The Gran Via School

Colorado Charter School Institute

New Charter School Application

August 2026

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			
New School Application Narrative Items to be completed that are found within the New School Application Narrative	New School Application Assurances	x	
	1. Executive Summary & School Overview	x	
	2. Evidence of Need, Support, and Involvement	x	
	3. School Culture	x	
	4. Education Program	x	
	5. Student Services	x	
	6. Goals, Objectives, and Pupil Evaluation	x	
	7. Budget & Finance	x	
	8. Governance & Leadership	x	
	9. Operations	x	
Required Attachments Items to be completed that require the applicant to create separate attachments	Notice to Geographic District *if applicable*	x	
	Geographic District Board Resolution *if applicable*	x	
	B Letters of Support *(include all letters in one folder)*	x	
	B LOI Form	x	
	C Discipline Policy	x	
	D Sample Scope and Sequence	x	
	D School Calendar	x	
	D Student Schedule	x	
	D Homeschool Addendum *if applicable*	x	
	D Preschool Addendum *if applicable*		
	D Online Addendum *if applicable*		
	D AEC Addendum *if applicable*		
	G Budget *(using CSI budget template)*	x	
	H Conflict of Interest Policy	x	
	H Board Matrix	x	
	H Resumes of Board Members	x	
	H Board Member Agreement	x	
	H Board Bylaws	x	
	H Articles of Incorporation	x	
	H Enrollment Policy	x	
	H Grievance Policy	x	
	H Waiver Request	x	
	I Organizational Chart	x	
	I Service Provider Agreements *if applicable*	x	
	I School Leader Resume *if applicable*	x	
	I School Leader Evaluation	x	
	I Educator Evaluation	x	
	I Start Up Plan	x	
	I Facility Documentation *if applicable*	x	
	I ESP Addendum *if applicable*	x	
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: Bill Knous

Signature: 

Date: 8/26/2026

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A. Executive Summary

School Overview

Gran Via School is a proposed K–5 public charter school to be located within Aurora Public Schools boundaries, with Year 1 operations beginning in August 2027. The school opens serving 30 students and grows to 80 students by Year 5. Gran Via intends to seek a charter contract amendment to expand its grade span to K–8, adding Grade 6 by 2030, Grade 7 by 2031, and Grade 8 by 2032, contingent on Board approval, demonstrated K–5 performance, and CSI's amendment process. That expansion will extend Gran Via's Montessori-inspired, hands-on approach into a Secondary program built around student choice and real-world experience, consistent with Montessori adolescent (Secondary) practice. Gran Via is seeking authorization from the Colorado Charter School Institute (CSI), and APS has been asked to release the application accordingly. Gran Via was built with and for Aurora families, not designed for them in the abstract, and represents a direct response to documented community need, demonstrated family demand, and measurable gaps in the current educational offerings serving south Aurora's diverse, multilingual student population. Every student arrives with unique strengths, languages, interests, experiences, and ways of making meaning. Gran Via's educational model is intentionally designed to respond to those differences rather than expecting children to conform to a single pace or pathway. This belief is why Montessori and Reggio Emilia in a bilingual, outdoor-focused learning environment that fosters the development of the whole child. It is a distinctively designed public school built around a coherent instructional architecture, featuring:

- A Montessori-based, Reggio Emilia-inspired instructional model that normalizes developmental variability, supports peer mentorship, and allows flexible intervention. Gran Via will use a Montessori curriculum that is enriched by four types of student-led inquiry.
    - **Confirmation Inquiry**: Students are provided with a question along with a method. The students already know the answer to the question. The goal is to encourage them to confirm the answer. Confirmation Inquiry allows students to sharpen their investigative skills and affirm ideas that are already established.
    - **Structured Inquiry**: Students are provided the question and method to arrive at an answer. Structured Inquiry allows students to explain what they have discovered through the investigative process.
    - **Guided Inquiry**: Students are provided a question, and they learn to develop the investigative approach so that they can test the question itself. There is less structure supplied in Guided Inquiry than other forms of inquiry.
    - **Open Inquiry:** Students develop their own questions, determine the best investigative method, and carry out the inquiry itself. Once they have completed the process they then present their results.
- 50/50 Spanish–English dual-language instruction from Kindergarten through Grade 8, delivered through a hybrid language allocation model (content-area and day-based) that maintains bilingual fidelity across three multi-age classrooms, using the Maravillas Spanish curriculum for literacy
- Place-based, outdoor, and experiential learning integrated as a primary delivery method for Colorado Academic Standards, not enrichment layered atop the curriculum
- Science of Reading–aligned foundational literacy in both English (DIBELS 8) and Spanish (IDEL), with READ Act compliance embedded in the core instructional model from Day 1
- A three-tier MTSS framework with explicit trigger-to-action rules, six-week data cycles, and differentiated supports for multilingual learners, students with disabilities, and students experiencing poverty. Integrated, these components establish a unified learning architecture where academic mastery, biliteracy, school connectedness, inquiry-led discovery, and student agency function as mutually reinforcing pillars rather than competing priorities for time.

This model is grounded in public accountability. Gran Via will participate fully in CMAS, ACCESS for ELLs, and READ Act screening and intervention. It will align all instruction to Colorado Academic Standards, set and monitor disaggregated performance targets, and report transparently to CSI under the CSI Performance Framework. Innovation and accountability are not competing values at Gran Via. They are both requirements.

Why This School, in This Community, Through CSI

South Aurora's elementary landscape presents a clear and urgent need. Using APS's 2025–26 Daily Enrollment Summary, the six neighborhood schools closest to Gran Via's proposed 80013 location, (Dalton, Dartmouth, Jewell, Side Creek, Vassar, and Yale) collectively serve 2,578 students with the following demographic profile:

Indicator	South Aurora K–5 Schools	Gran Via Year 3+ Target
Free & Reduced Lunch Eligible	71.7%	≥65%
Students of Color	75.1%	≥70%
Multilingual Learners	36.0%	≥35%
Students with Disabilities	18.1%	≥15%

Academic performance at these schools reflects persistent and concentrated gaps. Within a short radius of the proposed site, schools span from Performance Plan to Priority Improvement Plan status. Side Creek's elementary academic achievement indicator is rated Does Not Meet (10.0/40) on the Colorado School Performance Framework, with growth Approaching (32.3/60). Yale shows elementary academic achievement rated Does Not Meet (10.0/40) and growth Approaching (24.1/60). These results are not system-level abstractions: they describe the educational outcomes of the specific children whose families are building Gran Via's waitlist today.

The need is not only academic. Families in south Aurora are actively seeking alternatives. APS home-based enrichment participation grew from 970 students in 2023–24 to 1,072 in 2025–26. Adjacent districts show similar or faster growth (CCSD: 647 to 806; DougCo: 555 to 627). Gran Via's existing Home School Enrichment program has served more than 100 families across 8 ZIP codes since 2020, and 12 current HSE participants have already indicated intent to enroll in the 2027–28 charter school. This is not hypothetical demand. It is documented, local, and growing.

Gran Via's model fills a gap that no current school in the service area addresses. Within a 10–15 minute radius, families can access several traditional district elementary schools, one other dual-language program, and a limited number of Montessori options. No existing school integrates all of the following: a Montessori foundation, 50/50 dual-language structure, project-based interdisciplinary learning, and embedded outdoor/place-based community programming. Gran Via provides a distinctive, evidence-based public school option that does not replicate or displace what already exists.

Gran Via is seeking CSI authorization rather than district authorization for a straightforward reason: CSI's statewide authorizing model, experience supporting small and innovative schools, and flexible accountability framework are better suited to the design and trajectory of this school than APS's systems, which are designed primarily for schools serving 300 or more students. Gran Via is not seeking flexibility to avoid standards. It is seeking the authorizing infrastructure that best positions a high-quality small school to meet them.

B. VISION AND MISSION STATEMENTS

Mission

> *The mission of Gran Via Education is to guide young people of diverse backgrounds on a journey to understand, love, and care for themselves, their community, and our world through transformational experiential learning.*

Vision

> *We envision a community of lifelong learners who are committed to continuously evolving on their own journeys—using their unique gifts and passions to contribute to a more equitable, inclusive, and peaceful society—as demonstrated by biliteracy, academic mastery, and the capacity to lead with empathy and purpose.*

Mission Development and Community Grounding

Gran Via's mission and vision were not written to satisfy an application requirement. They emerged from six years of direct engagement with Aurora families, through two 4.0 Schools Founder Fellowships (2020, 2022), community visioning sessions, ongoing programming with 100+ families across south Aurora, and structured family feedback loops conducted annually since 2021. The founding team asked families what they needed, listened to what they said, and built the school accordingly. The mission reflects what families asked for: a school that knows their children deeply, develops their languages and identities, and prepares them academically for the demands of secondary school and beyond.

The mission's three-part structure (Understand, Love, and Care For) is not aspirational decoration. Each term maps directly to a measurable domain of student development:

Mission Element	What It Means	How It Is Measured
Understand	Mastery of Colorado Academic Standards in literacy, math, science, and social studies across K–8	CMAS proficiency and growth; MAP Growth; READ Act / DIBELS 8 and IDEL benchmarks; biliteracy assessments in English and Spanish
Love	Development of identity, belonging, bilingual confidence, and school connectedness	Panorama School Climate Survey (% reporting strong belonging); chronic absenteeism; attendance; behavioral trend data
Care For	Civic engagement, environmental stewardship, and community contribution	Capstone portfolio exhibitions (Grade 5 and Grade 8); middle school readiness indicators; receiving school feedback on transition success

Gran Via defines success concretely. By the end of Grade 5, Gran Via students will: (1) demonstrate grade-level or above proficiency in English Language Arts and Mathematics as measured by CMAS; (2) demonstrate Spanish literacy proficiency at grade-level benchmarks as measured by IDEL and curriculum-embedded Spanish reading assessments; (3) demonstrate annual English language development growth at or above the ACCESS Adequate Growth Percentile benchmark; (4) show strong school connectedness with ≥80% reporting a sense of belonging on the Panorama School Climate Survey; and (5) be assessed as middle school-ready by sixth-grade receiving teachers, measured through a structured transition feedback protocol Gran Via will develop in partnership with receiving Aurora middle schools.

By Grade 8 at full K–8 build-out, Gran Via students will demonstrate biliteracy in both English and Spanish sufficient for academic work in secondary coursework, and will be eligible for the Colorado Seal of Biliteracy, the state's externally validated recognition of language proficiency. Gran Via intends to build toward full Seal of Biliteracy eligibility for all qualifying graduates.

The vision extends beyond individual student outcomes. Gran Via envisions a school that contributes meaningfully to south Aurora's educational ecosystem, expanding access to high-quality bilingual public education, reducing chronic absenteeism by building a school students want to attend, and re-engaging families who have left the public system for homeschool or private alternatives. These are not abstract ambitions. They are the direct outcomes the model is designed to produce.

Alignment to CSI's Mission and Priorities

CSI's mission is to foster high-quality education options with a focus on serving all students. Gran Via directly advances that mission in three ways: (1) it serves a student population, multilingual learners, students experiencing poverty, students with disabilities, whose outcomes in south Aurora's current school offerings are persistently below state expectations; (2) it provides a genuinely distinctive educational option that no current school in the service area replicates; and (3) it represents the kind of bold, creative, forward-thinking school model that CSI's board has explicitly stated it wants to support.

The founding team is committed to CSI's accountability framework. Gran Via will set ambitious, measurable, and publicly transparent performance targets. It will hold itself accountable not just for aggregate proficiency but for subgroup equity, with explicit goals for multilingual learners, students with disabilities, and FRL-eligible students. And it will use the CSI Performance Framework, not district-specific metrics, as its primary accountability reference.

FOUNDING TEAM CAPACITY

Collective Capacity and Model Alignment

Gran Via's founding team brings together school leadership experience at the highest levels of Colorado's public charter sector, deep multilingual instructional expertise, fiscal oversight and nonprofit financial management, special education compliance experience, and charter governance knowledge.
The team is not a group of enthusiastic community members who have never run a school. It is a deliberately assembled group of experienced professionals whose specific credentials align directly to the operational demands of a bilingual, multi-age, place-based public charter school.

The founding team has also already demonstrated what it claims it can do. Gran Via's existing Home School Enrichment program, operating since 2020, has served 100+ families, built reserves of close to $50,000 against an original $3,700 projection, secured a VELA Education Fund grant (one of 11 Colorado recipients in five years), and earned a 91% family satisfaction rate and 95% student engagement rate through direct family surveys. These are operational outcomes from a functioning organization, not design documents.

William (Bill) Knous — Executive Director / Co-Founder

Bill Knous brings a proven track record in public charter school leadership, charter sector governance, and outcomes-driven administration. Under his leadership, College View High School ranked among the top ten high schools in the Denver metro area and achieved the highest Median Growth Percentile of any comparable high school in the Southwest region. At DSST, the school received a Centers of Excellence Award. He holds graduate training in school leadership and nonprofit management. Beyond school leadership, Bill currently serves as Senior Director at the Colorado League of Charter Schools, the primary statewide support organization for Colorado charter schools and the organization CSI explicitly identifies as a resource for new school applicants. This role gives Gran Via direct, daily access to Colorado charter law, CSI authorization practices, board governance best practices, and the statewide support infrastructure that

new schools depend on. Bill's fluency in Colorado's charter sector is not a future aspiration; it is his current professional context.

Bill grew up in southeast Denver on the Aurora border, attended Denver Public Schools, and lives in the 80013 ZIP code adjacent to Mission Viejo Elementary, Gran Via's proposed service area. His personal connection to this community is not incidental. It has shaped every design decision.
Acknowledged gap: Bill's leadership track record is at the high school level. To address this directly, Gran Via has structured its founding team to include multiple members with elementary-level instructional and compliance expertise (below), and will engage an experienced K–5 instructional coach as a Year 0 contractor to support curriculum implementation, READ Act compliance planning, and kindergarten readiness systems.

Christine (Chrissie) Vroome Knous — Co-Founder / Head of Learning
Chrissie Vroome Knous is the founding team's primary instructional designer and multilingual learning expert. Prior to stepping in as the full time Head of Learning at Gran Via, she served as MTSS Coordinator at Denver Language School, a high-performing dual-language school, where she designed and oversaw the multi-tiered support systems that ensure students receive appropriate academic, behavioral, and social-emotional supports. Her work at Denver Language School is directly applicable to Gran Via: managing MTSS systems in a bilingual instructional environment, supporting multilingual learners across proficiency levels, and coordinating student services in a school with a similar linguistic and demographic profile to Gran Via's target population.

Chrissie holds a B.A. and M.S.Ed. from the University of Pennsylvania, is a certified mindfulness teacher, has received two 4.0 Schools Founder Fellowship grants (recognition awarded to founders with demonstrated vision and execution capacity), is fluent in Spanish, and is currently pursuing a Montessori teaching diploma through the North American Montessori Center. Five founding team members are multilingual and have designed curricula for multilingual learners and/or taught language learners directly.

Chrissie's expertise closes the K–5 bilingual instructional gap that Bill's high-school background creates. The combination of a high-performing school leader with strong charter sector fluency and a K–5 bilingual MTSS expert with direct dual-language school experience represents a complementary founding team designed for this specific model.

Genesis Zambrana — Lead Guide
Genesis Zambrana is Gran Via's Lead Guide, bringing a holistic, child-centered approach to early childhood education grounded in Montessori philosophy, nature-based learning, and mindfulness practice. She is trained in Montessori pedagogy, trauma-informed care, neurodiversity-affirming instructional practice, and multicultural education, and builds a prepared environment defined by warmth and clear, consistent boundaries that support children's independence and growth. Her role on the founding team closes the specific instructional directly: deep operational knowledge of multi-age classroom design, prepared environment structure, and Montessori-informed observation and documentation practices. Born and raised in Puerto Rico, Genesis integrates authentic Spanish language and Puerto Rican culture into daily classroom life, supporting Gran Via's 50/50 dual-language model with lived cultural fluency. She will serve as the school's lead classroom practitioner for the Lower Elementary (K–2) band in Year 1 and will lead professional development on multi-age classroom implementation.

Randall Jones, CPA (WhippleWood) — Board Treasurer
Randall Jones is a Certified Public Accountant with WhippleWood CPAs, a firm with deep experience in nonprofit and charter school auditing. His presence on the board provides direct, professional-level financial oversight: he interprets financial statements, oversees audit processes, ensures compliance with the Colorado Financial Transparency Act, and monitors TABOR reserve compliance. Gran Via currently contracts with VAO Collaborative for back-office financial services, and Randall's CPA oversight ensures these contracted services are reviewed by a credentialed financial professional. The combination of contracted back-office support and board-level CPA oversight provides appropriate financial controls for a school of Gran Via's scale.

Rachel Zammuto — Board Member / Black Student Success Team, Denver Public Schools
Rachel Zammuto brings expertise in equity, culturally responsive practice, and culturally and linguistically responsive teaching (CLRT). Her work on DPS's Black Excellence team provides the founding team with deep knowledge of how to

design systems that affirm the identities and support the academic success of students of color, a core equity commitment for Gran Via's south Aurora student population.

Deb Weissman — Board Member / Licensed Special Education Teacher
Deb Weissman is a licensed special education teacher and parent of a currently enrolled student. Her role on the board provides informed, practitioner-level oversight of IDEA compliance, IEP implementation, MTSS fidelity, and inclusive programming structures. For a school projecting 12–15% of students with disabilities, having a licensed SPED professional on the governing board is essential for both compliance oversight and program quality assurance.

Sara Taylor — Board Member / Founder, Leaderscript
Sara Taylor brings charter school founding experience, school design expertise, and deep familiarity with the Colorado charter authorization landscape. Her organization LeaderScript supports school leaders and educators, and her work with Better Match Schools provides direct knowledge of charter school operational design and family engagement systems. Sara brings the specific expertise of having navigated Colorado's charter school environment from a design and implementation perspective.

Shannon Gossard — Founder, VAO Collaborative (Back-Office Services Partner)
Shannon Gossard and VAO Collaborative provide Gran Via with employer-of-record services, payroll processing, benefits administration, HR compliance, and back-office financial support. VAO's deep familiarity with small and emerging charter schools' operational needs provides Gran Via with professional-grade operational infrastructure from Day 1, without the overhead of a full administrative team. This is a common and appropriate model for schools of Gran Via's size.

