**CSI New School Application Template**

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# Applicant Eligibility

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

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

CSI can authorize charter schools in:

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

A list of districts with their chartering authority status can be found on the CDE website: [www.cde.state.co.us/cdechart/distauthinfo](http://www.cde.state.co.us/cdechart/distauthinfo). For applicants planning to locate in a district with exclusive chartering authority, you must 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. *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.

Additionally, recognizing that a one-size-fits-all approach does not suit every school or learner, the CSI Board of Directors has expressed a commitment supporting schools in exploring bold, creative, and forward-thinking approaches. As education evolves, CSI sees an opportunity to break down barriers and empower schools to develop models that meet the unique needs of their students and communities. CSI encourages potential applicant teams to think creatively about how your applicant team or school can innovate, and how CSI might serve as a thought partner in the process.

# 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](http://www.csi.state.co.us/applicants/new). It should be noted that prior to the submission of the Letter of Intent (LOI), 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 which typically includes communication with CSI prior to LOI submission and engagement with the new school development team at the [Colorado League of Charter Schools](https://coloradoleague.org/school-services/start-a-school.html).

# 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.
* Application sections and required submissions.

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

# Submission of Letter of Intent

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

# Submission of the Application

All application materials—application, required attachments, applicable addenda, geographic district notification, etc.—must be submitted to CSI. It is strongly recommended that applicants use both the Applicant Checklist and the [CSI New School Application Rubric](https://resources.csi.state.co.us/wp-content/uploads/2025/01/New-School-Application-Rubric_Jan-2025_EXTERNAL.docx) 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. These forms must be submitted electronically to [authorization\_CSI@csi.state.co.us](mailto:authorization_CSI@csi.state.co.us) by the date posted on the CSI New School webpage.

# 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. 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. The Request for Clarification will not be used to ask for missing or incomplete items. Rather, this process is used to clarify information in the already submitted materials.

# Applicant Community Meeting

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

# Applicant Presentation to CSI Board’s Performance Management Committee

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

# Applicant Interview

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

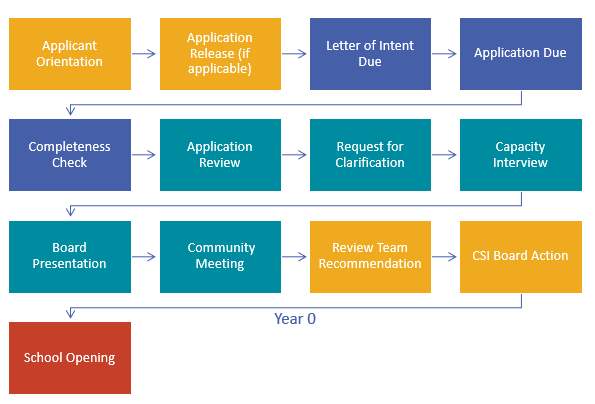
The applicant interview will follow a standard question and answer format. The interview serves as another opportunity for the Applicant to provide clarification on areas of the application that are unclear or are of concern to the CSI Review Team following the team’s initial review of the application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

# CSI Board’s Performance Management Committee Discussion

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

# CSI Board Action

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



|  |  |  |
| --- | --- | --- |
| **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 |

Specific 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.

# 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 can accept the application. Documentation of this release should be provided at the time of application. A [list of districts with their chartering authority](http://www.cde.state.co.us/cdechart/distauthinfo) status can be found through the CDE.

# New School Application Narrative

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

# Required Attachments

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 sections). Additionally, an Applicant may be required to submit one or more Addendum based on the proposed school’s model and as determined by responses in the Letter of Intent and the applicability of the addenda. Refer to 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.

# Application Instructions

The Applicant must address all items within this New School Application Narrative. **Limit your responses so that the completed version of this New School Application Template document is between 100 – 125 pages.** The page total limit does not include Appendices. (Use the automatic page numbers at 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 completed and 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.

To ensure your application meets the highest standards, **carefully review and refer to the** [**CSI New School Application rubric**](https://resources.csi.state.co.us/wp-content/uploads/2025/01/New-School-Application-Rubric_Jan-2025_EXTERNAL.docx) has you complete each section. The rubric provides clear guidelines on what evaluators are looking for and how your application will be assessed.

