the application packet.
 Not Applicable

Homeschool Options Addendum

If the Applicant intends to offer a homeschool options program, in which homeschool students participate in programming options at your school on a part-time basis, the following information must be addressed as an addendum to the application. Applicants are encouraged to review [CSI's Homeschool Guidance](#).

1. Provide an overview of the program including grades served.
2. Provide specific evidence (e.g., counts of letters of intent to enroll, letters of support from community stakeholders, official written support, etc.) that student/family demand exists for the proposed homeschool options programming and is aligned to the enrollment projections. Include an enrollment table that reflects the proposed program.
3. Describe how the proposed program will support the community. This description should include how the proposed program will enable the school to adequately serve educationally disadvantaged students.
4. Describe the homeschool program's educational program and curriculum for all grades offered. Please include:

- a. 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
 - b. How the curriculum objectives, content, and skills are/will be aligned horizontally and vertically.
 - c. Plans for supplemental programming (ex: electives or special courses, summer school, extracurricular activities, social/emotional programming, remediation and intervention).
5. Describe the school's teaching and instructional philosophy. Describe the process and methods that will be used to differentiate instruction based on identified student needs.
 6. Include a description of the school's organizational structure and staffing plan that allows for full implementation of the curriculum, including details about staff qualifications and oversight, and operations.
 7. Provide a detailed description of staff recruitment, selection, and orientation timeline and process. Please be sure to describe the employee/employer relationship (at-will vs. contract).
 8. Provide a budget narrative that addresses revenue and expenses associated with the homeschool options programming.
 9. Provide a detailed explanation of how the school will provide identification and services (Child Find, Section 504, GT, ELD) for part time homeschool students.
 - a. If the school will offer homeschool programming to students in Kindergarten, please include a detailed explanation regarding how the school will administer the required Kindergarten School Readiness assessment to these students.
 - b. If the school will offer homeschool programming to students in Kindergarten through 3rd grade, please include a detailed explanation regarding how the school will meet the requirements of the READ Act for these students.
 10. Provide policies (handbook) for which the part time student must abide including consequences. Provide policies for services provided for students with disabilities and/or those requiring accommodations. Provide any other policies pertaining to services and requirements for part time/homeschool students.

Preschool Addendum

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

1. Describe the target student population and enrollment table for Years 1-5.
2. Provide specific evidence (e.g., counts of letters of intent to enroll, letters of support from community stakeholders, official written support, etc.) that that student/family demand exists for the proposed public preschool and is aligned to the enrollment projections.
3. Describe how the proposed program will support the community. This description should include how the proposed program will enable the school to adequately serve educationally disadvantaged students.
4. Describe the plan for involving families in the preschool program, including ongoing engagement and involvement of families throughout the year.
5. Provide a plan to obtain a childcare license through the Office of Early Childhood at the Colorado Department of Human Services. The plan must incorporate evidence of communication with county licensing staff and a timeline for submission and review by CDHS to ensure appropriate licenses will be obtained prior to the school's projected opening date.
6. Discuss the degree to which the charter school has engaged community members regarding the proposed expansion. This description should include the nature and extent of any ongoing community involvement in the governance and/or operations of the school.
7. Describe the school's student recruitment and enrollment process and discuss how these processes and the tuition structure for preschool students will help to ensure that the school is able to serve families in alignment with the school's target demographics and provide opportunities for educationally disadvantaged students to access the program.
8. Describe how the school will ensure that the preschool staff (including the director) have the necessary qualifications and appropriate knowledge in early childhood curriculum content, assessment, and instruction.

9. Include an explanation of the school's plans to coordinate referrals to community programs based on child needs, such as local public health, social services, mental health services, early childhood special education programs, or other early learning or child care programs. Include a brief description of how the program intends to generally coordinate/collaborate with community organizations.
10. Include an overview of the early childhood special education program including identification procedures, service provision, staffing, progress monitoring, and program evaluation.
11. Describe the proposed staffing plan and teacher:student ratios for the preschool.
12. Describe the school's enrollment policy for the public preschool. Ensure the policy is included as an attachment.
 - a. The revised school enrollment policy.
 - b. The governing board bylaws, if revised.
13. Demonstrate a plan and timeline for ensuring the facility is sufficient to comply with preschool requirements.
14. Provide a budget narrative that addresses revenue and expenses associated with the preschool program.