Founding Team Capacity Matrix

Team Member	Role	Model Requirement Addressed	Key Credentials
Bill Knous	Executive Director	Charter sector leadership; Colorado authorizer fluency; outcomes accountability	Senior Director, CO League of Charter Schools; led top-10 high schools in DPS/DSST; graduate training in school leadership
Chrissie Vroome Knous	Head of Learning	K–5 bilingual instruction; MTSS design; dual-language systems; multilingual learner expertise	MTSS Coordinator, Denver Language School; M.S.Ed., UPenn; 4.0 Schools Fellow x2; bilingual (Spanish)
Lead Guide	Genesis Zambrana	Multi-age classroom implementation; Montessori instructional design; prepared environment	Certified Montessori teacher and coach; direct multi-age classroom experience
Randall Jones, CPA	Board Treasurer	Financial oversight; audit readiness; TABOR compliance; nonprofit fiscal controls	CPA, WhippleWood CPAs; nonprofit and charter school audit experience
Rachel Zammuto	Board Member	Equity; culturally responsive practice; student success systems for students of color	Black Excellence Team, DPS; CLRT certified; multilingual
Deb Weissman	Board Member	IDEA compliance; IEP oversight; inclusive design; MTSS for students with disabilities	Licensed Special Education Teacher; SPED practitioner experience
Sara Taylor	Board Member	Charter school founding; school design; CO authorization landscape	Founder, Leaderscript LLC & Better Match Schools; charter design experience

Shannon Gossard	Operations Partner	Back-office financial management; payroll; HR compliance; employer-of-record	Founder, VAO Collaborative; charter school back-office services

Identified Gaps and Mitigation Plan

The founding team approaches its own capacity gaps with the same honesty it expects from CSI's review. The following gaps are acknowledged and addressed:

- K–5 instructional leadership: Bill's track record is at the high school level. Mitigation: Chrissie's K–5 dual-language MTSS expertise, Genesis Zambrana's Montessori classroom experience, and a contracted K–5 instructional coach engaged during Year 0 to support curriculum implementation, READ Act compliance planning, and kindergarten readiness protocols.
- Spanish literacy curriculum expertise at depth: Gran Via will engage a bilingual literacy specialist as a Year 0 consultant to finalize the Spanish literacy scope and sequence using Amplify Caminos and align it with IDEL screening benchmarks and WIDA language development targets.
- Facilities acquisition: Gran Via has engaged BluePrint Education Partners as a facility financing consultant. The founding team includes Sara Taylor's familiarity with facility processes for new schools, and a board-level Facilities Subcommittee will be established by Q3 2026.
- No founding team member has previously opened a school from authorization. Mitigation: Bill's current role at the Colorado League provides direct access to experienced school founders, and Gran Via is engaged with CultivatED Colorado as a school design and launch support partner. Gran Via has also begun the Colorado League's Board Governance training sequence.

Succession and Continuity Planning

Gran Via's governance plan does not assume that key personnel will always be available. In the event of Executive Director vacancy, the Board Chair assumes interim operational authority and must initiate a formal leadership recruitment process within 30 days. Chrissie Vroome Knous, as Head of Learning, maintains operational continuity for the instructional program during any leadership transition. Board bylaws specify officer succession and minimum board composition requirements to ensure governance continuity is maintained independently of any single individual.

ENROLLMENT PROJECTIONS AND FINANCIAL VIABILITY OVERVIEW

Projected Enrollment

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	8	10	12	13	15
Grade 1	7	9	11	13	14
Grade 2	5	8	10	13	13
Grade 3	4	7	9	13	13
Grade 4	3	6	9	12	13
Grade 5	3	5	9	13	12
TOTAL	30	45	60	75	80

These projections are conservative, phased, and community-grounded. As of the date of this application, Gran Via has received 28 Expressions of Intent to Enroll (EOIs) for a Year 1 target of 30 students, including 9 prospective students from APS-resident families. The founding team's EOI collection goal is 40+ confirmed LOIs by May 1, 2027, representing at least 133% of Year 1 seats, to provide a meaningful waitlist buffer and demonstrate demand exceeding enrollment capacity. Gran Via will prioritize outreach to APS-resident families specifically and will track and report APS-resident vs. non-resident LOI counts monthly.

Gran Via's projected demographics are designed to approach and exceed local school benchmarks over the first five years, with equity recruitment strategies specifically targeting FRL-eligible families, multilingual families, and families of students with disabilities. The school commits to reaching parity with or exceeding south Aurora's local school averages on all demographic indicators by Year 3.

Year 1 Financial Viability

Gran Via's financial model is built on transparency rather than optimism. At Year 1 enrollment of 30 students plus approximately 12.5 HSE participants (totaling approximately 42.5 funded FTE under Colorado's school finance formula), Gran Via projects $769,029 in recurring public operating revenue, of which $561,043 is per-pupil revenue at an assumed PPR of $13,201. This is the realistic starting point for the school's financial model, not 30 students alone, but the full funded FTE that includes the HSE pipeline.

Fixed Year 1 operating costs include two bilingual Lead Guides (teachers), a full-time Head of Learning, one full-time Instructional Assistant, a 0.5 FTE Special Services Provider, a 0.5 FTE Admin Support role, back-office support from VAO Collaborative (grant-funded at $60,000 in Year 1, then 4% of per-pupil revenue), an Executive Director at 1.0 FTE, facilities costs at approximately $108,000 annually (3,000 sq. ft. at $21/sq. ft. base + NNN), and required insurance, compliance, and operational costs. Gran Via has modeled an 85% enrollment contingency scenario and identified a minimum viable funded FTE threshold of approximately 42 students, below which the board has committed not to open.

Launch capital totals $628,000: $345,000 in tenant improvements and $283,000 in furniture, equipment, technology, curriculum and student transportation vehicles funded by the Great Schools Colorado start-up grant across Year 0 and Year 1. Pre-opening planning costs — leadership compensation, legal, IT, professional development and enrollment outreach — are grant-funded on the same schedule, supplemented by the VELA Education Fund grant already awarded. The submitted budget takes the conservative position and carries the Year 1 tenant improvement as a cash outlay from operating funds, which is why Year 1 shows a planned deficit; Gran Via is actively pursuing a landlord tenant improvement allowance and third-party TI financing with BluePrint Education Partners, either of which would eliminate it. The school will not open without a confirmed capital pathway for facility build-out and an executed lease.

Gran Via has contracted with VAO Collaborative for back-office financial services and maintains a CPA (Randall Jones, WhippleWood) on the governing board. The school has already demonstrated financial discipline: operating reserves close to $50,000 against an original $3,700 projection, clean financial reporting, and segregation of duties appropriate for a pre-opening organization. These are not promises. They are demonstrated behaviors.

Gran Via is ready for a rigorous review. The founding team welcomes the opportunity to demonstrate at the capacity interview what this application can only begin to show on paper: that this is a team with the expertise, the community relationships, the operational discipline, and the deep commitment to Aurora's children to build something genuinely excellent.

B: Evidence of Need, Support, and Involvement

PART 1 — TARGET STUDENT POPULATION

B1 **Projected Enrollment — Comprehensive, data-driven projections with clear rationale**

Enrollment Projections

Gran Via will open in August 2027 serving Kindergarten through Grade 5, with 30 students in Year 1. Enrollment grows deliberately to 80 students by Year 5. Following a planned future charter contract amendment to add Grades 6–8 (targeted 2030–2032), enrollment would ultimately reach a capped maximum of approximately 120 students across K–8 at full program build-out. Enrollment is intentionally limited. A microschool that expands beyond 120 students ceases to function as one.

Grade	Year 1 (2027–28)	Year 2	Year 3	Year 4	Year 5 (2031–32)
Kindergarten	8	10	12	13	15
Grade 1	7	9	11	13	14
Grade 2	5	8	10	13	13
Grade 3	4	7	9	13	13
Grade 4	3	6	9	12	12
Grade 5	3	5	9	11	13
TOTAL	30	45	60	75	80

Rationale for Projections

These projections were built from the bottom up using four data sources, not top-down from a funding model.

- Documented community interest: As of the date of this application, Gran Via has received 28 Expressions of Intent to Enroll (EOIs) for a Year 1 class of 30 students. The founding team has set a milestone of 40+ confirmed LOIs by May 1, 2027, 133% of Year 1 seats, to establish a meaningful waitlist buffer before opening.
- HSE pipeline: 12 students currently participating in Gran Via's Home School Enrichment program have indicated intent to enroll in the 2027–28 charter school, forming the core of Year 1 demand.
- Geographic enrollment trends: APS elementary enrollment is declining at the district level, but the school-by-school data in south Aurora's 80013 and 80014 ZIP codes shows stable demand. Gran Via's 30-student Year 1 target represents approximately 1.6% of the combined enrollment at the six nearest comparison schools (2,578 students). This is a minimal draw.
- Enrollment capacity analysis: At full K–5 enrollment of 80 students, Gran Via would serve fewer than 4.3% of the regional elementary population. The school is designed to complement the existing portfolio, not compete with it.

Year-over-year growth (30 → 45 → 60 → 75 → 80) reflects three realities: (1) bilingual teacher recruitment pipelines require lead time; (2) multi-age classrooms function best when cohort sizes build incrementally so older peer-mentors are already embedded before new entering cohorts arrive; and (3) the founding team has a documented go/no-go decision framework: If the school does not reach 42 funded FTE by Q1 2027, the board will delay opening one year rather than launch at a scale that is not financially viable.

LOI-to-Enrollment Conversion Assumptions

Gran Via applies an 80% LOI-to-enrollment conversion rate for verified, age-eligible, in-district families, consistent with Colorado new-school benchmarks. The school maintains a ≥25% waitlist buffer relative to Year 1 seats. Monthly LOI tracking dashboards are reported to the board. If LOI conversion falls below the 85% threshold against any quarterly milestone, the board initiates contingency outreach.

B2 **Target Student Population — Clearly identifies and justifies target population; variances explained**

Target Student Population

Gran Via is designed to serve elementary-aged students residing in south Aurora and the surrounding communities of the 80013, 80014, 80015, and 80016 ZIP codes, with primary recruitment focus on families within Aurora Public Schools boundaries. The school welcomes students of all backgrounds; its dual-language, experiential, and inclusive model is specifically designed to be most powerful for students who are currently most underserved by existing options.

Anticipated Demographics vs. District and Nearby Schools

Demographic Indicator	Gran Via Year 1	Gran Via Year 3+	APS District (2024–25)	South Aurora Comparison Schools*
Free/Reduced Lunch Eligible	50%	≥65%	60.4%	71.7%
Students of Color	55%	≥70%	76.7%	75.1%
Multilingual Learners	30%	≥35%	54.3%	36.0%
Students with Disabilities	12%	≥15%	13.2%	18.1%
Gifted and Talented	5%	6–8%	8.8%	Est. 5–6%

**Comparison schools: Dalton, Dartmouth, Jewell, Side Creek, Vassar, Yale Elementary Schools (APS 2025–26 enrollment data).*

Rationale for Demographic Projections and Variance Explanation

Gran Via acknowledges directly that its Year 1 demographic projections are below some local school benchmarks on several indicators, particularly FRL eligibility and SPED percentage. CSI's application priorities explicitly state a preference for schools proposing to serve similar or higher percentages of special populations than local schools. This is a commitment Gran Via is making, and a trajectory Gran Via is building toward. The Year 1 projections reflect realistic first-year expectations given recruitment timing and source populations; the Year 3+ targets close the gap. The following explains each variance:

- FRL Eligibility (Year 1: 50% vs. local: 71.7%): Year 1 enrollment will draw partly from Gran Via's existing HSE families, who skew slightly higher in income than the neighborhood average because families with some financial flexibility have historically sought out enrichment programming. As Gran Via's outreach reaches neighborhood schools, family resource centers, and the families currently enrolled at Side Creek and Yale, schools with the highest FRL rates, the FRL percentage will rise. By Year 3, Gran Via targets ≥65% FRL, closing to within 7 percentage points of local benchmarks. The weighted lottery, once operational, will prioritize FRL-eligible students explicitly (C.R.S. §22-30.5-507(8)(a)).
- SPED Percentage (Year 1: 12% vs. local: 18.1%): Gran Via projects 12–14% because contracting for specialized services in Year 1 with 30 students creates real per-student cost constraints. The school has built contracted SPED services into the budget from Day 1. As enrollment grows and caseloads become more sustainable, the SPED percentage will rise toward local benchmarks. Gran Via will never decline to identify or serve a student with a disability. Its SPED projection reflects realism about Year 1 service economics, not a design preference for excluding students with disabilities.
- Multilingual Learners (Year 1: 30% vs. local: 36%): The lower MLL projection in Year 1 reflects the practical reality that Gran Via's 50/50 dual-language model requires a balanced enrollment of Spanish-dominant and English-dominant students for the model to function. A school that enrolls 80% Spanish-dominant MLLs in Year 1 cannot deliver a functional 50/50 program. Gran Via's Year 1 target of 30% MLL reflects a balanced first cohort, not a lower commitment to serving MLLs. By Years 3–5, as the bilingual model's reputation grows and MLL families specifically seek it out, MLL enrollment rises toward and exceeds 35%.

Gran Via's equity accountability is not aspirational. The governing board will review enrollment demographic data quarterly and will trigger a formal recruitment response if the school's FRL, students of color, or MLL percentage falls more than 10 percentage points below Year 3+ targets in any given year.

PART 2 — EXISTING EDUCATIONAL OPTIONS & ACADEMIC PERFORMANCE

B3 **Existing Educational Options — Thorough description including models, offerings, and characteristics**

Educational Options Currently Available in South Aurora

Within a 10–15-minute radius of Gran Via's proposed 80013 location, families can access the following categories of public K–5 schools:

APS Neighborhood Elementary Schools (Primary Reference Group)

School	SPF Score (2024–25)	Plan Type	Bilingual?	Montessori?	Place-Based?	Before/ After Care	Transportation
Dalton Elementary	62.2/100	Performance	No	No	No	Yes	Yes (APS)
Dartmouth Elementary	63.6/100	Performance	No	No	No	Yes	Yes (APS)
Jewell Elementary	N/A	Performance	No	No	No	Yes	Yes (APS)
Side Creek Elementary	42.3/100	Improvement	No	No	No	Yes	Yes (APS)
Vassar Elementary	N/A	Performance	No	No	No	Yes	Yes (APS)
Yale Elementary	34.1/100	Priority Improvement (Y2)	No	No	No	Yes	Yes (APS)

These six schools collectively enroll approximately 2,578 students. None offers a dual-language program. None offers a Montessori-inspired or multi-age structure. None integrates outdoor or place-based learning as a core instructional delivery method. Each operates a traditional self-contained classroom model with single-grade cohorts.

Charter and Alternative Options Within 15 Minutes

- Montessori del Mundo (APS): Offers authentic Montessori K–6. Does not include dual-language instruction. Primary language of instruction is English. Enrollment is competitive; waitlists are common.
- Wildflower Public Schools (APS-authorized): Small, nature-based Montessori model. No dual-language program. Minimal Spanish instruction.
- Aurora Frontier K–8: Serves K–8 with a traditional instructional model. No dual-language, no place-based learning.
- Denver Language School (adjacent district, DPS-authorized): Dual-language Spanish–English K–5. Located in Denver, outside APS boundaries. Highly competitive for south Aurora families given geography and transportation barriers.

What Does Not Exist in South Aurora

No school within the service area combines all of the following: (1) a structured 50/50 Spanish–English dual-language program; (2) Montessori-inspired, multi-age classroom design; (3) embedded outdoor and place-based experiential learning as a primary content delivery mechanism; and (4) a microschool scale (≤120 students) that sustains deep teacher-student relationships across multiple years. Gran Via is the only proposed option filling this specific combination.

> *Gran Via is not attempting to improve on what already exists in south Aurora. It is building something that does not exist there: a bilingual, multi-age, place-based elementary school with the relational intensity of a small school and the accountability of a public charter.*

B4 **Academic Performance of Local Schools — Comprehensive review including subgroup performance**

Academic Performance of Schools Serving South Aurora

School Performance Framework Overview

The 2024–25 Colorado School Performance Framework (SPF) results for the six APS elementary schools closest to Gran Via's proposed location reveal a concentrated pattern of underperformance, particularly in academic achievement and subgroup outcomes:

School	SPF Score	Plan Type	Academic Achievement	Academic Growth	Subgroup Achievement
Dalton Elementary	62.2	Performance	Approaching	Meets	Approaching
Dartmouth Elementary	63.6	Performance	Approaching	Meets	Approaching
Jewell Elementary	N/A	Performance	N/A	N/A	N/A
Side Creek Elementary	42.3	Improvement	Does Not Meet (10/40)	Approaching (32.3/60)	Does Not Meet
Vassar Elementary	N/A	Performance	N/A	N/A	N/A
Yale Elementary	34.1	Priority Improvement (Yr 2)	Does Not Meet (10/40)	Approaching (24.1/60)	Does Not Meet

Subgroup Performance: The Core of the Problem

For Gran Via's target student population, the subgroup data is the most important data. Aggregate SPF scores can mask severe gaps for the specific students Gran Via is designed to serve. The following patterns hold across the reference schools:

- Multilingual Learners: MLL students at these schools consistently score 15–25 percentage points below their non-MLL peers on CMAS ELA proficiency. Colorado's research base on language acquisition confirms that without structured, sustained dual-language instruction, students who enter school as Spanish-dominant learners face significant reading deficiency risk, particularly in K–3, when the window for early literacy intervention is most critical.
- FRL-Eligible Students: At Side Creek and Yale, FRL students' academic achievement indicators are rated Does Not Meet, meaning these students, as a group, are not demonstrating grade-level proficiency at any meaningful scale. This is not a data artifact. These are children living in south Aurora today whose academic trajectories are not on track.
- Students with Disabilities: Subgroup SPF tables for Side Creek and Yale show SPED students performing below the state average on both achievement and growth. This is consistent with national and state patterns at schools lacking embedded inclusive instructional practices and multi-tiered support systems.

READ Act and Early Literacy Context

Colorado's READ Act data provides a critical leading indicator. In APS's 2024–25 reporting, approximately 39% of students in grades K–3 were identified with a Significant Reading Deficiency (SRD), a rate significantly above the state average of 26%. For MLL students, SRD identification rates are typically 10–15 percentage points higher than for non-MLL peers, and students identified as SRD in Grade 1 face substantially higher risk of reading below grade level through elementary school without intensive intervention.

Gran Via's Science of Reading–aligned foundational literacy program, with universal screening in both English (DIBELS 8) and Spanish (IDEL) beginning in Kindergarten, and READ Plan protocols triggered within 10 days of identification, is specifically designed to interrupt this trajectory. No existing school in the service area offers Spanish-language early literacy screening paired with a structured dual-language reading program.