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: Click on each application component to be taken to the corresponding section/requirement of the new school proposal.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Application Components** | | **Applicant Completeness Check** | **Reviewer Completeness Check** |
| [**Letter of Intent**](#h.3bj1y38) | |  |  |
| **New School Application Narrative**  Items to be completed that are found within the New School Application Narrative | [New School Application Assurances](#Assurances) |  |  |
|  | 1. [Executive Summary](#_A._Executive_Summary) & School Overview |  |  |
|  | 1. [Evidence of Need, Support, and Involvement](#BEvNeed) |  |  |
|  | 1. [School Culture](#SchoolCulture) |  |  |
|  | 1. [Education Program](#_C._Education_Program) |  |  |
|  | 1. [Student Services](#_E._Serving_Students) |  |  |
|  | 1. [Goals, Objectives, and Pupil Evaluation](#_F._Goals,_Objectives,) |  |  |
|  | 1. [Budget & Finance](#FBudgetFinance) |  |  |
|  | 1. [Governance & Leadership](#GGovLead) |  |  |
|  | 1. [Operations](#HOps) |  |  |
| **Required Attachments**  Items to be completed that require the applicant to create separate attachments | [Notice to Geographic District](#_Application_Components) *if applicable* |  |  |
|  | [Geographic District Board Resolution](#_Application_Components) *if applicable* |  |  |
|  | B Letters of Support *(include all letters in one folder)* |  |  |
|  | B LOI Form |  |  |
|  | C Discipline Policy |  |  |
|  | D Sample Scope and Sequence |  |  |
|  | D School Calendar |  |  |
|  | D Student Schedule |  |  |
|  | D [Homeschool Addendum](#HomeschoolAddendum) *if applicable* |  |  |
|  | D [Preschool Addendum](#PreschoolAddendum) *if applicable* |  |  |
|  | D [Online Addendum](#OnlineAddendum) *if applicable* |  |  |
|  | D [AEC Addendum](#AECAddendum) *if applicable* |  |  |
|  | G Budget *(using CSI budget template)* |  |  |
|  | H Conflict of Interest Policy |  |  |
|  | H Board Matrix |  |  |
|  | H Resumes of Board Members |  |  |
|  | H Board Member Agreement |  |  |
|  | H Board Bylaws |  |  |
|  | H Articles of Incorporation |  |  |
|  | H Enrollment Policy |  |  |
|  | H Grievance Policy |  |  |
|  | H Waiver Request |  |  |
|  | I Organizational Chart |  |  |
|  | I Service Provider Agreements *if applicable* |  |  |
|  | I School Leader Resume *if applicable* |  |  |
|  | I School Leader Evaluation |  |  |
|  | I Educator Evaluation |  |  |
|  | I Start Up Plan |  |  |
|  | I Facility Documentation *if applicable* |  |  |
|  | I [ESP Addendum](#ESPAddendum) *if applicable* |  |  |
| **Electronic copy of entire application** | |  |  |



# New School Application Assurances

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

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

**Printed Name:**

**Signature:**

**Date:**

# A. Executive Summary & School Overview

1. **Provide an Executive Summary and School Overview.** 
   1. **Provide an overview of the proposed school.** *This overview should include:*
      * *The proposed school’s name, grade levels to be served, school model, proposed region/community in which the school will be located.*
      * *Student body to be served, such as key demographic data, targeted geographic area, etc.*
      * *A description of the need for this school model offering the proposed grade levels for the target population in the proposed community.*
      * *A description of the various forms of community support garnered to date.*
      * *A short explanation of the key features of the educational program the school will implement to accomplish its vision and mission in alignment with the selected school model and support the needs of the anticipated student population.*
      * *Any other unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, preschool, online offerings, etc.*
   2. **Provide vision and mission statements.** *The vision and mission narrative should:*
      * *Provide a clear, focused, and compelling purpose for the school.*
      * *Address how the school will help CSI achieve its mission of fostering high quality schools that serve all students.*
      * *Articulate how the vision and mission will be measured (i.e. what will success look like)*
      * *Be focused on educational outcomes*
   3. **Address the founding team’s capacity to execute the vision and mission articulated in this application and how they will serve the school’s educational program and operations.**

NOTE: The application, in its entirety, should reflect the vision and mission of the school and should be observable throughout the application. Other than the vision and mission, all other information included in the Executive Summary and School Overview should reflect the information presented in the corresponding section of the application.

# B. Evidence of Need, Support, and Involvement

*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. Community stakeholders including families, organizations, and other community members, whom the application team engaged to learn of the aspirations and needs of the community and seek input into the design of the proposed school. Community stakeholders can include members of the community in the proposed region/community in which the school will be located as well as members of the community that might be interested in the proposed school.*

***Target Student Population***

1. **Identify the projected number of students that will be enrolled.** 
   1. **Complete the table identifying the anticipated number of students enrolled at each grade level[[1]](#footnote-2) for each of the first five years of operation.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| **PreK3** |  |  |  |  |  |
| **PreK4** |  |  |  |  |  |
| **K** |  |  |  |  |  |
| **1** |  |  |  |  |  |
| **2** |  |  |  |  |  |
| **3** |  |  |  |  |  |
| **4** |  |  |  |  |  |
| **5** |  |  |  |  |  |
| **6** |  |  |  |  |  |
| **7** |  |  |  |  |  |
| **8** |  |  |  |  |  |
| **9** |  |  |  |  |  |
| **10** |  |  |  |  |  |
| **11** |  |  |  |  |  |
| **12** |  |  |  |  |  |
| **TOTAL** |  |  |  |  |  |