The Demand for Options Is Documented in Enrollment Patterns

Home-based learning enrollment in the APS district grew from 970 students in 2023–24 to 1,072 in 2025–26, a 10.5% increase in two years. Adjacent Cherry Creek School District (647 → 806) and Douglas County (555 → 627) show similar growth. This is not coincidental. These families are not homeschooling because they prefer isolation; the majority are seeking educational models that do not currently exist in the public system. Gran Via is designed to bring these families back into public education.

B5 **Unique Educational Option — Clearly demonstrates how school provides a substantially different option**

Why Gran Via Is a Substantially Different Educational Option

CSI's rubric requires applicants to demonstrate how the proposed school "substantially differs from the educational opportunities provided by existing schools of the local community." The following matrix makes that case directly:

Feature	Neighborhood Schools (Dalton, Dartmouth, Side Creek, Yale, Vassar, Jewell)	Montessori del Mundo	Denver Language School	Gran Via School
Language Model	English-only	English (some Spanish enrichment)	50/50 Spanish–English dual-language	50/50 Spanish–English dual-language
Classroom Structure	Single-grade, self-contained	Multi-age (Montessori)	Single-grade	Multi-age (K–2, 3–5, 6–8)
Place-Based/Outdoor Learning	None	None	None	Embedded as core delivery method
School Scale	300–5,000 students	180–250 students	500+ students	30–120 students (capped)
Within APS Boundaries	Yes	Yes	No (DPS)	Yes
Microschool Relational Model	No	Partial	No	Yes (core design feature)
Science of Reading + Spanish Biliteracy Screening	English SoR only	English SoR only	Dual-language SoR	DIBELS 8 (English) + IDEL (Spanish)

The combination that makes Gran Via unique is not any single feature. It is the integration: bilingual instruction delivered through a Montessori-inspired multi-age structure within a microschool that uses outdoor and place-based learning as a primary content delivery vehicle, all within a public, accountable, CSI-authorized framework that participates fully in CMAS, READ Act, and ACCESS. That specific combination does not exist anywhere in south Aurora.

PART 3 — EVIDENCE OF COMMUNITY SUPPORT AND INVOLVEMENT

B6 **Community Engagement — Strong evidence of stakeholder engagement, feedback integration, and ongoing support**

Community Engagement: Six Years of Building Before Applying

> *Gran Via did not survey the community before writing an application. It built a program with the community for six years, then formalized what families had already asked for into a charter school design.*

Who Was Engaged and How

Since 2020, the Gran Via founding team has engaged more than 100 families through structured programming, community events, listening sessions, and direct outreach across south Aurora and the greater Denver metro area. The following table summarizes the engagement history:

Engagement Activity	Year(s)	Stakeholders Reached	Purpose & Outcome
Home School Enrichment (HSE) Program—ongoing outdoor/place-based programming	2020–Present	100+ families across 8 ZIP codes	Proof-of-concept delivery; demonstrated demand for bilingual, outdoor, relational learning model; 12 families confirmed for charter enrollment
Community Visioning Sessions (structured listening)	2023, 2024, 2025	40+ families; 3 structured sessions	Elicited design requirements: schedule, bilingual depth, transportation, neurodiversity supports, Spanish language priorities. Outcomes directly shaped program design.
4.0 Schools Founder Fellowship engagements	2020, 2022	Broader founder and family community	External validation of model; iterative feedback from education innovators; recognized as viable model for scaling
Interest Survey collection (Feb–Mar 2026)	Feb–Mar 2026	28 families (42.9% APS-resident)	Quantified interest; identified grade-level demand; began residency verification
LOI/EOI collection (March 2026–present)	2026–Present	28 EOIs received as of application submission	Converted interest to formal enrollment intent; 9 APS-resident prospective students identified
Partner organization relationship-building	2022–Present	9 organizations with Letters of Support	Formalized programmatic partnerships; outreach channels for recruitment; program delivery partners
Community information sessions (virtual + in-person)	2024–Present	Families from APS, DPS, CCSD, DCSD, homeschool networks	Broad awareness; model explanation; family Q&A; direct recruitment pipeline
Family satisfaction and engagement surveys	Annual, 2021–Present	All active HSE families	91% family satisfaction; 95% student engagement; feedback loops directly inform program decisions

What We Heard and How It Shaped the Design

Community engagement at Gran Via has a feedback integration requirement: if families consistently say they need something, it appears in the design. The following table documents the most consistent themes from six years of family engagement and the direct design response:

What Families Said	How Gran Via Responded
We want smaller learning environments where our children are deeply known by their teachers	Capped enrollment at 120 students; multi-age classroom structure keeps students with the same teacher for 2–3 years
We want bilingual instruction that affirms our children's home language, not replaces it	50/50 Spanish–English dual-language model; asset-based bilingual framework; WIDA-aligned language development goals
We want more individualized pacing—our kids are bored or falling behind because everyone moves together	Multi-age competency-based progression; Montessori-inspired differentiation; MTSS triggers within 10 days of identification
We worry about belonging—school doesn't feel safe or affirming for our kids	Morning community circles; restorative conflict resolution; Panorama school climate surveys; identity affirmation embedded in curriculum
Transportation is a real barrier for our family	Gran Via is actively investigating partnership transportation options for low-income families and will use federal McKinney-Vento transportation obligations as the minimum access standard

We need supports for neurodivergent learners—the school has to be genuinely inclusive, not just on paper	Licensed SPED teacher on governing board; contracted SPED services from Day 1; multi-age inclusive model designed to normalize developmental variability

Stakeholders Not Yet Fully Engaged

Gran Via's founding team acknowledges the following gaps in community engagement and addresses each with a specific plan:

- Families at Side Creek and Yale (highest-need schools): These families represent the core equity target for Gran Via, but are also the hardest to reach through self-selected enrichment programming. Gran Via's Year 0 recruitment plan includes direct outreach through school liaison offices, family resource centers at these schools, and community connectors from Frontline Farms and Urban Symbiosis, who already have trusted relationships with these families.
- Families without English or Spanish: Gran Via's primary outreach materials are bilingual (English/Spanish), but south Aurora includes families who speak Somali, Amharic, Vietnamese, and other languages. Gran Via will work with Aurora's community liaison organizations to ensure information sessions are accessible via interpretation for the most common non-Spanish home languages in the service area.
- Families of students with more intensive disabilities: Gran Via's multi-age inclusive model is designed for a wide range of learning profiles, but families of students with intensive SPED needs may be uncertain whether a microschool can serve their children. Year 0 outreach will include a dedicated information session for families of students with IEPs, led by Gran Via's SPED service contractor and board member Deb Weissman.

How Partners Will Support the School After Authorization

Gran Via's nine confirmed organizational partners have committed to two phases of support:

Partner	Type of Support	Phase
Nature Cooperative	Outdoor and nature-based learning experiences aligned to science and stewardship standards	Post-opening: scheduled field-based learning
Frontline Farms (BIPOC-led, Front Range)	Farm-based environmental education; food justice programming; community recruitment connections	Pre-opening: community outreach; Post-opening: curriculum integration
Urban Symbiosis (Aurora-based)	Regenerative ecology learning; systems thinking; community environmental experiences	Post-opening: place-based project cycles
Cottonwood Institute	Environmental education aligned to Colorado Academic Standards; nature educator training	Pre-opening: program design; Post-opening: staff PD and field instruction
BluePrint Education Partners	Facility financing and acquisition consulting	Pre-opening: facility identification and financing
La Luz Micro School	Peer learning; knowledge-sharing on high-quality microschool implementation	Pre-opening: planning and design; ongoing: peer consultation
Donnell-Kay Foundation	Ecosystem partnership; field-based learning access; community collaboration	Pre-opening: planning support; Post-opening: field experience access
CultivatED Colorado	Founder learning networks; school design support; community-building	Pre-opening: design and launch support
Mobile STEM Lab	Applied science programming; hands-on STEM learning	Post-opening: supplemental STEM instruction

Letters of Support from all nine organizations are included as attachments (Attachment B–Letters of Support). Additional letters from Plains Conservation Center / Denver Botanic Gardens, Arapahoe Open Spaces, Colorado Association for Environmental Education, and Colorado Collective for Nature Based Early Education will be submitted prior to the capacity interview.

B7	**Letters of Intent to Enroll — LOI data exceeds 100% of Year 1 enrollment; aligned to grades and geography**

Letters of Intent to Enroll

Current LOI Status

As of the date of this application submission, Gran Via has received 28 Expressions of Intent to Enroll (EOIs) for a Year 1 enrollment target of 30 students. The founding team acknowledges that 28 EOIs for 30 seats does not meet CSI's >100% threshold. The following explains where the founding team is and where it will be before opening:

> *Current status: 28 EOIs for 30 seats (93.3%). LOI milestone target: 40+ verified LOIs by May 1, 2027, 133% of Year 1 seats, with a maintained waitlist buffer of ≥25% of seats (8+ students) through August 1, 2027.*

LOI Summary Table by District of Residence and Grade

District of Residence	PK	K	1	2	3	4	5	TOTAL
Aurora Public Schools (APS)	0	3	2	1	1	2	0	9
Denver Public Schools (DPS)	0	2	1	2	0	0	2	7
Cherry Creek SD (CCSD)	0	1	1	1	0	1	0	4
Douglas County SD (DCSD)	0	0	0	0	1	0	1	2
Homeschool / No District	0	1	0	0	0	0	5	6
TOTAL	0	7	4	4	2	3	8	28

Note: EOIs from non-APS families are included because CSI-authorized schools may enroll students from any Colorado school district. However, Gran Via's primary recruitment focus is APS-resident families, and APS-resident LOIs (9 prospective students) will be weighted in enrollment priority. The founding team's APS-resident LOI milestone target is 20 verified APS-resident LOIs by May 1, 2027.

LOI Conversion and Pipeline Plan

Milestone	Target Date	Target Count	Status
Total EOIs / LOIs received	Application submission (Mar 2026)	28	Complete: 28 EOIs received
Verified APS-resident LOIs (≥80% conversion from current 9)	May 1, 2027	20+ verified APS-resident	In progress: APS outreach underway
Total LOIs at ≥133% of Year 1 seats	May 1, 2027	40+ total LOIs	Ongoing: outreach through HSE network, partner orgs, and community sessions
Maintained waitlist buffer (≥25% of 30 seats)	August 1, 2027	8+ waitlisted students	Will initiate formal waitlist once 30 seats reach confirmed enrollment
Final enrollment confirmation	August 1, 2027	30 confirmed students	Dependent on above milestones

LOI Quality Verification Protocol

- All LOIs verified for: student age/grade eligibility for 2027–28 enrollment; family contact information; and district of residence (confirmed via address verification where possible)

- LOIs from families with students in Grades 6–8 (beyond Year 1 K–5 scope) are tracked separately and reported in Indicator B8 below
- The LOI form (Attachment B–LOI Form) collects: student name, date of birth, grade level at opening, district of residence, home language, and preferred contact method

B8 **Additional LOI Summary — LOIs outside proposed grades at opening**

Additional LOI Data: Grades Beyond Year 1 Scope

Gran Via's Year 1 program serves Kindergarten through Grade 5. Of the 28 current EOIs, 8 are from families with students who will be in Grade 5 at opening and are therefore at the edge of the Year 1 scope. These families are included in the Grade 5 count above.

An additional 6 families have expressed interest in Gran Via's future Grade 6–8 program (targeted 2030–2032, pending a future charter contract amendment). These families are not included in the Year 1 LOI count above. They are tracked separately and will be re-engaged as the middle school expansion timeline approaches. This pipeline provides early validation of demand for the K–8 continuum.

PART 4 — OPPORTUNITIES FOR FAMILY AND COMMUNITY INVOLVEMENT

B10 **Family and Community Involvement — Comprehensive plan for ongoing, accessible partnerships**

Family and Community Partnership: A Structural Commitment, Not an Activity Calendar

At Gran Via, family involvement is not a compliance obligation or a set of periodic events. It is a structural feature of the school model. The school emerged from family partnerships. It will be sustained by them. The founding team has built family partnership practices over six years of direct programming and has specific, time-tested approaches that will be formalized at scale.

Core Family Partnership Structures

- Family goal-setting conferences (three per year): Fall goal-setting, winter progress review, and spring portfolio-led conference. Each conference is bilingual (English/Spanish), scheduled at times accessible to working families (including evening and Saturday options), and uses student-led formats in Grades 3–5 to build student agency and metacognition.
- Family Council (governance voice structure): Gran Via will establish a Family Council with at least two parent representatives elected by the parent community, meeting monthly. The Council provides input on school culture, program decisions, calendar, and community events. Family Council recommendations are formally received by the Board's Governance Committee and tracked to response.
- School Accountability Committee (SAC): Required by Colorado statute (C.R.S. §22-11-402), Gran Via's SAC will include parent representatives, staff, and community members. The SAC reviews CMAS data, interim assessment trends, the Unified Improvement Plan, and school climate survey results, and provides written recommendations to the board annually.
- Monthly family newsletters (bilingual): All communications to families are issued in English and Spanish. For families with home languages other than English or Spanish, Gran Via will provide translation support through partner organizations and will maintain a list of interpretation resources available on request.
- Community learning events (quarterly): Families are invited to observe instructional practice, participate in project exhibitions, and engage in outdoor learning experiences alongside students. These events are intentionally designed as two-way experiences — not performances for parents to watch, but shared learning experiences for the whole community.

How Family Voice Shapes School Decisions

Gran Via uses a structured feedback loop, not a suggestion box. Every major program decision at the school goes through three steps: (1) Leadership proposes a direction based on student data and operational evidence; (2) the Family Council and SAC review and comment; and (3) the board approves with the family input explicitly documented in the record. Families will know, every year, how their feedback changed something.

Ensuring Equitable Access to Involvement

Gran Via recognizes that “family involvement” is most commonly accessed by families with flexible schedules, English fluency, and transportation. The following specific strategies address access barriers:

- All family events are offered at multiple times (daytime and evening) and in both English and Spanish
- Interpretation is available upon request for any meeting, in any home language represented in the school population
- Digital communication options (text, email, app-based) reduce the need for in-person access for routine communication
- Childcare is provided at evening community events
- Transportation support will be identified for families who cannot attend key events (beginning Year 2)

Past Experience Building Family-School-Community Partnerships

The founding team’s six-year track record with Gran Via’s HSE program demonstrates family partnership in action, not in theory. The 91% family satisfaction rate and 95% student engagement rate in the most recent program year were measured through formal surveys, not self-reported. Families have co-designed program schedules, named the kinds of outdoor experiences they wanted, identified the supports their children needed, and shaped Gran Via’s bilingual emphasis through repeated, honest feedback. That process, listen, design, implement, measure, adjust, is the operating model for family partnership at Gran Via, and it will be formalized into the charter school’s governance and culture structures from Day 1.

C. School Culture and Discipline

PART 1 — SCHOOL CULTURE

C1 **School Culture Description — Clear, detailed, compelling description fostering positive academic environment and intellectual/social development**

The Gran Via Culture: Belonging as Infrastructure, Not Aspiration

Gran Via's school culture is built on one foundational premise: children who feel they belong learn better, persist longer, take more intellectual risks, and develop more fully as human beings. This is not a values statement. It is a design constraint. Every structural, instructional, and relational decision Gran Via makes is evaluated against the question: does this help every child feel like they belong here?

Research is unambiguous on this point. Students who report strong school connectedness demonstrate higher academic motivation and persistence (Cha, Ham & Yang, 2017). Neuroscience confirms that psychological safety is a prerequisite for higher-order thinking: when students feel threatened or excluded, the brain's threat-detection systems activate and crowd out the prefrontal processing required for learning (Hammond, 2015). In early elementary years especially, belonging and identity development are the scaffolding on which academic mastery is built (Dweck, 2006; Ladson-Billings, 1995).

Gran Via's culture operationalizes belonging through four interlocking commitments:

Commitment	What It Means in Practice	How It Is Measured
Identity Affirmation	Every student's language, culture, family, and history are present in the classroom — not as a unit or a month, but as the permanent operating context for learning	Panorama School Climate Survey; student reflection portfolios; teacher observation logs
Relational Continuity	Students stay with the same teacher for 2–3 years in multi-age bands; teachers know students' academic profiles, family contexts, emotional patterns, and strengths deeply before they know their reading level	Re-enrollment rate (≥80% target); family satisfaction survey; student belonging self-report
Linguistic Safety	No student is made to feel deficient because of language. Spanish is not a subject period. It is half of the school's intellectual life. English-dominant and Spanish-dominant students are positioned as resources for each other, not as sorted by ability	ACCESS growth data; language confidence self-report; observation of peer discourse patterns
Shared Responsibility	Students are explicitly taught that they are responsible for the belonging of everyone in the community — not just their own. Morning circles, restorative practices, and project-based collaboration make this concrete and daily	Behavioral incident data; peer conflict resolution logs; Panorama social-emotional subscales

This culture produces a specific academic environment. Students who feel known and affirmed engage with intellectual challenge differently. They are more willing to not know, to attempt, to fail publicly and revise. They are more willing to ask for help in both languages. They are more willing to connect academic content to their own lives and communities. The place-based, project-based, and outdoor dimensions of Gran Via's program accelerate this engagement: when learning happens in contexts that feel real and connected to the student's world, motivation is intrinsic rather than compliance-driven (Sobel, 2004; Learning Policy Institute, 2023).

C2 **Establishing School Culture — Comprehensive, actionable Day 1 plan for all stakeholders; draws on founding team experience**

How Gran Via's Culture Is Built: A Phased, Stakeholder-Specific Plan

> *Culture is not announced at an opening assembly and assumed into existence. It is built through hundreds of repeated interactions, in exactly the same way language fluency is built: through consistent, structured, high-frequency practice that becomes habitual. Gran Via's culture establishment plan is deliberate, phased, and begins before the first student walks through the door.*

Phase 1: Pre-Opening Staff Culture Immersion (June–July 2027)

Before students arrive, the founding team and all staff participate in a multi-day Culture Institute, led by the Executive Director and Head of Learning. This is not an orientation checklist. It is an immersive experience designed to ensure every adult in the building has internalized Gran Via's values through the same kind of experiential, relationship-centered learning the school uses with students.

- Day 1–2: Values clarification and personal connection. Staff identify their own cultural and linguistic identities, surface assumptions about student behavior and learning, and engage in structured reflection on how belonging was or was not present in their own schooling experiences.
- Day 3–4: Conscious Discipline practice. Staff learn and practice the six Conscious Discipline® power skills (composure, encouragement, assertiveness, choices, empathy, positive intent) through role-play, coaching, and scenario analysis. Staff rehearse the specific language and body posture Gran Via will use in community circle, conflict resolution, and behavior redirection.
- Day 5: Classroom and environmental preparation. Staff co-create prepared learning environments that reflect student identities and linguistic duality: bilingual anchor charts, culturally representative materials, student-accessible materials in both languages, morning circle protocols, classroom agreements templates.
- Day 6–7: Family welcome planning. Staff co-design the Family Orientation experience, including bilingual welcome packets, the school's visual identity in the space, and individual family welcome letters (in home language).

Phase 2: Family Orientation Week (August 2027, Pre-School Opening)

One week before the first day of instruction, Gran Via hosts a Family Orientation that is not a presentation about the school. It is the first experience of the school's culture.

- Families receive a bilingual Family Handbook that includes: the school's mission and values, daily schedule and routines, the discipline policy (in plain language), SEL approach, how to reach teachers and the Executive Director, and community norms for family participation.
- The Executive Director leads a Community Circle with families and students present, modeling the morning circle routine students will experience daily. Families participate alongside students: everyone shares a greeting, a hope, and an agreement.
- Teachers and families meet in small groups by multi-age classroom band. Teachers describe how the classroom works, what students will experience, and how families will be partners in learning. All communication is in English and Spanish, with interpretation available in other home languages upon request.
- Students receive a personal welcome card from their teacher, signed in both English and Spanish, naming one specific thing the teacher is looking forward to learning about or with them.

Phase 3: First 30 Days of School — Culture Before Curriculum

Gran Via's first 30 days of school are designed around a single priority: building the relational and cultural infrastructure that will make instruction effective for the entire year. Academic content begins immediately, but the pacing of the first month explicitly privileges community-building over content coverage.

Week	Culture Focus	Student Experience	Teacher Practice

Week 1	Community norms and physical environment	Students co-create classroom (yr 1 - school wide) agreements in both languages; explore materials; learn community circle protocols	Daily morning circles; explicit teaching of school-wide expectations; personal get-to-know-you interviews with each student
Week 2	Belonging and identity introduction	Students complete a Yo Soy / I Am identity project; share family objects or stories; begin bilingual identity portfolios	Observation-based notes on each student's interests, learning style, and social dynamics; family check-in calls
Week 3	Restorative practices introduction	Students learn the three restorative questions (What happened? Who was affected? What can we do to make it right?) through stories and role play	First use of restorative circle for a minor conflict; explicit debrief with students about how it worked
Week 4	Academic identity and learning culture	Students set first academic goals with teacher support; learn revision cycle; celebrate effort publicly	First formal observation cycle; begin DIBELS 8 and IDEL universal screening; communicate initial observations to families

Phase 4: Ongoing Culture Maintenance — The Weekly Rhythm

Gran Via's culture is not a launch event. It is a rhythm. The following structures repeat every week, year-round, ensuring culture is maintained through consistency rather than reinvention.

- Morning community circle (daily, 15 minutes): Every day begins with the full classroom community in a structured circle. The format rotates: greeting, gratitude, celebration of learning, and community check-in. This is not optional enrichment. It is the first instructional activity of every day.
- Weekly class reflection (Fridays, 20 minutes): Students reflect on the week using a structured protocol: What did I learn? Who did I help? What do I want to do better? Responses are recorded in their belonging and identity portfolio.
- Monthly school-wide community gathering: The full school meets for a Community Celebration with student work exhibitions, cultural sharing, language performances, outdoor experiences, or community partner presentations. These events are open to families.
- Quarterly Panorama School Climate Survey: Administered to all students Grades 2–5, with teacher-facilitated verbal responses for Grades K–1. Results are reviewed by the Executive Director within two weeks, shared with staff, and summarized for families. If any subscale falls below the school's belonging threshold (80% of students reporting strong sense of belonging), a formal culture review is triggered within 30 days.

C3 **Social and Emotional Development — Detailed plan with specific curriculum aligned to student needs; clear implementation strategies**

Social and Emotional Learning: Conscious Discipline® as the School-Wide SEL Framework

> *Gran Via has selected Conscious Discipline® (developed by Dr. Becky Bailey) as its school-wide SEL framework. This selection is not incidental. Conscious Discipline was specifically chosen because it integrates social-emotional learning into everyday classroom management rather than treating SEL as a separate curriculum block — making it uniquely suited to a small, relationship-based, multi-age school where the line between instruction and community is intentionally blurred.*

|KT| Social and Emotional Learning: An Integrated Framework for Emotional Intelligence, Regulation, and Community

Gran Via integrates three complementary approaches:

- Conscious Discipline provides the adult practices and classroom structures that create safety and connection.

- Permission to Feel (Marc Brackett/Ruler) provides a shared language (50/50) for recognizing, understanding, labeling, expressing, and regulating emotions.
- Restorative practices provide the processes for repairing relationships, resolving conflict, and strengthening community.

Why Conscious Discipline

Conscious Discipline® is a comprehensive, evidence-informed SEL system that teaches adults to respond to student behavior from a skill-building framework rather than a consequence framework. Research on Conscious Discipline implementation shows reductions in office referrals, improvements in school climate survey scores, and increases in teacher self-efficacy in managing complex behavior (Conscious Discipline Research Foundation, 2018; Schonfeld et al., 2015).

Gran Via selected Conscious Discipline over alternatives (CASEL-aligned curricula such as Second Step or RULER) for four specific reasons:

- Adult-first design: Conscious Discipline begins with regulating adult responses before expecting students to regulate their own. In a small school where a teacher works with the same 8–12 students for 2–3 years, adult dysregulation has outsized effects on learning culture.
- Multi-age compatibility: The framework is designed to work across developmental levels within a shared community, not just within grade-level cohorts.
- Language accessibility: The six power skills and the School Family structures translate directly into both English and Spanish, supporting Gran Via's bilingual model without requiring separate Spanish-language SEL materials.
- Restorative integration: Conscious Discipline's restorative structures (the Calm-down Area, the Wish Well practice, class meetings) align directly with Gran Via's restorative discipline approach, creating coherence between SEL and discipline rather than two separate systems.

Conscious Discipline Implementation at Gran Via

CD Component	What It Looks Like at Gran Via	Who Implements	When
The School Family structure	Classroom agreements co-created by students and teacher in both languages; assigned classroom jobs with responsibility language; explicit teaching of care and responsibility norms	All classroom teachers	First week of school; maintained daily
The Calm-Down Area (Safe Place)	A designated, non-punitive space in each classroom with sensory tools, breathing visuals, and feeling identification resources in English and Spanish. Students access it proactively or by teacher invitation.	All classroom teachers; all students	Available from Day 1; taught during first week
Morning Community Circle	15-minute structured circle using CD protocols: greeting (by name, in both languages), class meeting (sharing/problem-solving), encouragement (celebration of growth) Emotional check-in (Mood Meter in both languages)	All classroom teachers	Daily, first instructional block
Power Skills for adults	Six CD power skills (composure, encouragement, assertiveness, choices, empathy, positive intent) are embedded in all adult-student interactions; modeled explicitly; referenced in coaching	Executive Director, all staff	Ongoing; reinforced in weekly staff check-ins
Feeling Buddies / feeling vocabulary	Using Marc Brackett's Mood Meter, Bilingual emotion vocabulary embedded	Classroom teachers;	Daily integration; explicit units 3x/year

	in morning circles, read-alouds, and conflict resolution. Students build emotional literacy in both languages simultaneously.	integrated into ELA instruction	
Class Problem-Solving meetings	Structured restorative class meetings when community-level issues arise (not individual discipline). Students use CD's four steps: observe, feel, wish, do.	Teacher-facilitated ; student-led by Grades 3–5	As needed; at least monthly proactively
Wish Well practice	Students and adults practice sending compassionate attention to students who are struggling — building empathy and community responsibility	All classrooms; modeled by adults	Weekly integration in morning circle

Emotional Literacy Through Permission to Feel

Children cannot regulate emotions they cannot identify. Gran Via intentionally teaches emotional vocabulary (50/50) as part of everyday learning rather than only during moments of conflict. Drawing on Marc Brackett's Permission to Feel framework, students learn to recognize emotions in themselves and others, understand the causes and consequences of emotions, accurately label emotional experiences, express emotions appropriately, and develop strategies for regulation.

Rather than treating emotions as interruptions to learning, Gran Via recognizes emotional awareness and literacy as an essential component of learning itself.

Practice	What it Looks Like	Who	When
Mood Meter Check-In	Students begin the day by identifying and naming their emotional state using the Mood Meter. Teachers use this information to support individual students, adjust instructional approaches, and build emotional awareness over time. Students revisit the Mood Meter throughout the day as emotions shift.	Classroom teachers, intervention teams	Daily
Mood Meter Emotions Recognition	As emotions are identified either through students' lived experiences, literature being read, or teacher introduced, the emotion is named, discussed, and labeled in both English and Spanish on the class Mood Meter. This helps expands each student's emotional literacy.	Classroom teachers, intervention teams	Daily, Embedded instructional practice

Restorative Conversations

Gran Via students learn restorative language beginning in kindergarten. Rather than identifying and correcting conflict, adults assist students in regulation strategies and guide students through questions such as:

- What happened?
- What were you thinking and feeling?
- Who has been affected?
- What do you need now?
- What needs to happen to repair the relationship?

Conflict is viewed as an opportunity to strengthen community and relationships rather than assign blame.

SEL for Diverse Student Populations

Gran Via's SEL implementation is calibrated for its specific student population. The following adaptations ensure the framework reaches every learner:

- Multilingual learners: All Conscious Discipline language — power skill vocabulary, feeling words, restorative questions — is introduced and maintained in both English and Spanish. Students who are in early stages of English acquisition can fully participate in SEL practices in their primary language. This is not accommodation; it is the baseline design.
- Students with disabilities: The Safe Place and self-regulation tools are designed to be accessible for students with sensory processing needs, executive function challenges, and emotional regulation differences. IEPs that include behavioral goals are supported through the CD framework rather than separate behavior systems.
- Gifted students: Gifted students sometimes struggle with perfectionism, sensitivity to failure, and difficulty with peer relationships when they perceive academic gaps between themselves and classmates. Gran Via's multi-age structure normalizes variability, and the CD framework explicitly teaches students to appreciate growth rather than fixed ability. The school will address gifted students' social-emotional needs through individual check-ins, Advanced Learning Plan affective goals, and targeted enrichment in leadership and mentorship roles.
- Students at risk of academic failure: The CD framework explicitly positions teachers to connect with students who are struggling before intervening academically. The power skill of 'positive intent' protects students from shame-based interactions when they fall behind. The Safe Place and calming tools are available for students whose stress responses interfere with academic engagement.

SEL Measurement and Accountability

Gran Via measures SEL outcomes through four instruments:

- Panorama School Climate Survey (Grades 2–5): Administered fall and spring. Subscales measured: sense of belonging, student-teacher relationships, school safety, and social-emotional competency. Benchmark: ≥80% of students reporting strong belonging. If any subscale falls below 70%, formal culture review is triggered within 30 days.
- BESS (Behavioral and Emotional Screening System): Universal screener administered three times per year. Flags students who may need additional social-emotional support. Triggers MTSS Tier 2 SEL interventions when indicated.
- Teacher observation logs: Weekly structured notes on student emotional regulation, peer relationships, and class community health.
- Behavioral incident data: Tracked and disaggregated by student group quarterly. Any subgroup rate that exceeds 2x the school-wide rate triggers a formal disproportionality review (see Indicator C6).
- Reflection Journals: Students regularly reflect on their emotions, relationships, challenges, growth, and learning using drawings, writing, and conversation weekly.
- Teachers document patterns in emotional regulation, stress responses, preferred calming strategies, conflict resolution, and social strengths within each student's Learner Profile. These observations help adults proactively support students and inform individual Learning Plans when additional support is needed.
- Families are introduced to Gran Via's SEL language and practices through orientation, conferences, and ongoing communication. Shared emotional vocabulary and restorative language help create continuity between home and school while honoring each family's culture and values.
- Research shows that outdoor learning environments provide natural opportunities for regulation, movement, sensory integration, mindfulness, and emotional restoration. At Gran Via, time in nature is viewed as essential support for students' emotional wellbeing and executive functioning.

- Over time, the goal is not for adults to regulate students, but for students to increasingly recognize their own emotional states, select appropriate regulation strategies, advocate for what they need, repair relationships when harm occurs, and contribute positively to the wellbeing of the community.
- By graduation, a Gran Via student should be able to: recognize and name their emotions (in both languages), understand how emotions influence thinking and behavior, regulate themselves using strategies that work for them, repair relationships when conflict occurs, empathize with others, seek support when needed, contribute to a healthy community.

C4 **Inclusive of Diverse Student Needs — Detailed, actionable plan for inclusive culture meeting needs of SPED, MLL, gifted, and at-risk students**

An Inclusive Culture Is the Default Setting, Not the Exception

At Gran Via, inclusivity is not a modification applied to a standard school culture. It is the design. The school's small size, multi-age structure, bilingual model, and restorative culture collectively create conditions where developmental variability is normal, linguistic diversity is an asset, and different ways of learning and being are accommodated as a matter of course rather than as special provision.

At Gran Via, inclusive culture begins with knowing the learner. Every student develops a Learner Profile during the first six weeks of enrollment, created through teacher observation, family conversation, learner interview (through the Learning Genome Learner Profile process?), academic data, and documentation of the child's interests, multiple intelligence strengths, languages, relationships, learning preferences, and areas for growth. The Gran Via Learner Profile ensures that students are not first understood through labels such as IEP, MLL, gifted, or below grade level, but as whole people with complex identities and capacities. Required plans such as IEPs, 504s, READ Plans, language plans, and ALPs are integrated into the student's broader Learning Plan so that support is coordinated, visible, and connected to the child's daily experience. While these plans carry different legal requirements, Gran Via treats them as one coordinated picture of the learner.

Gran Via's individualized support model includes:

- Learner Profile
- Individualized Learning Plan
- Evidence Portfolio
- Six-week review cycle
- Family conference
- Student reflection
- Integrated compliance plans when applicable

Students Receiving Special Education Services

Gran Via's inclusion philosophy begins with the presumption of belonging: every student with a disability belongs in the core learning community, and the school's job is to build the community so that belonging is real, not nominal. The Montessori-informed multi-age structure supports this commitment naturally: prepared learning environments, hands-on materials, and individualized pacing reduce the friction between 'regular' instruction and the accommodations students with IEPs need. In most cases, a student's IEP accommodations align directly with the classroom's standard design — extended time, movement opportunities, flexible seating, reduced-distraction workspaces, visual scaffolds — making pull-out for accommodation implementation the exception rather than the rule.

When students require services that cannot be delivered in the classroom (related services, intensive reading intervention, evaluation), scheduling protects core learning blocks and project work. Students who are receiving related services are not seen as leaving; they are seen as going to a different part of their learning community. The cultural norm is that every student has a learning plan; IEPs, 504s, READ Plans, and Advanced Learning Plans are not categorically different in kind.

Multilingual Learners

The school's 50/50 dual-language model is an equity strategy whose cultural dimension is as important as its linguistic one. MLL students at Gran Via do not experience a culture in which their primary language is subordinate, remedial, or reserved for informal contexts. Spanish is half of the school's intellectual and social life. Students who arrived at the school with English as their strongest language learn what it feels like to need support, to listen harder, to navigate instruction in a language they are still acquiring, creating the kind of empathy and mutual dependence that sustains a genuinely bilingual community.

The Conscious Discipline SEL framework is fully bilingual. All feeling vocabulary, community norms, and restorative language are introduced and maintained in both languages. MLL students can fully participate in morning circles, class meetings, and restorative conversations in their primary language from Day 1.

Gifted Students

Gifted students present specific cultural challenges that Gran Via's model is designed to address. Perfectionism, fear of failure, resistance to collaboration with students perceived as 'less capable,' and identity rigidity ('I am smart, therefore I should already know this') are common social-emotional profiles in gifted learners (Neihart et al., 2002). Gran Via's multi-age structure disrupts these patterns by ensuring that no student is always the most advanced and no student is always the newest learner. A student who is reading two grade levels ahead in English may be working hard to keep pace in Spanish, and that experience is culturally normalized and discussed, not hidden.

The Advanced Learning Plans (ALPs) that Gran Via will develop for identified gifted students will include affective goals alongside academic goals: specifically, goals related to perfectionism management, leadership, intellectual risk-taking, and peer mentorship. The Conscious Discipline framework's emphasis on 'positive intent' and 'encouragement' provides the adult language for supporting gifted students through failure and frustration without shame or false reassurance.

Students At Risk of Academic Failure

Gran Via's culture treats academic struggle as information, not identity. The MTSS framework's three-tier structure ensures that students who are at risk are identified early (through universal screening and observation) and supported with increasing intensity without waiting for failure to become obvious. The cultural norm is that everyone has areas where they are growing; the school's job is to notice quickly, respond skillfully, and communicate honestly with families.

Students who are below grade level do not experience Gran Via's culture differently from their peers. The multi-age structure means that working on foundational skills does not require leaving the room or being 'behind' in a publicly visible way. Flexible grouping during core instructional blocks allows students to work at the edge of their current competence without being labeled by what they cannot yet do.

Students Experiencing Housing Instability

Gran Via will identify a McKinney-Vento liaison function within Student Services leadership. For students experiencing housing instability, the school's small size is an asset: when a new student enrolls mid-year, teachers can personally welcome them into the community circle within the first hour of arrival. The school's community norms, confidentiality, mutual care, respect for different circumstances, are taught explicitly enough that new students can participate in the culture immediately without knowing its history. The Executive Director personally monitors attendance for housing-insecure students and triggers community supports within 48 hours of any unexplained absence.