* 1. **Provide the rationale for how the projected enrollment and the matriculation plan were determined.** *Applicants should ensure projected enrollment reflects data collected from an assessment of desire and need by the community for this school (which may include evidence such as intent to enroll forms received to date, data on the capacity of existing schools in the local community, geographic enrollment trends, etc.).*

1. **Describe the target student population[[2]](#footnote-3) you are proposing to serve.**
   1. **Complete the table showing the anticipated demographics of the proposed school as well as the** [**demographics of the district**](https://www.cde.state.co.us/district-school-dashboard) **in which you are proposing to locate as a point of comparison and, if appropriate, nearby districts or schools.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **% Students of Color\*** | **% Free/ Reduced Lunch Eligible** | **% Special Education** | **% Multi-Lingual Learner** | **% Gifted** |
| **Anticipated Demographics** |  |  |  |  |  |
| **Demographics of the Geographic District** |  |  |  |  |  |
| **Demographics of Nearby District or Schools** |  |  |  |  |  |
| *\*For the purposes of consistency throughout the application and comparability to publicly available district and state data, use the following definition of students of color within your application materials. Students of color is defined as all non-White federal race categories: American Indian or Alaska Native, Asian, Black or African America, Hispanic or Latino, and Native Hawaiian or Other Pacific Islander.* | | | | | |

* 1. **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, provide rationale for the variance.**

***Existing Performance & Educational Options***

1. **Describe the educational options currently available to your target population.** *In your description of existing options, applicants should include:*

* *Existing schools and school models in the local community serving the same grade level as the proposed school*
* *Programmatic offerings and other characteristics of local schools (ex: before/after school, transportation, food service, grade levels, extracurriculars)*

1. **Describe the overall academic performance of schools located near the proposed school and the geographic district overall.** *This description should include:*

* *A review of achievement, growth, postsecondary and workforce readiness (if applicable).*
* *The performance of student groups (students of color, free/reduced lunch eligible, special education, multilingual learners, and gifted) within the context of overall school performance.*
* *A focus on the specific geographic area, student population, and grade level(s) that the applicant proposes to serve.*

1. **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.** *Applicants should consider:*

* *Availability of proposed school model in the geographic area.*
* *Factors such as academic and non-academic programming, curriculum and instruction, academic performance, etc.*
* *Capacity of existing schools and/or demonstrated success in supporting the target population*

***Evidence of Support***

1. **Describe the ways in which local students, families, and organizations in the intended community were engaged regarding the proposed charter school.** *Within this description describe:*

* *The stakeholders engaged (individuals and organizations), how they became involved with the application, and why the stakeholder believes this proposed school will benefit the community*
* *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*
* *How stakeholders can continue to support the proposed schools if the application is approved*
* *Include letters of support for each notable stakeholder group identified in this section that addresses how the organization will support the school as appropriate. Letters should be included as attachments.*

1. **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 more than 100% of Year 1 enrollment in Letters of Intent at the time of application submission. LOI’s are considered meaningful if they are from families who will have students eligible for enrollment in the grades served when the proposed school opens if approved. The table below should be completed based on that expectation and should reflect the grades of the prospective students at opening.*

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

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

1. **If you have received additional LOI’s that are not included in the above table for students outside of the proposed grades at opening, 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.*
2. **Include the following attachment:**

|  |  |  |
| --- | --- | --- |
| **Required Attachments** | **Notes of what should be included in each attachment** | **Naming Convention for Saving Each Attachment** |
| LOI Form | Provide a copy of the Letter of Intent (LOI) form being used to solicit interest in enrollment | B\_LOI Form |

**Opportunities for Family/Community Involvement**

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

* *The plan for building family-school-community partnerships that strengthen support for learning and encourage family involvement*
* *How family voice is considered in school decision-making*
* *Any commitments or volunteer activities the school will seek from, offer to, or require of families*
* *Strategies for ensuring all families can access opportunities for involvement*
* *Past experiences building family-school-community partnerships and how that impacted this application/approach.*

# C. School Culture and Discipline

***Culture***

1. **Describe the culture[[3]](#footnote-4) of the proposed school.** Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
2. **Explain how this culture for students, teachers, administrators, and parents will be established from the first day of school in order to realize the school’s mission and within the framework of its academic model.** Include experiences the founding team has developing and sustaining school culture.
3. **Describe the plan for social and emotional development and learning.** If the school will use a specific curriculum or approach describe how it will align with the needs of the proposed student population. If no curriculum is planned describe how the school will support all students in developing social and emotional skills.
4. **Explain how the school culture will be supportive and inclusive of students with a variety of needs and backgrounds, including students receiving special education services, multilingual learners, gifted students, and students at risk of academic failure.**

***Discipline***

1. **Describe the proposed school’s discipline approach and address how it will support the culture described above.** *This description should include:*