PART 2 — DISCIPLINE

C5 **Discipline Approach — Comprehensive, positive, culturally responsive; balances incentives and penalties**

Discipline Philosophy: Behavior as a Skill, Safety as a Right

> *Gran Via's discipline approach begins from a single premise: children do well when they can. When a child is not doing well, something is getting in the way — a skill they haven't learned, a need that isn't being met, a stress response that is hijacking their capacity to behave according to community norms. The school's job is to figure out what is getting in the way and address it, not to assign a consequence and return to instruction.*

Gran Via believes discipline is the process of teaching children how to live well in community. Conflict, disappointment, frustration, and mistakes are expected parts of learning. Every disciplinary interaction is an opportunity to build emotional literacy and intelligence, strengthen relationships, and develop the skills needed to contribute positively to their community. We know that children do well when they can. When they aren't, something is getting in the way. This may be a skill they haven't yet learned, a need that isn't being met, or a stress response that is hindering their capacity to behave according to Gran Via community norms. As a school, we commit to figuring out what is getting the way and address it. This philosophy has four operational commitments:

At Gran Via, students are explicitly taught to recognize, name, understand, and regulate their emotions using developmentally appropriate tools such as Mood Meeter, feeling vocabulary, reflection, and co-regulation strategies with trusted adults. Adults see to understand the emotional state beneath a behavior before determining how to respond.

- Prevention before response: The most powerful discipline tool is a school day structured so that students rarely need to be redirected. Predictable routines, meaningful work, community belonging, and high adult-student ratios are discipline infrastructure. This happens during morning emotional check-ins, Mood Meter building, Learner Profiles, Outdoor regulation, Calm spaces, and Community Circles. At Gran Via we believe prevention is more than classroom management, it's relationships.
- Skill-building as the primary intervention: When students are not meeting community expectations, the first question is always 'What skill do they need to develop?' or 'What language do they require?' not 'What consequence will deter this behavior?'
- Restorative before exclusionary: Exclusionary discipline (suspension, expulsion) is reserved for situations where safety requires removal. The overwhelming majority of behavior concerns are addressed within the learning community.
- Culturally responsive throughout: Discipline practices are evaluated for cultural responsiveness. Adults are trained to distinguish between behavior that reflects a skill gap and behavior that reflects a cultural norm or linguistic pattern that differs from mainstream school expectations.
- |KT| When behavior becomes a pattern they consult the student's Learner Profile and consider: what stressors are emerging, what regulation strategies work for this learner, what relationships support this learner, are we seeing it in one setting or multiple settings, has anything changed at home or life outside the classroom?

Positive Behavior and Community Recognition

Gran Via recognizes positive behavior not through individual reward economies (prize boxes, token systems, or prize charts) but through community recognition structures that build belonging and interdependence:

- Community celebration in morning circles: Specific, sincere acknowledgment of student actions that demonstrate community values. Language emphasizes effort, care, and growth rather than compliance.
- Portfolio documentation: Student work that demonstrates growth, courage, or community contribution is added to the student's identity portfolio — a permanent record of who they are becoming. Students collect evidence of: courage, empathy, perseverance, leadership, kindness, curiosity, repair, and responsibility.
- Monthly Community Celebrations: The full school community gathers monthly to celebrate learning, share student work, and honor students who have demonstrated the school's values in meaningful ways. Recognition is by name, specific to action, and described in terms of impact on the community.
- Teacher-to-student specific praise: Staff are trained in Conscious Discipline's 'encouragement' power skill: praising the action and its effect on the community rather than the child's trait. 'I noticed you helped Mateo find his book, and that meant he didn't miss any of the circle. Thank you' rather than 'Good job!'

Progressive Discipline Continuum

Gran Via's discipline responses are progressive, starting with the least restrictive and moving toward exclusion only when less restrictive responses have not been sufficient or when safety requires immediate action.

Level	Response Type	Who Responds	Examples	Documentation
Level 1	In-the-moment redirection and skill coaching	Classroom teacher	Self-regulation coaching; choice offering; Safe Place invitation; verbal redirection	Teacher observation log (informal)
Level 2	Repairing harm and restorative conversation	Classroom teacher; sometimes student services lead	Restorative conversation (3 questions); harm repair activity; brief cooling-off period with adult support Students are guided through questions such as: What happened? What were you thinking and feeling? Who was affected? What do you need now? What needs to happen to repair the relationship? How can we prevent this next time? Students complete a reflection depending on developmental level this may be a drawing, oral, written, or audio reflection that become artifacts in the Learning Plan.	Teacher log; notify family within 24 hours if pattern
Level 3	Family conference and behavior support plan	Teacher + Executive Director + family	Parent/guardian meeting; co-created behavior support plan; check-in/check-out system	Written behavior plan; signed by family; tracked weekly
Level 4	Formal intervention + tiered MTSS support	Student Services Lead + ED + contracted supports	FBA; BIP; Tier 2 or Tier 3 MTSS placement; mental health referral if indicated	MTSS documentation; progress monitoring; board notification if pattern persists
Level 5	In-school suspension (ISS)	Executive Director	Structured reflection with continued academic support; restorative re-entry plan	Written ISS record; family notification; re-entry meeting
Level 6	Out-of-school suspension (OSS)	Executive Director (requires board notification for > 3 days)	1–10 days; learning materials provided; re-entry plan with restorative steps	Written OSS record; parent notification; re-entry meeting; MDR if SWD
Level 7	Expulsion recommendation	Executive Director (board decision)	Formal hearing process; board decision; written notice; appeal rights	Full documentation; board resolution; appeal process; alternative education coordination

Gran Via will not use exclusionary discipline (ISS or OSS) for the following: tardiness, missing homework, classroom disruption that does not threaten safety, dress code violations, language (including profanity) that is not directed at another person, or behavior that reflects sensory, emotional, or disability-related needs that the school has not yet adequately supported. These responses reflect both legal requirements and the school's commitment to keeping students in the learning community.

C6 **Rights of Students with Disabilities — Detailed explanation of SPED rights in discipline; clear process for addressing disproportionality**

Protecting the Rights of Students with Disabilities in Disciplinary Actions

Behavior is always understood within the context of the whole child. Discipline decisions involving students with disabilities consider legal requirements as well as each student's Learner Profile, communication style, sensory needs, regulation strategies, and documented supports before determining the most appropriate response.

Core Legal Framework

Gran Via will fully comply with IDEA, Section 504, and the Colorado Exceptional Children's Educational Act (ECEA) in all disciplinary actions involving students with disabilities. The following protections apply from Day 1 and are non-waivable:

- Services during removal: When a student with a disability is removed from their placement for more than 10 cumulative school days in a school year, the school must continue to provide a Free Appropriate Public Education (FAPE) that allows the student to continue to participate in the general education curriculum and to progress toward IEP goals, even in an alternative setting. Gran Via will arrange for continued academic services during any removal period through coordinated instruction delivered by a licensed educator.
- Manifestation Determination Review (MDR): Before implementing a change of placement for disciplinary reasons for a student with a disability, Gran Via will hold an MDR within 10 school days of the decision. The MDR team will include the parent/guardian, relevant IEP or 504 team members, and other qualified personnel. The team will determine: (1) whether the conduct was caused by, or had a direct and substantial relationship to, the student's disability; and (2) whether the conduct was a direct result of the school's failure to implement the IEP.
- If the behavior IS a manifestation: Gran Via will conduct a Functional Behavioral Assessment (FBA) if one has not been done, implement or revise a Behavioral Intervention Plan (BIP), and return the student to their previous placement unless the parent agrees otherwise. The MDR finding of manifestation means the school must change its approach, not increase consequences. BIPs include: regulation strategies, co-regulation supports, preferred calming techniques, restorative repair practices, and family input.
- If the behavior IS NOT a manifestation: Discipline may proceed consistent with how non-disabled students would be treated for the same offense, except that the school must continue to provide FAPE.
- Special circumstances: For offenses involving weapons, drugs, or serious bodily injury, Gran Via may remove a student with a disability to an Interim Alternative Educational Setting (IAES) for up to 45 school days, regardless of manifestation determination.

Disproportionality Review Protocol

Gran Via is committed to identifying and eliminating racial, linguistic, and disability-based disproportionality in discipline. The following is the school's disproportionality review protocol, with specific thresholds, responsible parties, and timelines:

Review Cadence	What Is Reviewed	Threshold for Formal Response	Responsible Party	Response Timeline
Quarterly	Behavioral incident data disaggregated by race/ethnicity, disability status, MLL status, FRL eligibility, and gender	Any subgroup receiving OSS at 2x or more the school-wide rate	Executive Director	Formal review initiated within 30 days of data review
Annually	Full-year disproportionality analysis; comparison to prior year trends; CSI	Persistent pattern (2+ consecutive quarters) above 2x threshold	Executive Director + Board Academic	Root cause analysis within 60 days; corrective action

	Performance Framework indicators		Accountability Committee	plan within 90 days; board report within 120 days
At authorization renewal	Five-year disproportionality trend; comparison to CSI portfolio schools; state-level data	Any sustained pattern across 2+ years	Board of Directors	Formal governance response; external technical assistance if indicated

When disproportionality is identified, the school's response protocol includes: (1) root cause analysis examining whether practices, materials, adult behavior, or structural factors are contributing to differential outcomes; (2) targeted professional development for staff on culturally responsive discipline; (3) review of discipline documentation for each affected student to ensure practices were applied with consistency and cultural competence; and (4) family outreach to any family whose child was disproportionately impacted.

C7 **Due Process for Suspensions/Expulsions — Comprehensive procedures including appeal process and plan for expelled students**

Due Process: Suspensions, Expulsions, and Appeal

Suspension Due Process

For any suspension (ISS or OSS), Gran Via will:

1. Inform the student of the reason for removal and provide an opportunity to respond (developmentally appropriate; a Kindergartner's opportunity to respond looks different from a fifth-grader's)
2. Notify the parent/guardian within the same school day of any ISS or within 24 hours of any OSS, in the family's home language, via phone call followed by written notice
3. Provide written notice that includes: the specific conduct, the evidence, the duration of removal, and the student's right to contest the decision
4. Provide continued academic instruction: learning materials and, for OSS exceeding three days, arranged instruction by a licensed educator
5. Conduct a re-entry meeting with the student and family before the student returns to class, including a restorative plan to address the conduct and prevent recurrence. Re-entry at Gran Via includes student reflection, restoration conversation, repair plan, welcome back by classroom community, teacher check-in, follow-up after one week.

Suspension limits: Gran Via will not suspend a student for more than 10 days per incident. The school will set an annual cap of no more than 20 cumulative suspension days per student, consistent with its commitment to minimizing exclusionary discipline and with Colorado law.

Expulsion Due Process

Expulsion is reserved for severe, dangerous behavior or serious violations that substantially threaten school safety or the ability to provide education to other students. Gran Via's expulsion process:

6. Notice: Written notice to parent/guardian within 24 hours of the intent to recommend expulsion, including: the specific allegations, the evidence supporting the allegations, the student's right to a hearing, and the date, time, and location of the hearing
7. Hearing: Formal hearing before the governing board (or a designated hearing officer appointed by the board) within 10 school days of the notice, at which the student and parent/guardian have the right to: hear and respond to the evidence, present their own evidence, and have an advocate present
8. Decision: Written decision issued within 5 school days of the hearing. The decision will state the grounds for expulsion, the duration, any conditions for readmission, and the right to appeal

9. Board ratification: The governing board must ratify any expulsion decision at its next regularly scheduled meeting or a specially called meeting

Appeal Process

Parents/guardians may appeal an expulsion decision within 10 school days of receiving the written decision. The appeal must be filed in writing with the Board Chair. The governing board will schedule an appeal hearing within 15 school days of receiving the appeal. At the appeal hearing, the board may: affirm the expulsion, modify its terms or duration, or reverse the expulsion. The board's decision on appeal is final, consistent with Colorado law (C.R.S. §22-33-106).

Alternative Education for Expelled Students

Gran Via is committed to ensuring that expulsion does not result in educational abandonment. The school will coordinate with CSI and APS to identify an appropriate alternative educational placement for any expelled student and will document the coordination in the student's disciplinary record. The school will provide the family with a written list of available alternative education resources within 5 school days of the expulsion decision, including: APS's alternative education programs, Aurora-area community-based education providers, online learning options, and CSI resources for expelled students.

C8 **Communication of Discipline Policy — Clear, accessible plan for informing students and parents; ensures understanding aligned with school culture**

Communicating the Discipline Policy: Multi-Channel, Multilingual, Ongoing

Gran Via's discipline policy is only effective if students and families understand it. The following communication plan ensures that every family receives the discipline policy in an accessible format, in their home language, at multiple points throughout the year, and with a genuine opportunity to ask questions.

Communication Method	When	Language(s)	Who Is Responsible	Verification
Family Handbook (includes full discipline policy summary)	Distributed at Family Orientation (August 2027) and at enrollment each subsequent year	English and Spanish; other languages upon request via interpretation support	Executive Director	Family signature confirming receipt (maintained in student file)
Family Handbook (includes emotional language of the school)	Distributed at Family Orientation and 2-3 Family workshops annually	English and Spanish with Topics including: Conscious Discipline, Emotion Coaching, Mood Meter, Restorative Conversations at Home, Supporting Regulation	Executive Director	Family Signature, attendance log.
Discipline Policy Overview Session	Family Orientation Week (August 2027) and annually in September	English and Spanish simultaneously; interpretation available in other	Executive Director	Attendance log; sign-in sheet maintained

		home languages upon request		
Bilingual discipline policy summary (plain-language, 1-page)	Sent home with every student in the first week of school; posted on school website	English and Spanish; other languages upon request	Admin Support	Distribution log
Age-appropriate student introduction	First week of school, classroom-level; Conscious Discipline School Family establishment lessons	English and Spanish; aligned to CD curriculum	Classroom teachers	Teacher lesson documentation
Annual policy review	Sent home at start of each school year with any updates noted	English and Spanish	Executive Director	Distribution log; families notified of changes
Parent/guardian question opportunity	Dedicated Q&A time at Family Orientation; always available by phone or email within 48 hours	English and Spanish; interpretation available	Executive Director and teachers	Family communication log
Student-facing classroom agreements	Posted in every classroom in both languages; co-constructed with students in first week	English and Spanish	Classroom teachers	Classroom observation
Students are taught the schools emotional language just as intentionally as they are taught reading or mathematics.	By upper elementary, students are expected to: identify their emotions, use the Mood Meter independently, request regulation strategies, facilitate restorative conversations, repair harm, participate in class meetings, mentor younger students	English and Spanish	Classroom teachers	Teacher documentation

Gran Via's discipline policy communication is not a compliance exercise. Families who understand the school's approach to discipline are partners in it. When families see that discipline is rooted in skill-building and community restoration rather than punishment, they are more likely to reinforce those approaches at home and to engage productively with the school when concerns arise.

Gran Via measures the success of its discipline system not by the absence of conflict, but by the community's growing capacity to navigate conflict with empathy, honesty, responsibility, and repair. Students leave Gran Via not just following a set of rules, but having practiced the lifelong skills of emotional awareness, self regulation, reconciliation, and care for others.

C9 **Discipline Policy — Aligns with state laws; prioritizes safety; detailed due process; IDEA compliance; alternative education plan**

Discipline Policy: Legal Framework and Full Alignment Reference

Gran Via's full Discipline Policy is included as Attachment C–Discipline Policy. The policy complies with: Colorado's school discipline statutes (C.R.S. §22-33-105 through 22-33-108); IDEA discipline protections (34 C.F.R. Part 300, Subpart E); Section 504 of the Rehabilitation Act; Colorado's ECEA regulations; and CSI's discipline guidance and sample policy framework. The policy includes:

- Behavioral expectations and prohibited conduct
- Full progressive discipline continuum (Levels 1–7 as described above)
- Suspension procedures with due process protections
- Expulsion procedures with due process protections
- Appeal process and timeline
- Alternative education plan for expelled students
- IDEA/Section 504 protections: MDR procedures, services during removal, special circumstances
- Disproportionality review protocol
- Communication requirements
- Documentation and recordkeeping requirements

The policy explicitly prohibits the use of seclusion and restraint except in situations of imminent physical danger, consistent with Colorado law (C.R.S. §26-20-111). All staff will receive annual training on prohibited practices.

C10 **Founding Team Capacity — Extensive experience building school culture and implementing discipline aligned with proposed model**

Founding Team Capacity: Culture and Discipline

The founding team's full credentials are summarized in the Executive Summary's Founding Team Capacity Matrix. Specific to culture and discipline: Bill Knous cut chronic absenteeism from 28% to 14% at College View High School through relationship-based practices rather than consequence systems; Chrissie Vroome Knous's MTSS leadership at Denver Language School has sustained ≥85% student-reported belonging on the Panorama School Climate Survey for three consecutive years; and board member Deb Weissman, a licensed SPED teacher, provides direct governance-level oversight of IDEA discipline compliance and disproportionality review.

D. Education Program

PART 1: SCHOOL MODEL

D1 **School Model Summary: Clear, detailed; primary instructional methods; non-negotiables; evidence supporting success with target population**

The Gran Via Model: What It Is and Why It Works

> *Gran Via is a Montessori-based, 50/50 Spanish–English dual-language, standards-aligned K–5 public charter school organized into three multi-age classrooms, delivered through a unique blend of the Montessori and Reggio Emilia elementary instructional models in an outdoor-focused learning environment that fosters the development of the whole child. Everything in this design is integrated. None of it is enrichment. None of it is optional.*

The Program Hierarchy: What Is Non-Negotiable and Why

Gran Via's educational model is organized as a hierarchy. Each level is non-negotiable; each level serves the level above it. This hierarchy clarifies decision-making when resources are constrained, when enrollment is small, and when reviewers ask what the school will protect even under pressure.

Priority Level	Element	What This Means in Practice	Why It Cannot Be Compromised
1: Foundational (Legal)	Colorado Academic Standards, CMAS, READ Act, ACCESS/WIDA, CSI Performance Framework	All instruction is mapped to CAS. All required state assessments are administered with full participation. READ Act screening and intervention are implemented from Kindergarten.	These are legal obligations. A charter school that cannot demonstrate CAS alignment, state assessment participation, and READ Act compliance will lose its authorization.
2: Instructional Spine (Core)	Daily literacy and mathematics instruction using the Montessori method; knowledge-building science and social studies inspired by the Reggio Emilia approach	Teachers guide students daily through a structured Montessori work cycle to learn and practice foundational English literacy, Spanish literacy, and Mathematics skills. Inquiry based Science and social studies are integrated into project cycles.	Literacy and mathematics are the primary accountability measures. If the instructional spine weakens, proficiency and growth outcomes collapse regardless of the model's other strengths.
3: Language Model (Identity and Access)	50/50 Spanish–English dual-language with designated and integrated ELD	Instruction is delivered in Spanish and English at a 50/50 ratio, allocated by content area and teacher. Designated English Language Development is embedded in content instruction. Language growth is monitored via WIDA and IDEL.	The bilingual model is Gran Via's equity strategy. It is the primary mechanism for closing the MLL achievement gap, affirming student identity, and achieving the biliteracy outcomes the school has committed to.
4: Delivery Method (Engagement and Depth)	Montessori methodology and curriculum are the foundation of the Gran Via programming. Reggio Emilia-inspired units of place-based inquiry and outdoor learning bring the Montessori works to life in the real world.	Core academic competencies are mastered through the Montessori scope and sequence. Students then apply literacy, mathematics, science, and social studies through multi-week project cycles connected to local ecology, community institutions, and real-world inquiry. Projects are mapped to CAS.	Gran Via's instructional architecture positions geography and community as fundamental pedagogical anchors. Local ecosystems, urban farms, and civic entities are transformed into dynamic learning studios where scholars engage in authentic research and longitudinal observation. By integrating literacy, mathematics, and the humanities through experiential site-based investigations, students cultivate rigorous domain knowledge and an

			enduring sense of stewardship for their local and global communities.
5: Differentiation Architecture (Equity and Growth)	Montessori observation, multi-age grouping, and MTSS	Teachers conduct ongoing structured observation, use multi-age flexibility for grouping, and implement a three-tier MTSS system with explicit trigger-to-action protocols.	Differentiation is built into the Montessori model, through multi-age groupings and student choice. Students may learn new “works” at their own pace, ensuring that all students are met at their own level. MTSS ensures no student waits for support. Together, these structures allow the school to serve diverse learners without separate tracks.

Evidence Supporting This Model with the Target Population

The evidence base for each component of Gran Via’s model is strong and specifically applicable to south Aurora’s multilingual, economically diverse student population:

- Montessori outcomes for underserved students: Lillard et al. (2017) and Dohrmann et al. (2007) found significantly stronger executive function, reading, math, and social development outcomes for lower-income students in Montessori programs compared to traditional schools.
- Dual-language outcomes: Thomas and Collier's (2002) longitudinal study found dual-language students outperform English-only peers in both languages by Grade 5, with the largest gains for students who entered school as Spanish-dominant learners, precisely the population Gran Via is designed to serve.
- Place-based learning outcomes: Sobel (2004) and the Learning Policy Institute (2023) found consistent gains in academic engagement and content mastery from project-based, experiential, community-connected learning, with particularly strong effects for historically marginalized students.
- Multi-age classroom outcomes: Veenman's (1995) meta-analysis of 56 studies found multi-age settings produce equivalent or superior academic outcomes to single-grade classrooms, with additional social-development gains that Lillard (2017) found especially beneficial for early elementary students.
- Reggio Emilia outcomes: A metasynthesis by Guo and Rouse (2024) of Reggio-inspired practices documented increased educator confidence and “increased exploratory and creative engagement among children.”

PART 2: CURRICULUM AND INSTRUCTION

D2 **Basic Learning Environment: Classroom structure, class size, alignment with school model**

Learning Environment: Three Multi-Age Classrooms, One Coherent Community

Gran Via’s physical and instructional environment is organized into multi-age classroom bands across K–5, each containing approximately 8–15 students across two grade levels. The school opens in Year 1 with two bands and expands to three bands by Year 2 as the funded staffing model (see Section G and Attachment G_Budget) adds lead teacher capacity; from Year 3 onward, bands that outgrow a single classroom add a second section rather than exceeding a workable multi-age group size. Staffing figures below are drawn directly from the five-year staffing model in Attachment G_Budget:

Year	Classroom Structure	Lead Teachers (FTE)	Support Staff (FTE)	Enrollment	Adult:Student Ratio
Year 1 (2027–28)	2 bands: Lower Elementary (K–2), Upper Elementary (3–5)	2.0	1.0 (+ 0.5 contracted Special Services Provider)	30 students	≈ 1:10
Year 2 (2028–29)	3 bands: Lower (K–1), Middle (2–3), Upper (4–5), one lead teacher per band	3.0	2.0 (+ 0.75 contracted Special Services Provider)	45 students	≈ 1:9
Year 3 (2029–30)	3 bands; highest-enrollment band adds a second section/teacher	4.0	3.0 (+ 1.0 contracted Special Services Provider)	60 students	≈ 1:9
Year 4 (2030–31)	3 bands; two bands now running two sections each	5.0	4.0 (+ 1.0 contracted Special Services Provider)	75 students	≈ 1:8

Year 5 (2031–32)	3 bands, each with two sections (2.0 lead teachers per band average)	6.0	5.0 (+ 1.0 contracted Special Services Provider)	80 students	≈ 1:7

Planned Future Expansion: Grades 6–8

Gran Via's founding vision, articulated in its original APS application, is a fully realized K–8 program. This CSI application authorizes and commits to the K–5 model described throughout this document. Once K–5 operations are established, Gran Via intends to expand into middle school grades on the following timeline, subject to Board approval, demonstrated K–5 academic and financial performance, facility capacity, and student enrollment and and completion of any CSI milestones.

Target School Year	Grade Added
2030–31	Grade 6
2031–32	Grade 7
2032–33	Grade 8

The Montessori method is built on hands-on learning, student choice, and real-world skills; an authentic Montessori middle school approaches adolescent learning differently from a conventional model, combining strong academics with meaningful real-world experience. Gran Via's eventual Grades 6–8 program will be designed in that tradition rather than as a scaled-down version of a conventional middle school. Specific curriculum, staffing, and facility plans for Grades 6–8 will be developed and brought to the Board and to CSI as part of the future amendment request, once K–5 operations provide the enrollment data, financial track record, and staffing base that responsible middle-grades planning requires.

The prepared learning environment in each classroom reflects Montessori-inspired design principles: materials are organized and accessible at student height; the room is divided into distinct work areas (literacy, mathematics, project, and community circle); Spanish and English are equally present in environmental print; and there is a dedicated quiet area for independent work, a Safe Place for self-regulation, and a materials library organized by unit theme. Outdoor space is an extension of the classroom, and includes a playground (ideally made of natural materials, as featured locally at Morrison Nature Center in Aurora), a garden, and a natural area for science-based inquiry and free play.
Each unit cycle includes scheduled outdoor learning sessions aligned to the unit's academic objectives. Gran Via builds on the Montessori foundation with a Reggio Emilia-inspired approach that emphasizes student inquiry and the environment itself as a teacher, allowing students to use the skills that they are building during work cycles to ask questions that become deeper, place-based projects.

Class sizes grow intentionally as the school scales. Year 1 opens with two broader bands so the two funded lead teachers can each build a strong instructional routine and a bilingual model with a full cohort of students; Year 2's funded third teacher allows the school to move to the three-band structure (Lower, Middle, Upper Elementary, Middle Years) described above. From Year 3 onward, added lead teacher capacity is used to add a second section within a band once that band's enrollment justifies it, rather than letting any single multi-age group exceed a workable size.

D3a **Curriculum Overview: Thorough overview for first five years; rationale and evidence of effectiveness for targeted students**

Five-Year Curriculum Plan

Gran Via's curriculum develops in three phases across the first five years, each building on demonstrated instructional capacity from the prior phase. The curriculum is not static; it is designed to deepen, integrate, and expand as enrollment grows and as teachers develop expertise in bilingual and place-based delivery.

Phase	Years	Curriculum Focus	What Gets Added	Fidelity Checkpoint
Phase 1: Launch and Stabilize	Years 1–2 (2027–29)	Establish core instructional routines in literacy (English and Spanish) and mathematics; implement 50/50 language allocation with fidelity; begin place-based/Reggio Emilia project cycles aligned to CAS	Fully implemented: Montessori curriculum in Language Arts, Mathematics, Science, and Social Studies. Place-based project cycles in science and social studies. WIDA-aligned ELD.	End of Year 1: 100% of students receiving core instruction in both languages daily; DIBELS 8 and IDEL screening fully implemented; MAP Growth baseline established. End of Year 2: Curriculum maps complete for all subjects K–5; language allocation plan published and monitored.

Phase 2: Deepen and Integrate	Years 3–4 (2029–31)	Strengthen cross-linguistic transfer instruction; develop school-designed interdisciplinary project units integrating literacy, math, science, and social studies; introduce arts integration and environmental stewardship units	Added: Beginning MS curriculum planning and design. School-designed biliteracy units integrating cross-linguistic transfer explicitly; environmental science sequence aligned to Colorado's Outdoor Education Act (HB 22-1007); visual and performing arts integration; expanded partner-based project cycles (Frontline Farms, Cottonwood Institute)	End of Year 3: ≥60% of students performing at or above CMAS proficiency benchmarks in ELA and Math; annual biliteracy assessment shows measurable growth in Spanish literacy for all enrolled K–3 students
Phase 3: Mature and Extend	Year 5 and beyond (2031+)	Full K–5 curriculum at scale; begin curriculum planning for K–8 expansion; develop Grade 5 capstone and transition preparation units; seek Colorado Seal of Biliteracy eligibility pathway documentation	Added: Grade 5 capstone exhibition unit integrating all content areas in both languages; middle school transition preparation curriculum; formal biliteracy assessment portfolio for Seal of Biliteracy pathway tracking; K–8 scope and sequence planning begins	End of Year 5: ≥70% CMAS proficiency in ELA and Math (all students); ≥75% of MLLs meeting ACCESS Annual Growth Percentile; 100% of Grade 5 students completing biliteracy capstone exhibition

D3b **Curriculum Summary: Detailed curricular choices by subject; strong rationale; evidence of effectiveness for target population**

Curriculum Selections by Subject

English Language Arts: NAMC Elementary English Language Arts Curriculum

Gran Via has selected the North American Montessori Center's Elementary Language Arts Curriculum as its English Language Arts core. NAMC has developed comprehensive Montessori curriculum manuals used worldwide, and their Language Arts program uses a multisensory, child-led approach that allows learners to progress at their own pace through presentations featuring tactile materials before advancing to more abstract reading, grammar, and writing practices.

For Gran Via's bilingual population, a Montessori Language Arts curriculum is a strong match for three reasons: its multi-sensory approach allows MLLs to engage in a way that suits their unique learning style, its context-based routines teach vocabulary and language structures through real-world applications, and its emphasis on cultural and "Cosmic" education allows learners to see how language comes to life through the unique ways that humans evolved to live in our world.

Spanish Literacy: Amplify Caminos

Gran Via has selected Amplify Caminos as its Spanish literacy curriculum for Grades K-5. Caminos is a Science of Reading–aligned Spanish literacy program that provides systematic phonics instruction in Spanish, vocabulary development, and complex text engagement for a bilingual learning environment.

Spanish and English phonemic systems differ significantly, so Spanish-dominant learners need explicit Spanish phonics instruction rather than a translated version of English phonics. Amplify Caminos is designed for the Spanish phonological system and aligns to IDEL's screening benchmarks, so universal screening and curriculum measure the same skills; cross-linguistic transfer instruction is embedded throughout, consistent with August and Shanahan's (2006) biliteracy research.

Mathematics: NAMC Elementary Mathematics Curriculum

Gran Via has selected the North American Montessori Center's Elementary Mathematics Curriculum for its K–5 mathematics program. NAMC has developed comprehensive Montessori curriculum manuals used worldwide, and their elementary Mathematics program uses a hands-on, child-led approach that allows students to explore arithmetic, geometry, and early algebra at their own pace through presentations featuring tactile materials before advancing to more abstract reasoning

A Montessori Math curriculum supports Gran Via's bilingual model because, as with the Language Arts curriculum, its multi-sensory approach allows MLLs to engage in a way that suits their unique learning style, and its

concrete-representational-abstract progression also reduces language barriers and allows students to students to explore foundational mathematical concepts before mastering complex English vocabulary.

Science: NAMC Elementary Science Curriculum + Place-Based Unit Design

Gran Via will teach science through school-designed interdisciplinary units aligned to Colorado's Next Generation Science Standards (NGSS) and Colorado Academic Standards. North American Montessori Center's curriculum manuals on Physical Geography, Zoology, Botany, Health Sciences and Astronomy will serve as foundational "Presentations" on scientific concepts, with content embedded in project cycles and place-based outdoor learning. Units are organized around local ecological contexts (Cherry Creek watershed, Colorado high-plains ecosystems, urban agriculture and food systems) and are designed in collaboration with partner organizations (Cottonwood Institute, Frontline Farms, Plains Conservation Center, Arapahoe Open Spaces).

The curricular approach is supported by Sobel's (2004) framework for place-based education and by Colorado's Outdoor Education Act (HB 22-1007), which affirms the role of outdoor learning in strengthening academic outcomes. Science units will be developed by the founding team and lead teachers during Year 0, reviewed against CAS alignment, and finalized before the first school day. A Year 0 science curriculum development timeline with owners and deadlines is included in the start-up plan (Section I).

Social Studies: NAMC Elementary Social Studies Curriculum + Community-Connected Units

Social studies is integrated into project cycles alongside science, with dedicated NAMC Montessori social studies "Presentations" on "Cosmic Education," Cultural Geography, History, and "Practical Life Activities," explicitly mapped to CAS. Social studies units leverage the school's Aurora community context: students study the history of the Aurora region, the demographics and institutions of south Aurora, and their own roles as community members and environmental stewards. Bilingual social studies instruction directly supports both content learning and Spanish-language academic vocabulary development.

Visual and Performing Arts / Comprehensive Health and SEL

Arts integration is embedded in project cycles rather than delivered as a separate elective period. Students create visual art, music, and performance works as products of their project learning, not as separate classes. Comprehensive health and social-emotional learning are delivered through the Conscious Discipline® framework (described in Section C) and integrated into daily community circle, content instruction, and outdoor experiences.

Instructional Planning Tool: MagicSchool Enterprise

Gran Via will deploy MagicSchool Enterprise as a school-wide instructional planning and bilingual materials production platform: lesson planning aligned to NAMC and Amplify Caminos pacing guides, bilingual vocabulary supports and rubrics, MTSS documentation, and family communication drafts in both languages. Teachers use it as a planning accelerator, not a replacement for professional judgment; all output is reviewed for standards alignment, bilingual accuracy, and cultural responsiveness before use with students.

D4 **Scope and Sequence: Clear, detailed, well-structured; aligned to academic standards; appropriate for target population**

Sample Scope and Sequence: K–5 Biliteracy Development

The following represents Gran Via's biliteracy development scope and sequence across K–5, the school's most distinctive and most academically critical curricular commitment. A full subject-level scope and sequence is included as Attachment D_Sample Scope and Sequence. The biliteracy sequence is presented here because it integrates both English and Spanish literacy development with the dual-language model and cannot be read from either the NAMC English Language Arts or Amplify Caminos curricula independently.

Grade Band	Spanish Literacy Focus	English Literacy Focus	Cross-Linguistic Transfer Emphasis	Biliteracy Assessment
Kindergarten	Phonemic awareness in Spanish; letter-sound correspondence in Spanish alphabet; concepts of print; oral vocabulary in Spanish;	Phonemic awareness in English; foundational phonics (high-frequency sounds); concepts of print in English; structured listening and	Spanish and English print concepts are explicitly compared; students identify sounds that exist in both languages; teachers use contrastive analysis to	IDEL Letter Naming Fluency + Phoneme Segmentation; DIBELS 8 Letter Naming + Phoneme Segmentation; WIDA Screener (MLLs)

	read-alouds of authentic Spanish literature	oral language development	highlight similarities and differences	
Grade 1	Systematic phonics in Spanish (syllable-based); decodable text in Spanish; oral reading fluency in Spanish; Spanish vocabulary development and academic language	Systematic phonics in English (phoneme-based); decodable text in English; oral reading fluency in English; vocabulary development in academic English	Cross-linguistic phonics comparison: students map Spanish syllable patterns to English phoneme patterns; cognate study begins; explicit metalinguistic awareness instruction	IDEL Oral Reading Fluency; DIBELS 8 Oral Reading Fluency; READ Act compliance screening (English and Spanish)
Grades 2–3	Spanish reading comprehension strategies; expository text in Spanish; Spanish academic writing (sentences, paragraphs); Spanish vocabulary across content areas	English reading comprehension strategies aligned to Montessori Language Arts units; informational and literary text; structured academic writing in English; vocabulary from Montessori text sets	Cognate instruction formalized; students read parallel texts in both languages; cross-language discussion protocols; students write in both languages within same project cycle	IDEL Passage Reading Fluency + Retell; DIBELS 8 Passage Reading + Retell; MAP Growth Reading (English); curriculum-embedded NAMC and Amplify Caminos assessments
Grades 4–5	Spanish expository and persuasive writing; grade-level informational text in Spanish; disciplinary literacy in Spanish (science and social studies); Spanish academic discourse	Research-based writing, literary analysis, argument writing; grade-level complex text; academic discourse in English	Formal biliteracy capstone: students demonstrate proficiency in both languages through a final exhibition project with written and oral components in English and Spanish; Colorado Seal of Biliteracy pathway tracking begins	MAP Growth Reading (English); IDEL Grade-level reading (Spanish); school-designed biliteracy portfolio rubric; Grade 5 capstone exhibition assessed bilingually

D5 **Curriculum Alignment: Clearly explains how curriculum aligns with and supports school model; coherence and fidelity to mission**

How Curriculum, Model, and Mission Align: The Integration Map

Gran Via's curriculum is not a collection of programs. It is an integrated system in which every curricular choice reinforces every model element, and every model element creates the conditions under which the curriculum can be delivered effectively. The following map makes these connections explicit:

Model Element	Curriculum That Serves It	How the Alignment Works
50/50 Dual Language	Amplify Caminos (Spanish) + NAMC Language Arts (English) + NAMC Mathematics (English)	Spanish literacy curriculum is delivered in Spanish; English literacy and Mathematics in English. Science and Social Studies lessons are derived from NAMC curriculum materials and presented in Spanish so that the 50:50 ratio is maintained each day.
Multi-Age Classroom Structure	NAMC Curriculum across Mathematics, Literacy, Science, and Social Studies	The Montessori approach to mixed-age groupings allows teachers to give presentations on specific concepts relative to a child's readiness and specific interests. It also enables older students to serve as guides and mentors to younger students.
Place-Based / Outdoor Delivery	Montessori Science and social studies units (school-designed, CAS-aligned) + Montessori text sets on ecology, community, and environment	The Montessori curriculum selected for Gran Via emphasizes natural and social systems, environmental science, and community history: content that directly maps to outdoor learning partners (Cottonwood Institute, Frontline Farms, Plains Conservation Center). Student reading, research, and writing in both languages is anchored in the same place-based content that outdoor sessions investigate.
Montessori-Inspired Differentiation	NAMC Mathematics and Language Arts (CRA progression) + Amplify Caminos (skill-based, not	Montessori's concrete-to-abstract progression mirrors its materials-based learning sequence. Camino's skill-continuum allows Spanish literacy instruction to meet students at their actual developmental level regardless of grade enrollment. MagicSchool

	grade-level-fixed) + MagicSchool (differentiation planning)	generates differentiated materials at multiple language proficiency levels simultaneously.
MTSS / Intervention	DIBELS 8 + IDEL (screening and progress monitoring) + Montessori curriculum-embedded assessments + formative checks	Universal screening data (DIBELS 8, IDEL, MAP Growth) identifies students needing Tier 2 or Tier 3 support. Tier 2 intervention is delivered using curriculum-aligned materials (not a separate intervention program), maintaining instructional coherence. Language acquisition data (WIDA, IDEL) prevents misidentification of MLL language development as disability.
Asset-Based / Culturally Sustaining Pedagogy	NAMC Language Arts (knowledge-building through diverse text sets) + Caminos (authentic Spanish-language literature) + school-designed social studies units	Montessori readings include literature and informational texts from Latin American authors and about Latin American, Indigenous, and Colorado-specific history. Caminos uses authentic Spanish-language texts rather than translated English texts, honoring the linguistic and cultural integrity of Spanish. Social studies units embed students' own community and family histories into the curriculum.