* *Practices the school will use to promote positive discipline practices, including both penalties for infractions and incentives for positive behavior*
* *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.*

1. **Provide an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings and how the school will review and respond to instances of disproportionality in the administering of discipline.**
2. **Provide procedures for due process when a student is suspended or expelled as a result of a discipline incident, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.**
3. **Discuss how students and parents will be informed of the school’s Discipline Policy.**
4. **Include the following attachment:**

|  |  |  |
| --- | --- | --- |
| **Required Attachments** | **Notes of what should be included in each attachment** | **Naming Convention for Saving Each Attachment** |
| Discipline policy | Include the school’s discipline policy, which addresses, among other things, suspension and expulsion. Policy should align with state law, support the safety of students and staff, provide a level of due process for students that, at a minimum, complies with the requirements of IDEA, and explain how the school will provide expelled students with alternative education, if applicable. [CSI developed resources on Student Conduct and Discipline are accessible here](https://resources.csi.state.co.us/student-conduct-discipline/), including a [sample discipline policy](https://resources.csi.state.co.us/wp-content/uploads/2024/09/Sample-Discipline-Policy_FINAL.docx). | C\_Discipline Policy |

***Culture and Discipline Capacity***

1. **Describe the experience the founding team has building school culture and implementing the proposed approach to discipline.**

# D. Education Program

***School model***

1. **Summarize the school model, including primary instructional methods or approach and any non-negotiable elements of the proposed school. Briefly describe the evidence that promises success for this model with the anticipated student population.**

***Curriculum and instruction[[4]](#footnote-5)***

1. **Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.**
2. **Identify the curriculum.**
   1. **Provide an overview of the planned curriculum the school would use in the first five years.**
   2. **If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students**.

OR

**If the curriculum is not already developed, provide a plan for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible, the resources necessary (financial and otherwise) and when key stages will be completed.**

1. **Include the following attachment:**

|  |  |  |
| --- | --- | --- |
| **Required Attachments** | **Notes of what should be included in each attachment** | **Naming Convention for Saving Each Attachment** |
| Scope and sequence | Include a sample course scope and sequence for one subject for each level (elementary, middle, high school). | D\_Sample Scope and Sequence |

1. **Describe how the selected curriculum will align with and/or be incorporated into the proposed school model.**
2. **Describe the school’s teaching and instructional philosophy and how you plan to implement that philosophy with fidelity to the school’s model.** *Include a rationale for the chosen teaching and instructional philosophy, including any research-based evidence that supports the effectiveness of the selected instructional philosophy with the target population.*
3. **Describe the process and methods that teachers will use to differentiate instruction based on identified student needs.** *Include a rationale for these approaches.*
4. **For Applicants proposing to offer online programming[[5]](#footnote-6), describe the extent to whether the educational program is fully online or blended, and grade levels in which online programming will be offered.** *Online programming may require single-district online program or multi-district online school status.*
5. **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).**

***School calendar and schedule***

1. **Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program.**
2. **Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies.**
3. **Provide start and dismissal times for the school day. Explain why the school’s daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/ minutes per day and week that the school will devote to academic instruction in each grade**
4. **Include the following attachments:**

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

***Supplemental programming***

1. **Describe any plans for supplemental programming[[6]](#footnote-7) (ex: electives or special courses, summer school, extracurricular activities, social/emotional programming, remediation and intervention).**
2. **How the school will support equitable access to supplemental programming, including extracurricular and other unique programming aspects of the school.**

***Addenda (as applicable)***

1. **Please download and complete the following addendum if applicable.**

* 1. **[Homeschool](https://resources.csi.state.co.us/wp-content/uploads/2025/01/Homeschool-Addendum_Jan-2025_External.docx).** *The homeschool addendum should be completed if the school intends to offer a homeschool enrichment program, in which homeschool students participate in programming options at the school on a part-time basis. Applicants are required to review* [*CSI’s Homeschool Guidance*](https://resources.csi.state.co.us/homeschool-guidance/) *prior to completing the addendum. If completed, save the file as “D\_Homeschool Addendum”.*

* 1. **[Preschool](https://resources.csi.state.co.us/wp-content/uploads/2025/02/Preschool-Addendum.docx).** *The preschool addendum should be completed if the school intends to offer a preschool program. Additional CSI resources for early learning programs can be found on the* [*CSI website*](https://resources.csi.state.co.us/early-learning-programs/)*. If completed, save the file as “D\_Preschool Addendum”.*

* 1. **[Online](https://resources.csi.state.co.us/wp-content/uploads/2025/02/Online-School-Addendum.docx).** *The online addendum should be completed if the school is proposing to be a fully online program or school as defined on the* [*CDE website*](https://www.cde.state.co.us/onlinelearning)*.**If completed,**save the file as “D\_Online Addendum”.*