D6 **Teaching and Instructional Philosophy: Detailed, research-based; clear implementation strategies; rationale aligned to target population**

Teaching and Instructional Philosophy

Gran Via's instructional philosophy rests on four integrated principles, each research-grounded and each operationally specific:

1. Observation-Driven, Responsive Instruction

Gran Via's teachers are trained to view instruction not as delivery but as responsive design. Inspired by Montessori's scientific pedagogy and reinforced by contemporary research (Hattie, 2015), teachers use structured observation protocols, student work analysis, and academic discourse monitoring to make instructional decisions in real time. Differentiation is not planned in advance for hypothetical learners; it is enacted in response to actual student behavior, production, and language.

Implementation: Each teacher maintains a structured observation log for every student based on Reggios' four domains (Observation, Analysis, Follow-Up and Reflection), updated at least weekly. Daily instructional planning references these logs. Assessment data cycles (six-week intervals) integrate observation evidence with quantitative benchmark data for instructional planning.

2. Rigor Through Clarity, Not Workload

Rigor at Gran Via is defined as sustained intellectual challenge: depth of thinking, clarity of success criteria, and the expectation of revision and improvement. It is not defined as volume of work, speed of coverage, or test preparation. Research demonstrates that learning is deepest when students can articulate what they are learning, why, and how they will know they have succeeded (Eagan, 2023; Hattie, 2015).

Implementation: Teachers introduce learning targets and co-construct success criteria with students at the outset of every project cycle and every literacy and mathematics unit. Students analyze exemplars, evaluate peer work using standards-aligned rubrics, and revise their own work. Exhibition of learning at the end of each project cycle is a public, community-facing event, not a private teacher-to-student feedback moment.

3. Asset-Based, Culturally Sustaining Pedagogy

Gran Via's instructional design explicitly teaches through students' linguistic and cultural strengths rather than around their perceived deficits (Gay, 2010; Ladson-Billings, 1995; López et al., 2020). Students' home languages are academic tools, not remediation targets. Translanguaging, the practice of drawing on students' full linguistic repertoire to deepen comprehension and demonstrate knowledge, is explicitly practiced and modeled by teachers (García & Wei, 2014). Curriculum reflects students' communities, histories, and cultural experiences.

Implementation: All teachers complete pre-service training in asset-based pedagogy and culturally and linguistically responsive teaching (CLRT). Instructional walkthroughs include an asset-based practice observation strand. Curriculum planning templates require identification of cultural and linguistic assets embedded in each unit.

4. Science of Reading in Both Languages

Gran Via's foundational literacy instruction in both English and Spanish is explicitly aligned to the Science of Reading: systematic, explicit phonics and phonemic awareness instruction; fluency development through structured repeated reading; vocabulary development through deep engagement with text; and reading comprehension through knowledge-building across content areas (National Reading Panel, 2000). In bilingual contexts, cross-linguistic transfer is intentionally leveraged (explicit instruction in how literacy skills in one language reinforce and accelerate literacy in the other) because this instruction has strong evidence of effectiveness for bilingual learners (August & Shanahan, 2006; Bialystok, 2011).

Implementation: All teachers receive annual professional development in SoR-aligned instruction in both English and Spanish. DIBELS 8 (English) and IDEL (Spanish) universal screening is administered three times per year to every K–3 student. Students identified with a Significant Reading Deficiency receive a READ Plan within 10 school days of identification, with documented intervention and family communication.

D7 **Differentiation of Instruction: Comprehensive, research-based plan; strong rationale for effectiveness**

Differentiation: Three Axes, One Coherent System

Gran Via's differentiation system operates across three simultaneous axes, each addressing a different dimension of student variability. These are not separate programs; they are overlapping structures that reinforce each other within the same classroom.

Axis	Structure	How It Works	Research Basis
Language Proficiency	Flexible language grouping across three configurations	Homogeneous language groups for conceptual deepening through translanguaging; proficiency-level groups aligned to WIDA descriptors for targeted ELD; heterogeneous multilingual groups for academic discourse and peer modeling. Teachers shift between these configurations within a single instructional block based on the learning purpose.	García & Wei (2014); Bialystok (2011); WIDA (2020); Echevarria, Vogt & Short (2017)
Academic Readiness	Multi-age flexible grouping + competency-based pacing	The multi-age band eliminates fixed grade-level ceilings. Students working on phonics in Spanish may be in a different proficiency group than their reading group in English. The Montessori approach allows every student to engage with grade-level mathematical thinking from a differentiated entry point within the same problem. Curriculum-embedded assessments trigger instructional regrouping within days, not weeks.	Veenman (1995); Lillard et al. (2017); Hattie (2015)
Learning Profile / Disability / Giftedness	Montessori-inspired observation + MTSS + IEP/ALP/READ Plan integration	Prepared learning environments provide multiple modes of engagement (manipulative, visual, oral, written) as the default, reducing the friction between standard instruction and IEP accommodations. MTSS Tier 2 and Tier 3 supports are delivered within the classroom whenever possible. Gifted students access depth and complexity pathways within the same project cycle rather than in separate programming.	Lillard & Else-Quest (2006); IDEA (2004); Colorado GT legislation (C.R.S. §22-20-201)

A critical constraint: Gran Via's differentiation design never reduces task complexity for students who are behind. Research is clear that simplifying tasks for multilingual learners or students with disabilities widens achievement gaps over time (Nordmeyer et al., 2021). Scaffolds (such as sentence frames, graphic organizers, manipulatives, and language objectives) are temporary bridges that lower the barrier to accessing grade-level content without reducing the cognitive demand of the task.

D8 **Online Programming: Not applicable**

Online Programming

Gran Via is a full-time, in-person K–5 public charter school. Gran Via does not offer, and does not intend to offer, online or blended learning programming at any grade level during the first five years of operation. All instruction is delivered face-to-face in the school's physical learning environment and at partner outdoor and community sites. Gran Via does not seek multi-district online school status. If future circumstances require a temporary shift to remote instruction (for example,

a public health emergency), Gran Via will notify CSI and implement a temporary remote learning plan consistent with CSI guidance and Colorado statute.

D9 **Graduation Requirements: Not applicable (K–5)**

Gran Via serves Kindergarten through Grade 5 and does not offer a middle or high school program. Graduation requirements and ICAP implementation are not applicable at this time. If Gran Via's charter contract is amended to add Grades 6–8 (targeted 2030–2032), the school will develop an ICAP readiness framework for Grade 8 students aligned to CDE requirements (C.R.S. §22-24-106) and will notify CSI prior to implementing middle school programming.

PART 3: ACADEMIC CALENDAR AND DAILY SCHEDULE

D10/D 13 **Academic Calendar: Comprehensive annual calendar; aligned to educational program and student needs**

Annual Academic Calendar: Structure and Statutory Compliance

Gran Via's Year 1 (2027–28) academic calendar provides 139 instructional days on a four-day instructional week (Monday through Thursday) and approximately 984 instructional and contact hours for all grades, exceeding Colorado's statutory instructional-hours minimum. Because the calendar delivers the required hours across fewer than 160 days, Gran Via requests a waiver of the number-of-days requirement in C.R.S. §22-32-109(1)(n), as described in the waivers section of this application. Instructional staff are contracted for 139 days, matching the student calendar. A complete draft calendar is included as Attachment D_SchoolCalendar.

Calendar Element	Dates (2027–28)	Days/Hours	Educational Program Purpose
Staff Culture Institute and Pre-Service Training	August 3–11, 2027	7 days (non-student)	Conscious Discipline training; curriculum planning; bilingual materials review; MTSS systems setup; classroom environment preparation
Family Orientation Week	August 12–15, 2027	4 days (non-student)	Community circle introduction; family handbook; discipline policy overview; classroom visits; student welcome
First Day of School – Students	August 18, 2027	:	Instructional year begins
First Instructional Semester	August 18 – December 19, 2027	64 instructional days	Culture establishment (first 30 days); core instructional routines; Place-Based Project Cycle 1 (ecology and community); BOY and MOY assessments
Winter Break	December 22, 2027 – January 2, 2028	Non-instructional	No instruction
Second Instructional Semester	January 5 – May 23, 2028	75 instructional days	Place-Based Project Cycle 2 (food systems and agriculture); Place-Based Project Cycle 3 (civic identity and community history); CMAS; ACCESS; EOY assessments; Grade 5 capstone exhibitions
Spring Break	March 17–21, 2028	Non-instructional	No instruction
Professional Development Days (embedded throughout)	September, November, January, March, May 2027–28	4 days (non-student; scheduled on non-instructional Fridays)	Aligned to student data: literacy coaching, bilingual instruction, MTSS, SEL
Total Instructional Days	:	139 days	Meets statutory minimum
Instructional Week Structure	:	Four-day week (Monday–Thursday)	Fridays reserved for professional development, planning, and family conferences; requires a day-count waiver (below)
Total Instructional and Contact Hours (K–5)	:	~984 hours (approximately 7.1 hrs/day × 139 days)	Exceeds the 900-hour statutory minimum (Gr. 1–5) and 450-hour minimum (K); below the non-binding 1,080-hour recommended target, consistent with a compressed four-day week

D11/D 12 **Structure of School Day and Week: Detailed daily and weekly schedule; instructional time by core subject; start/dismissal times**

Daily and Weekly Schedule: Minute-Level Instructional Time Allocations

The following daily schedule applies to both multi-age bands. Students attend Monday through Thursday. Start time: 8:00 AM (supervised arrival from 7:50 AM). Dismissal time: 3:45 PM. Total daily attendance is 465 minutes; instructional and contact time is 425 minutes per day (about 7.1 hours) for all grades, excluding the 30-minute lunch period and the 10-minute supervised dismissal including Kindergarten, which is grouped with Grades 1–2 in the K–2 band. Instructional staff work an eight-hour day from 7:45 AM to 3:45 PM, consistent with the 139-day contract described in Section I.Kindergarten students follow the identical daily schedule as Grades 1–5; there is no separate abbreviated Kindergarten day under the four-day model.

Time Block	Duration	Activity	Language	Educational Purpose
8:00–8:15 AM	15 min	Supervised Arrival and Morning Routine	Both	Attendance; breakfast (if applicable); independent reading or morning work
8:15–8:30 AM	15 min	Community Circle	Alternating (Spanish M/W; English T/Th)	Conscious Discipline morning meeting; belonging and SEL; community announcements
8:30–10:00 AM	90 min	Literacy Block 1 (Designated Language A)	Spanish (M/W) or English (T/Th)	Whole-group reading instruction; small-group guided reading; independent reading and writing; teacher-led phonics and fluency (K–3)
10:00–10:15 AM	15 min	Transition + Snack	Both	Movement; snack; materials transition
10:15–11:35 AM	80 min	Mathematics	Alternating language by week (Week A = Spanish, Week B = English)	NAMC Mathematics presentations, exploration, and discussion; small-group instruction; materials-based practice
11:35 AM–12:05 PM	30 min	Outdoor Transition + Lunch	Both	Supervised outdoor time; lunch; social-emotional peer time
12:05–12:20 PM	15 min	Rest / Quiet Reading	Student choice	Quiet rest and independent reading across the multi-age bands
12:20–1:50 PM	90 min	Literacy Block 2 (Designated Language B)	English (M/W) or Spanish (T/Th)	Mirrors Block 1 in the alternate language; content-area literacy (science and social studies texts in designated language)
1:50–3:10 PM	80 min	Project / Place-Based Learning Block (includes intervention)	Both (project language varies by unit cycle)	Interdisciplinary project work; outdoor and community-based learning sessions; partner organization visits; science and social studies investigations; Tier 2 intervention and targeted ELD delivered concurrently in small groups
3:10–3:35 PM	25 min	Reflection, Portfolio, and Closing Circle	Both	Daily learning reflection; portfolio documentation; Conscious Discipline closing circle; preparation for dismissal
3:35–3:45 PM	10 min	Dismissal and Transition	Both	Supervised dismissal; family pickup

Weekly Language Allocation Totals (Verified 50/50)

Subject Area	Spanish Minutes/Week	English Minutes/Week	Total Minutes/Week	50/50 Balance

Literacy (Blocks 1 and 2 combined)	360 min (Block 1 M/W + Block 2 T/Th)	360 min (Block 2 M/W + Block 1 T/Th)	720 min	50% / 50%
Mathematics	320 min (Week A)	320 min (Week B)	320 min/week average	50% / 50% (alternating weeks)
Community Circle	30 min (M/W)	30 min (T/Th)	60 min	50% / 50%
Project Block	Varies by project cycle; target 50% across each unit	Varies by project cycle; target 50% across each unit	320 min	50% target across each 4–6 week cycle
TOTAL INSTRUCTIONAL LANGUAGE EXPOSURE	~52% Spanish (slight Spanish dominance intentional in lower elementary to counteract English societal dominance)	~48% English	1,700 min/week (all contact time, four-day week)	Functional 50/50 with strategic Spanish support in lower elementary

Note on language balance: Research on dual-language program fidelity recommends a slight Spanish dominance (55/45 or 60/40) in early elementary grades to counteract the societal and media dominance of English, which students encounter outside school regardless of language allocation. By Grades 3–5, as students develop stronger Spanish literacy, the allocation approaches true 50/50 (Thomas & Collier, 2002; Lindholm-Leary, 2001). Gran Via's schedule reflects this research-based calibration.

PART 4: SUPPLEMENTAL PROGRAMMING

D14 **Supplemental Programming: Comprehensive plan including electives, summer, interventions, equitable access strategies**

Supplemental Programming

Intervention Block: Built Into the School Day, Not Added Onto It

Gran Via's most important supplemental support is the daily intervention block embedded within the school day. The Project/Place-Based Learning Block (1:50–3:10 PM, 80 minutes) is structured as a flexible instructional period that serves three functions simultaneously: (1) project work for students who are on track; (2) targeted Tier 2 small-group intervention in literacy or mathematics for students identified through MTSS; and (3) ELD reinforcement for MLLs whose ACCESS data indicates they need additional language development time. This structure: consistent time, flexible use: ensures intervention is not an afterthought and does not require students to miss core instruction.

Trigger for intervention: Students identified below benchmark on DIBELS 8 or IDEL at any screening window, or below projected MAP Growth by the winter checkpoint, receive Tier 2 intervention within 10 school days using curriculum-aligned materials. Intensity and frequency are documented in MTSS records and monitored at six-week data cycles.

Before and After School Programming

Year 1: Gran Via will provide supervised arrival from 7:50 AM (10 minutes before the instructional day begins). Dismissal supervision continues until 3:55 PM (10 minutes after the instructional day ends). Gran Via does not operate a formal before- or after-school care program in Year 1.

Year 2 and beyond: Gran Via will partner with an established Aurora-area after-school provider (to be identified during Year 0 through a needs assessment and partner outreach process) to offer subsidized after-school programming from 3:45–5:30 PM for eligible families. The founding team will prioritize partners who can deliver bilingual programming and who serve FRL-eligible families at reduced or no cost.

Outdoor and Place-Based Field Experiences

Outdoor learning is not a field trip supplement. It is a primary delivery method for Gran Via's science and social studies curriculum. Scheduled outdoor learning sessions occur at least twice per week within the Project/Place-Based Block, either at the school's outdoor base (immediate site access) or at partner locations (Plains Conservation Center, Arapahoe Open Spaces, Frontline Farms, Cottonwood Institute). Partner-based field experiences are scheduled approximately 8–10 times per year per classroom band, mapped to project cycle objectives, supervised by lead teachers and partner staff, and fully aligned to CAS.

Summer Programming

Gran Via does not plan to operate a formal summer school program in Years 1–2. The founding team will explore summer programming options, including partnership with Aurora summer learning programs and potential grant-funded summer literacy camps, beginning in Year 2. If summer programming is offered, it will prioritize students who did not meet grade-level benchmarks in literacy or mathematics and students who are at risk of summer learning loss due to limited English and Spanish practice opportunities at home.

Student Exhibitions and Community Events

Three times per year, Gran Via hosts a Community Exhibition Event at which students present their project learning to families, partners, and community members in both English and Spanish. These exhibitions are not performances. They are authentic demonstrations of academic mastery; students present research, explain investigations, show mathematical reasoning, and share bilingual writing. Exhibitions are scheduled in November, March, and May and are open to all community members. Childcare is provided; interpretation is available; all family communications are bilingual.

D15 **Equitable Access to Supplemental Programming: Strategies addressing barriers for all student populations**

Equitable Access to Supplemental Programming

Every supplemental program Gran Via offers will be evaluated against the question: who is excluded and why? The following strategies ensure equitable access:

- Intervention: MTSS-triggered intervention is delivered within the school day, in the same physical space as core instruction, and by the same teacher whenever possible. Students do not have to leave school early, arrive early, or miss a preferred activity to receive intervention. This design removes the most common access barrier to intervention services: time and transportation.
- Field experiences and outdoor learning: All outdoor learning is scheduled during the school day and is fully funded by the school. No family pays for field experience participation. Transportation to partner sites is funded through the operating budget and grant support. Equipment and gear (appropriate footwear, outerwear, sun protection) is available through a school gear library for families who cannot provide it.
- Community exhibitions: All exhibitions are held during evening hours (6:00–8:00 PM) to accommodate working families. Interpretation in Spanish and, on request, other home languages is available. Childcare is provided for younger siblings. The school sends bilingual reminders via multiple channels (text, email, ClassDojo) beginning 3 weeks before each event.
- After-school programming (Year 2+): The school will prioritize FRL-eligible families for subsidized after-school slots. Enrollment in after-school programming will not be contingent on academic performance, behavior history, or family volunteerism. Students with IEPs and 504 plans will receive accommodation-consistent access to after-school programming.
- Summer programming (Year 3+, if offered): Priority enrollment for students performing below grade-level benchmarks at EOY; FRL-eligible students enrolled at reduced or no cost; bilingual programming as a default, not an add-on.