* 1. **[Alternative Education Campus](https://resources.csi.state.co.us/wp-content/uploads/2025/01/AEC-Addendum_Jan-2025_External.docx) (AEC).** *The AEC addendum should be completed if the school intends to apply for designation as an AEC as defined on the* [*CDE website*](https://www.cde.state.co.us/accountability/stateaccountabilityaecs)*.**If completed,* ***s****ave the file as “D\_AEC Addendum”.*

***Educational Program Capacity***

1. **Describe the experience the founding team has implementing this educational program including the proposed school model, curriculum, and/or instructional philosophy.**

# E. Student Services

*CSI schools are responsible for serving all students and ensuring that individual students’ needs are met. Schools are responsible for hiring licensed and endorsed special educators pursuant to law. School personnel shall participate in developing Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate. 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. **Provide information on student services for students that might need additional support.** 
   1. **Describe the overall plan to serve students with specific instructional needs, including but not limited to students with Individualized Education Programs, Section 504 plans, multilingual learners, students identified as intellectually gifted, and students at risk of academic failure or dropping out.**
   2. **Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.**
2. **Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.** *Specify the programs, strategies, and support you will provide, including the following:*

* *Methods for identifying students with special education needs (and avoiding misidentification);*
* *Specific instructional programs, practices, and strategies the school will employ to provide a full continuum of services; ensure students’ access to the general education curriculum; and ensure academic success for students with special education needs;*
* *Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student’s goals as set forth in the Individualized Education Program (IEP) and;*
* *Plans for promoting graduation for students with special education needs (high school only).*

1. **Explain how the school will meet the needs of multilingual learner (MLL) students,** *including*

*the following:*

* *Methods for identifying MLL students (and avoiding misidentification);*
* *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students; and*
* *Plans for monitoring and evaluating the progress and success of MLL students, including exiting students from MLL services.*

1. **Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress.** *Specify the programs, strategies, and supports you will provide for these students.*
2. **Explain how the school will identify and meet the needs of gifted students,** *including*

*the following:*

* *Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities; and*
* *Plans for monitoring and evaluating the progress and success of gifted students.*

***Student Services Capacity***

1. **Describe the experience the founding team has supporting the unique needs of students including but not limited to students with Individualized Education Programs, Section 504 plans, multilingual learners, students identified as intellectually gifted, and students at risk of academic failure or dropping out**

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

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# F. Goals, Objectives, and Pupil Evaluation

*The CSI approach to authorizing charter schools balances autonomy and accountability. CSI offers its schools the flexibility to choose the educational models and methods that best meet the unique needs of their students and communities and holds its schools accountable to clear expectations for academic, financial, and organizational performance.*

*The CSI Annual Review of Schools (CARS) is used to evaluate and accredit CSI charter schools annually based on the CSI Performance Framework which includes measures of academic, financial, and organizational performance. For more information on what charter school accountability looks like for CSI schools, the measures CSI uses to evaluate school performance, and the types of supports CSI offers its schools, visit the school accountability page on the CSI website.*

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

1. **Summarize the school’s goals, including academic, organizational, and financial goals. For each goal, identify the specific measure and any data that will help evaluate progress towards achieving the goal.** *While not explicitly part of the CSI or state accountability system, the CSI Board considers schools’ unique measures (if established) as part of regular authorization decisions. If known, include any mission-specific or model-specific goals.*
2. **For state accountability purposes, identify goals related to the school’s anticipated plan type on the CDE School Performance Framework and performance on each of the state performance indicators (achievement, growth, and post-secondary and workforce readiness, if applicable) in Year 1 and Year 2.**
3. **Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year.** 
   1. **Describe how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.**
   2. **Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data and who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.**
4. **Provide information on school-selected assessments.** 
   1. **In addition to all mandatory state assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year.** *Explain how these interim assessments align with the school’s model, curriculum, performance goals, and state standards.*
   2. **For schools serving students in K-3, identify the assessment(s) the school plans to use to comply with the Kindergarten School Readiness requirements and the READ Act.**
   3. **For schools planning to serve more than 20% multilingual learners and/or students with IEPs, what assessments or progress monitoring tools will the school use to monitor academic progress of these students?**
5. **Describe the corrective actions the school will take if school-wide, classroom, or individual student level performance does not meet state or authorizer expectations and/or falls below the identified goals.** *The description should include:*

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

***Goals and Evaluation Capacity***

1. **Describe the experience the founding team has implementing the school design successfully, including capacity in areas such as evaluation, assessment, and performance management.**

# G. Budget and Finance

***Budget***

**Complete the** [**CSI Budget Template**](https://resources.csi.state.co.us/wp-content/uploads/2024/04/CSI-School-Budget-Template-2025-FINAL-Website.xlsx) **and include as an attachment. Use the per pupil revenue and other revenue assumptions provided by CSI.**

|  |  |  |
| --- | --- | --- |
| **Required Attachments** | **Notes of what should be included in each attachment** | **Naming Convention for Saving Each Attachment** |
| School Budget | Provide a draft budget using the [CSI Budget template](https://resources.csi.state.co.us/wp-content/uploads/2024/04/CSI-School-Budget-Template-2025-FINAL-Website.xlsx) provided per pupil and other revenue assumptions. | G\_Budget |

***Financial Management***

**Describe the systems, policies and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.** *This description should include details regarding adherence to best practices in budget preparation, cash receipts, purchasing, accounts payable, adjusting entries, and contract.*

**Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget, compliance with financial reporting requirements including the Financial Transparency Act (C.R.S. 22-44-301-304), and public dissemination of the annual independent audit.**

**Provide a contingency plan to mitigate the impact of decreased funding or increased expenditures.** *This plan should include:*

* *The minimum enrollment the school could sustain and still implement its proposed programming with fidelity.*
* *The timeline by which the school team would determine whether to open based on student enrollment numbers in Year 0 and what percentage of Year 1 enrollment would need to be secured by when.*

***Budget and Finance Capacity***

**Describe the experience the founding team has related to individual and collective qualifications for implementing the financial plan successfully, including capacity in areas such as financial management, fundraising and development, accounting and internal controls, including details regarding finance personnel and/or service providers with governmental accounting experience, and developing and implementing budgets.**

# H. Governance

***Board Structure***

1. **Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. I***nclude a discussion of the plans for board committees, including the School Accountability Committee and any advisory bodies or councils to be formed. For both committees and advisory bodies, include information about roles and duties, planned composition of members, the strategy for achieving that composition, the role of parents, students, and teachers (if applicable), and the reporting structure as it relates to the school’s governing body and leadership.*
2. **Describe the size, current and desired composition, powers, and duties of the governing board.** *Identify key skills, areas of expertise, and constituencies that will be represented on the governing board.*
3. **Explain how this governance structure and composition will help ensure that the school will be an educational and operational success, the board will be able to evaluate the success of the school and school leader and there will be active and effective representation of key stakeholders, including parents.**

***Board Development***

1. **Describe how and when the existing governing board was formed and how members were identified.** *Include a description of the nature and extent of parental, professional educator, and community involvement in the governance and operation of the proposed school and the procedure by which board members have been and will be selected.*
2. **Describe the extent to which the board reflects key skills, areas of expertise, and constituencies identified above and the plan to recruit new members to fill any identified gaps.**
3. **Describe plans for increasing the capacity of the governing board. This plan should include:**

* *How will the board expand and develop over time?*
* *How and on what timeline will new members be recruited and added, and how will vacancies be filled?*
* *What are the priorities for the recruitment of additional board members?*
* *What kinds of orientation or training will new board members receive, and what kinds of ongoing development will current board members receive?*

***Board Operations***

1. **Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest.** *Identify any existing relationships that could pose actual or perceived conflicts if the application is approved and discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.*
2. **Include the following attachment:**

|  |  |  |
| --- | --- | --- |
| **Required Attachments** | **Notes of what should be included in each attachment** | **Naming Convention for Saving Each Attachment** |
| Conflict of Interest Policy | Provide the board’s proposed Code of Ethics and Conflict of Interest policy | H\_Conflict of Interest Policy |

1. **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, identify when the board plans to start meeting formally and operate in accordance with the Colorado open Meeting Law.*
2. **Include the following attachments.**

|  |  |  |
| --- | --- | --- |
| **Required Attachments** | **Notes of what should be included in each attachment** | **Naming Convention for Saving Each Attachment** |
| Board Member Matrix | 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, identify all board members by full legal name. If there are any vacant seats, identify them by typing “Vacant” in the cell. This form has room for 10 board members. Use only as many cells as you need based on the range for the number of board members identified in your bylaws.* * *In the* ***Term*** *row, identify each board member’s term (ex: June 2016-June 2017)* * *In the* ***Board Position*** *row, identify each board member’s current role (Chair, Secretary, Treasurer, etc.)* * *In the* ***Competency*** *column, list the competencies you are seeking for the school board. “Finance” and “legal” competencies have been listed as a starting point; applicants are expected to include additional competencies as appropriate.* * *Place an X in the box to identify which competencies each of the board members fill. For any vacant positions, place an X in the box to identify which competencies you are seeking in the vacant position.* | H\_Board Matrix |
| Resumes of board members | One file for each member of the applicant team and board listed in the board matrix. | H\_Resume\_LastFirst  *Ex: H\_Resume\_DoeJane* |
| Board Member Agreement | Board member agreement that is signed by all board members and addresses conflicts of interest | H\_BoardAgreement |
| Board bylaws | *Bylaws should address:*   * *board election or appointment process* * *board member criteria* * *board size* * *terms and term limits* * *duties and expectations* * *requirements for how often the board will meet* * *attendance requirements* * *procedures for board meetings and voting* * *board officers and their roles* * *board committees* * *removal* * *Conflict of Interest (or reference a standalone Conflict of Interest policy).* | H\_Bylaws |
| Articles of Incorporation | File Articles of Incorporation with the Colorado Secretary of State. | H\_ArticlesOfIncorporation |
| Enrollment policy | The policy should be consistent with state law [22-30.5-507(3)] and applicable state board rules and must not have the effect of excluding students based on socioeconomic, family or language background, prior academic performance, special education status, or parental involvement.  The policy must include information about enrollment eligibility, a description of the admissions process and timeline, and information about the selection process. The policy should include a plan for outreach and recruitment of students whose race, gender and ethnicity reflect the demographics of the community that the school intends to serve.  *If intending to apply for the* [*Colorado Charter Schools Program Grant (CCSP)*](https://www.cde.state.co.us/cdechart/grantprograms)*, the applicant must comply with lottery and enrollment requirements listed as part of the Request for Proposals.*  *Additional guidance is available* [*here*](https://resources.csi.state.co.us/wp-content/uploads/2021/04/CSI-Legal-and-Policy-Guidance-Enrollment-Toolkit-4.15.21-1.pdf)*. A sample enrollment policy is available* [*here*](https://resources.csi.state.co.us/enrollment-policies-and-practices/)*.* | I\_Policy\_Enrollment |
| Grievance Policy | Consistent with the [CSI Grievance Policy](http://www.boarddocs.com/co/csi/Board.nsf/goto?open&id=APE75517E411), the Grievance Policy should clearly describe the grievance process, provide a multi-tiered process for grievances, and describe the board’s role in resolving complaints. *A sample grievance policy is available* [*here*](https://resources.csi.state.co.us/grievances/)*.* | I\_Policy\_Grievance |
| Requested Waivers | Complete the CSI Waiver Request Template to include and describe any desired waivers. *The template and sample with commonly requested waivers are available* [*here.*](https://resources.csi.state.co.us/waivers/) | I\_Waivers |

***Governance Capacity***

1. **Describe the experience the founding team has related to individual and collective qualifications related to school governance.**

# I. Operations

***Student and Staff Data***

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).*

***Staffing***

1. **Describe the school’s organizational structure[[7]](#footnote-8) and staffing plan that allows for full implementation of the curriculum, including details about staff qualifications and in-field requirements.** *The organizational chart and accompanying notes or roster should identify the following:*
   * *Year 1 positions, as well as positions to be added in future years;*
   * *Administrative, instructional, and non-instructional personnel;*
   * *The number of classroom teachers, paraprofessionals, and specialty teachers; and*
   * *Operational and support staff.*
2. **Include the following attachment:**

|  |  |  |
| --- | --- | --- |
| **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. | I\_OrgChart |

1. **Explain how the relationship between the school’s senior administrative team and the rest of the staff will be managed.** *Note the teacher-student ratio, as well as the ratio of total adults to students for the school.*
2. **Identify the key members of the school’s leadership team.** *Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school’s educational success. These may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school’s development and operation.*
3. **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 the staff selection process, including experience or alignment with proposed school model, and a description of the employee/employer relationship (at-will vs. contract). If the school will use contracts, explain the nature and purpose of the contracts.*
4. **Describe a plan to provide adequate numbers of qualified, in-field staff to meet the needs of exceptional students in alignment with state requirements*.*** *Describe how adequate staffing was determined, citing suggested ratios from professional organizations, for example, as applicable.**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, attach any secured agreements or MOUs to the application. Save the file as “I\_Service Provider Agreements.”*
5. **If the school leader has been identified:** 
   * 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 and how those characteristics enhance school model and curriculum.
   * Attach a resume of the selected school leader and save the file as “I\_School Leader\_Resume.”

**If the school leader is not yet identified:**

* + Detail the responsibilities of the school leader as well as the skills, qualifications, experiences, and characteristics of your ideal school leader and how those characteristics enhance school model and curriculum.
  + Provide a detailed description of the leadership recruitment and selection timeline and process as well as a proposed start date.

1. **Provide information on the proposed approach for evaluation, development, and support.** 
   1. **Explain how the school leader will be supported, developed, and evaluated each school year.**
   2. **Explain how teachers will be supported, developed, and evaluated each school year.**
2. **Include the following attachments:**

|  |  |  |
| --- | --- | --- |
| **Required Attachments** | **Notes of what should be included in each attachment** | **Naming Convention for Saving Each Attachment** |
| School Leader Evaluation Process | Include the process the school will use for school leader evaluation that aligns with the school’s mission and model and the intent of SB 10-191. | I\_School Leader Evaluation |
| Educator Evaluation Process | Include the process the school will use for school leader evaluation that aligns with the school’s mission and model and the intent of SB 10-191. | I\_Educator Evaluation |

1. **Include the following attachment:**

|  |  |  |
| --- | --- | --- |
| **Required Attachments** | **Notes of what should be included in each attachment** | **Naming Convention for Saving Each Attachment** |
| Start-up Plan | Include a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. | I\_Startup Plan |

***Professional Development***

1. **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:* 
   * *The core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.*
   * *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*

***Facilities***

1. **Provide a facility needs assessment.** *The narrative should include:*
   * *The school’s requirements for number of classrooms, bathrooms, administrative and special services providers offices, library, outdoor, and common spaces.*
   * *Cost per square foot.*
   * *Zoning and occupancy requirements.*
   * *Parking and transportation considerations.*
   * *Planning for the safety and security of staff and students.*
   * *How facility needs will allow for the educational program to meet the school’s model and curriculum.*
   * *Location considerations that are most important to the applicant.*
   * *Important features or spaces needed in the facility.*
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.** *For each proposed location identified below, include the following:*
   * *Address how each identified facility aligns with the facility needs assessment and plans for ensuring the facility is ADA compliant.*
   * *Advantages and concerns of the facility’s design or location.*

* **Facility Search Not Yet Started (if this box is checked, proceed to question 16.)**

1. **Location 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Address** | **Sq ft.** | **Sq ft./student at full build out** | **Cost/sq ft.** | **Current Zoning** | **Renovation Required (Y/N)** | **Renovation Cost (if known)** |
|  |  |  |  |  |  |  |

1. **Location 2 (if applicable)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Address** | **Sq ft.** | **Sqft./student at full build out** | **Cost/sq ft.** | **Current Zoning** | **Renovation Required (Y/N)** | **Renovation Cost (if known)** |
|  |  |  |  |  |  |  |

1. **Location 3 (if applicable)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Address** | **Sq ft.** | **Sqft./student at full build out** | **Cost/sq ft.** | **Current Zoning** | **Renovation Required (Y/N)** | **Renovation Cost (if known)** |
|  |  |  |  |  |  |  |

1. **If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, provide proof of the commitment as and save the file as “I\_Facility Documentation”. Briefly describe the facility including location, size, and amenities. You may provide, in the same file, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with applicable state, local and authorizer health and safety requirements.**

OR

**Describe the process for identifying and securing a facility, including any brokers or consultants you are employing, plans for renovations, timelines, financing partners, etc. Identify roles (school staff, board members, contractors, etc.) that will be responsible for overseeing this work.**

***Safety***

1. **Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.**

***Transportation***

1. **Identify 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 not to provide any transportation services.**

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

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

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

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

***Food Services***

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

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

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

**\_\_Option 2: A school may choose not to participate in any federal Child Nutrition Program through a School Food Authority (SFA). Under this option, the school may choose to work with a meal vendor. Food services are provided but are unsubsidized by federal funds.**

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

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

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

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

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

***Addendum (if applicable)***

1. **Please download and complete the following addendum if applicable.**

* 1. **[Educational Management Provider](https://resources.csi.state.co.us/wp-content/uploads/2025/02/Education-Management-Provider-Addendum-Updated.docx) (EMP).** *The ESP addendum should be completed if the school is proposing to contract with an educational service provider, incubator, or collaborative. Applicants are required to review CSI’s* [*Evaluating EMP Agreements*](https://resources.csi.state.co.us/wp-content/uploads/2025/02/Evaluating-Education-Management-Provider-EMP-Agreements.docx) *document prior to completing the addendum. If completed, save the file as “I\_ESP Addendum”.*

***Operations Capacity***

1. **Describe the experience the founding team has related to individual and collective capacity for implementing the operations successfully, including capacity in each of the following areas: s**taffing, professional development, general operations, and facilities acquisition and management.

1. For applications that seek to serve preschool students, please complete the preschool addenda linked in the Educational Program section in question 16. [↑](#footnote-ref-2)
2. For applications that seek to serve students identified as high-risk and seek designation as an Alternative Education Campus, please complete the AEC addenda linked in the Educational Program section in question 16. [↑](#footnote-ref-3)
3. *School Culture refers to intentional systems-level environmental, relational, and instruction factors that support students cognitively, socially, and emotionally (Fischer, K.W., & Bidell, T.R., 2006). This may include the following: Mental Health/Trauma Awareness, Behavior/Discipline, Social Emotional Leaning, School Safety (physical, social-emotional, identity, academic), Relationships/Connectedness, Equity/Inclusiveness/Cultural Responsiveness, Whole Child Efforts, Student Engagement, Family, School and Community Partnering, Staff Retention and Wellbeing* [↑](#footnote-ref-4)
4. This section should focus on the model for the K-12 program. If the school intends to provide a preschool, please complete the addenda linked in question 16 of this section. [↑](#footnote-ref-5)
5. For applications that intend to provide a fully online program or school, please complete the addenda linked in question 16 of this section. [↑](#footnote-ref-6)
6. For applications that intend to provide homeschool enrichment programming, please complete the addenda linked in question 16 of this section. [↑](#footnote-ref-7)
7. If the school plans to contract for educational services with an educational service provider, please also complete the addenda linked in question 19 of this section of the application. [↑](#footnote-ref-8)