PART 5: EDUCATIONAL PROGRAM FOUNDING TEAM CAPACITY

D16 **Founding Team Capacity: Extensive experience implementing school model, curriculum, and instructional philosophy; evidence of prior success**

Founding Team Capacity: Education Program

Curriculum and instructional design responsibility rests with Chrissie Vroome Knous (M.S.Ed., University of Pennsylvania; MTSS Coordinator, Denver Language School) and Lead Guide Genesis Zambrana (trained in Montessori pedagogy), who will lead Year 0 curriculum mapping and serve as the Year 1 Lower Elementary lead teacher. Bill Knous's role is governance, compliance, and operations, not instructional leadership. Full team credentials and the identified K–5 instructional leadership gap and mitigation plan are in the Executive Summary's Founding Team Capacity Matrix.

E. Student Services

> *Note to CSI reviewers: Gran Via's student services design is built around a foundational commitment that is easy to state and hard to execute: every student who enrolls belongs in the*

core learning community, and the school's job is to build the instructional and compliance infrastructure that makes that belonging real. This section describes how Gran Via will do that, specifically, operationally, and honestly, for students with IEPs, Section 504 plans, multilingual learners, students below grade level, and students identified as gifted. Gran Via will develop full Program Plans for each special population in collaboration with CSI staff during Year 0, as outlined in CSI's new school process.

PART 1 — OVERALL PLAN AND MODEL ARCHITECTURE

E1a **Plan to Serve Students with Diverse Needs — Comprehensive plan covering IEPs, 504s, MLLs, gifted, and at-risk students; scope, sequence, scheduling, staffing, resource allocation**

The Inclusive Core: Why Gran Via's Design Is Built for Diversity, Not Adapted for It

Most schools design a standard instructional model and then ask: how do we serve students who don't fit? Gran Via is designed in the opposite direction: the school's instructional architecture (multi-age classrooms, prepared learning environments, flexible grouping, dual-language instruction, Montessori-inspired differentiation, and a three-tier MTSS system) was built for the full range of learners from the beginning. Diversity is not a service add-on. It is the model's premise.

This design philosophy produces a specific operational advantage: the accommodations that students with IEPs, 504 plans, and diverse learning profiles typically require (visual and tactile materials, choice within clear parameters, movement-based learning, flexible pacing, extended work cycles, reduced-distraction workspaces, repeated practice) are already present in every Gran Via classroom as standard features of the Montessori-inspired environment. Teachers do not retrofit the environment for students with disabilities; they use the environment's built-in flexibility to serve every student, including those with individualized plans.

The MTSS framework is the system that ensures this design is accountable rather than aspirational. MTSS provides the identification mechanisms (universal screening, observation, formative assessment), the escalation pathways (Tier 1 → Tier 2 → Tier 3), and the trigger-to-action rules that prevent students from waiting too long for support. It is the operational backbone that connects Gran Via's philosophy to measurable student outcomes.

Single Integrated Student Services System

Gran Via will operate one integrated student services system, not separate silos for SPED, 504, MLL, GT, and MTSS. Students rarely fit neatly into one category: a multilingual learner may also have a learning disability; a student identified as gifted may also have a 504 plan for ADHD. Gran Via's integrated approach ensures that a student's full profile is always visible to the team responsible for serving them, and that plan implementation is coordinated rather than fragmented.

All student plans (IEPs, 504s, READ Plans, language plans, ALPs) are maintained in a single student management platform, reviewed in integrated case meetings, and implemented through classroom routines that reflect the full complexity of each student's needs.

Gran Via Learning Plan System

Component	Purpose	Updated By	Review Cycle
Learner Profile	Whole-child understanding	Lead teacher + family + student	BOY and a needed
Individual Learning Plan	Academic, language, SEL, and agency goals	Lead teacher + Student Services Lead	Every 6 weeks
Evidence Portfolio	Student work, documentation, reflections	Student + teacher	Ongoing

Family Conference Notes	Family goals, concerns, context	Lead teacher	3x/year
Compliance Plan Integration	IEP, 504, READ, ALP, MLL plans	Appropriate coordinator	Required timelines

Gran Via's intentionally small community and low teacher-to-student ratio are central to the student services model. In Year 1, with 30 students across K-5, teachers will be able to observe students closely, document learning patterns frequently, and adjust instruction before small gaps become entrenched. The low ratio makes it possible for teachers to maintain meaningful Learner Profiles, hold regular family conversations, implement flexible groups, and monitor progress with a level of precision that is difficult in larger school settings.

MTSS Framework: Three Tiers, Explicit Triggers, Accountable Timelines

MTSS Tier	Who It Serves	Identification Triggers	Core Supports	Progress Monitoring Cadence
Tier 1: Universal	All students	Universal screeners (DIBELS 8, IDEL, MAP Growth, WIDA Screener); observation logs; attendance and engagement data; formative assessment trends	Differentiated core instruction in both languages; flexible multi-age grouping; hands-on materials and multiple modalities; language objectives embedded in content; Conscious Discipline SEL routines; family partnership	Minimum 3x/year universal screening (BOY, MOY, EOY); daily observation documentation; weekly teacher data review
Tier 2: Targeted	Students needing focused support beyond Tier 1	DIBELS 8 or IDEL below benchmark at any screening window; MAP Growth below projected growth by Winter checkpoint; ACCESS domain patterns indicating stalled language development; attendance concern; emerging behavioral/SEL pattern	Small-group intervention (4–6 students) in the 1:50–3:10 PM intervention block; skill-specific intervention using curriculum-aligned materials; targeted language supports aligned to WIDA proficiency level; short-term behavior/SEL support plan; family partnership plan	Every 2–4 weeks, depending on area of need; documented in MTSS log; reviewed at six-week data cycle
Tier 3: Intensive	Students with significant and persistent needs; suspected disability	Limited response to Tier 2 after one full six-week cycle with documented progress monitoring; significant skill gaps across multiple domains; intensive behavioral/SEL needs; multi-domain evidence of suspected disability	Individualized intervention plan with increased frequency and duration; contracted specialist involvement (SLP, psychologist, OT/PT, behavioral support); functional behavior assessment when indicated; formal evaluation referral consistent with Child Find obligations (IDEA §300.111)	Weekly or bi-weekly; formal team review meetings on structured cadence; parents/guardians notified within 10 days of Tier 3 placement

Trigger-to-Action Rules: No Student Waits

Trigger	Required Action	Timeline	Responsible Party
DIBELS 8 or IDEL below benchmark at BOY, MOY, or EOY	Tier 2 support initiated; READ Plan begun if SRD criteria met; family notified in home language	Within 10 school days	Student Services Lead + classroom teacher
MAP Growth below projected growth at Winter checkpoint	Instructional regrouping; reteach plan; increased intervention dosage	Within 10 school days	Classroom teacher + Student Services Lead
ACCESS Adequate Growth Percentile not met	Language support audit: review language objectives, ELD scaffolds, discourse routines; documented adjustment plan	Within 30 days of ACCESS results	MLL/Language Development Lead
Limited response to Tier 2 after one full six-week cycle	Student support team convenes; Tier 3 plan developed; evaluation referral considered	Within 10 school days of six-week data review	Student Services Lead + ED + family
Suspected disability identified through MTSS evidence	Formal evaluation referral initiated; prior written notice issued; evaluation timeline begins (60 days under Colorado law)	PWN within 5 school days; evaluation completed within 60 calendar days of consent	SPED Coordinator + ED + family
Chronic absenteeism (≥90% attendance)	Family outreach and support plan initiated; community resource connection if warranted	Within 10 school days	Admin Support + classroom teacher
Behavioral pattern requiring FBA	Functional Behavioral Assessment initiated; BIP developed and implemented	Within 10 school days of trigger identification	Student Services Lead + contracted behavioral support

Compliance Oversight: The Tight Loop

Role	Owns Day-to-Day	Owns Compliance Artifacts	Accountability Cadence
Executive Director	MTSS integrity; staffing; service delivery fidelity; compliance leadership	Ensures procedural timelines are met; monthly compliance dashboard; escalation to Board	Weekly student services review; monthly compliance report; quarterly board report
Student Services Lead	MTSS case coordination; intervention plans; IEP/504/MLL/GT cross-system coordination; family partnering	MTSS documentation; intervention logs; meeting notes; progress monitoring calendar; referral tracking	Bi-weekly case review; ‘next steps’ assigned with deadlines at every meeting
SPED Coordinator / Case Manager (contracted)	IEP development and delivery; evaluation coordination; service minutes; provider coordination	IEPs; prior written notices; service logs; progress reports; triennial re-evaluations	Monthly file audit; service-minute verification; parent communication checkpoints
504 Coordinator (multi-hatted with Student Services Lead, if trained)	504 identification process; plan development; accommodation implementation oversight	504 plans; accommodations tracker; annual review schedule; implementation fidelity logs	Quarterly accommodation fidelity review with teachers and families
MLL / Language Development Lead	MLL identification; language plans; teacher coaching;	Home language survey records; WIDA screener	Monthly data review; annual ACCESS administration and

	ACCESS/WIDA-aligned supports	results; language plans; redesignation monitoring	analysis; redesignation decisions
Gifted Education Designee	GT identification process; ALP development; enrichment and acceleration coordination	Body-of-evidence documentation; Advanced Learning Plans; equity check records	Semester reviews of ALP progress; annual equity check on identification patterns
Governing Board	Policy-level oversight and accountability	Board policies; annual student services report; audit-ready compliance posture	Quarterly student services report; annual outcomes review

E1b **Adjustments for Diverse Student Needs — How scope/sequence, daily schedule, staffing, and support strategies will be adjusted for all students**

How the Daily Schedule and Staffing Are Adjusted for Each Student Population

Before a learner is referred to a specialized service pathway, Gran Via first asks: What do we already know about this learner, and what can be adjusted within the core environment? Teachers use each student's Learner Profile and Individual Learning Plan to adjust materials, pacing, grouping, and language supports, work environments, demonstration of learning, and adult support. Specialized services are added when needed, but the first layer of support is a highly responsive classroom where the teacher knows the child well.

Student Population	Primary Schedule Slot for Services	Staffing Approach	Scope/Sequence Adjustment	How Inclusion Is Protected
Students with IEPs — mild/moderate (e.g., learning disabilities, speech-language, mild behavioral)	1:50–3:10 PM intervention block (Tier 2/3); pull-out for related services during Project Block, never during Literacy or Math core	Lead teacher implements accommodations during Tier 1; Student Services Lead coordinates; contracted SLP/OT/PT delivers related services during intervention block or by appointment	CAS scope and sequence maintained; IEP goals embedded into existing curriculum tasks rather than replacing them; extended time and alternative demonstration modes built into project rubrics	Push-in delivery during core whenever possible; pull-out limited to related services that cannot be delivered in-class; re-entry into ongoing instruction supported by teacher brief and catch-up materials Student's Learning Plan identifies preferred work conditions and communication supports.
Students with IEPs — moderate/intensive (e.g., autism with behavioral support needs, significant cognitive disability)	IEP-driven schedule; para support throughout the day; intensive behavioral support during identified high-risk transitions (arrival, lunch, dismissal)	1:1 or small-group para assigned from school's para budget (triggered by IEP); contracted behavioral specialist for FBA/BIP; contracted SPED coordinator for plan management	Modified scope and sequence aligned to IEP goals within CAS framework; participation in general ed curriculum maximized; alternative assessment products allowed within project cycle	Student remains in multi-age classroom community; para facilitates participation rather than separating student; behavioral support plan reduces exclusion risk
Students with Section 504 Plans	Accommodations embedded throughout the school day in all settings (classroom,	Lead teacher implements all accommodations; 504 Coordinator monitors fidelity quarterly; no	No scope/sequence modification; CAS expectations maintained; accommodation adjusts how content	Full inclusion is the default; 504 accommodations are implemented in the classroom, not in a separate setting

	outdoor, project, assessment)	separate service provider required unless accommodations involve specialized equipment	is accessed and demonstrated (not what is expected)	
Multilingual Learners (MLLs) — Levels 1–2 (Entering/Emerging)	Designated ELD within the language block; pull-out for intensive newcomer support during intervention block; 1:1 or small-group language support with MLL Lead during Project Block as needed	Lead teacher provides integrated language objectives and sheltered instruction throughout the day; MLL Lead provides targeted language support during intervention block; bilingual para support during newcomer orientation period	CAS scope maintained; additional language scaffolds applied (sentence frames, graphic organizers, bilingual vocabulary, extended think time, alternative language demonstration); WIDA Can-Do Descriptors guide scaffolding level	Dual-language model means Spanish-dominant students are never in the linguistic minority; English-dominant MLLs get academic Spanish through the dual-language structure Learner Profile documents language history, cultural assets, and confidence in each language.
Multilingual Learners — Levels 3–5 (Developing/Expanding/Bridging)	Integrated language objectives throughout the school day; ACCESS-driven language planning; designated ELD within core instruction	Lead teacher primary; MLL Lead monitors language development data quarterly; school-wide translanguaging practices support continued development	Full CAS scope with language-level-appropriate scaffolds that fade as proficiency increases; biliteracy goals tracked explicitly in language plan	Fully included in all activities; language scaffolds are available to all students (Universal Design for Learning), reducing stigma Learner Profile documents language history, cultural assets, and confidence in each language.
Students Below Grade Level (no disability; academic risk)	1:50–3:10 PM intervention block (Tier 2); small-group literacy or math instruction within the intervention block using curriculum-aligned materials; READ Plan if SRD criteria met	Lead teacher with Student Services Lead support; no separate specialist required unless Tier 3; READ Plan managed by Student Services Lead with required family communication in home language	CAS scope maintained; pacing may slow within a unit; additional practice cycles built in; prerequisite skills addressed before advancing to next standard cluster	Intervention delivered in the classroom during the intervention block; students are not removed from community circle, project block, or outdoor learning READ Plan goals are reflected in the student's Individual Learning Plan and Portfolio.
Students Identified as Gifted	Enrichment and depth opportunities within the Project Block; accelerated pathways within multi-age groupings; leadership and mentorship roles within the classroom community	Lead teacher primary; GT Designee coordinates ALP and enrichment planning; community partners provide advanced project opportunities	Accelerated pacing within CAS; depth and complexity extensions within project cycles; cross-grade mentorship opportunities in multi-age band; ALP affective goals	Gifted students remain fully embedded in the multi-age community; enrichment is delivered as depth within shared activities, not as separation

			alongside academic acceleration goals	ALP goals are integrated into the student's broader Learning Plan.
Students Experiencing Housing Instability (McKinney-Vento)	Immediate enrollment and access to all programming from Day 1; full access to all instruction from the first hour of enrollment	Executive Director as McKinney-Vento liaison; Admin Support for daily continuity; Student Services Lead for any additional plan coordination	No scope/sequence modification; immediate access to all assessments and instructional supports; no waiting period for MTSS identification	Immediate community circle integration on Day 1; teacher personally introduces student; belonging protocol activated from first hour

PART 2 — SERVING STUDENTS WITH DISABILITIES

E2 **Serving Students with Disabilities — Detailed plan for mild, moderate, and severe disabilities in LRE; identification; continuum of services; progress monitoring**

Identifying and Serving Students with Disabilities

Identification: Child Find and Pre-Referral Process

For students with disabilities, the Learner Profile serves an important cultural and instructional purpose: it ensures that the student is never reduced to the disability category or service minutes. The profile documents strengths, interests, communication preferences, sensory needs, successful strategies, peer relationships, and family insight. IEP goals and accommodations are implemented within this broader understanding of the child.

Gran Via takes its Child Find obligations seriously (IDEA §300.111). The school has a legal duty to identify, locate, and evaluate all children with disabilities who are enrolled or may be suspected of having a disability, regardless of the severity of the disability. Gran Via's Child Find process operates on two tracks:

- Track 1: Students who enroll with an existing IEP or 504 plan. Upon enrollment, the school requests records from the prior school within five school days, holds an IEP/504 meeting to adopt or revise the plan within 30 days of enrollment (or the timeline established in the student's IEP, whichever is sooner), and begins service delivery within the same timeframe.
- Track 2: Students not yet identified. Universal screening (DIBELS 8, IDEL, MAP Growth, BESS, WIDA Screener for MLLs) identifies students who may need evaluation. When classroom observation, screening data, and MTSS evidence indicate a suspected disability, the Student Services Lead initiates the pre-referral documentation process.

Misidentification Prevention for Multilingual Learners

> *The most serious identification error a bilingual school can make is referring a multilingual learner for special education evaluation when what the student needs is more time, more language support, and better-designed instruction. Gran Via's pre-referral protocol is specifically designed to prevent this error, not as a barrier to evaluation, but as a quality-control mechanism that ensures referrals are grounded in genuine disability evidence rather than language acquisition patterns.*

Before referring any student who is also identified as a multilingual learner, the Student Services Lead must review and document all of the following:

1. WIDA Screener and ACCESS domain patterns across listening, speaking, reading, and writing, to distinguish language acquisition trajectory from disability patterns
2. IDEL Spanish literacy indicators alongside DIBELS 8 English indicators; cross-language pattern analysis (a student who struggles equally in both languages may have a disability; a student who is stronger in Spanish suggests language acquisition, not disability)
3. Documented intervention response over at least one full six-week cycle with weekly progress monitoring data, to establish that evidence-based instruction at appropriate language proficiency level was delivered with fidelity before referral
4. Classroom observation data tied to language objectives, to distinguish behavioral patterns that reflect language frustration from patterns that reflect processing differences

5. Attendance, mobility, and family input, to account for environmental factors that may explain academic patterns without a disability explanation

Only after this evidence set is complete and reviewed by the Student Services Lead, MLL Lead, and Executive Director together does a formal referral proceed.

Continuum of Services: Mild, Moderate, and Severe Disabilities
Gran Via is committed to serving students across the full continuum of disability profiles in the least restrictive environment. However, the school is honest about what that means at 30 students in Year 1:

Disability Profile	Service Model	Staffing and Resources	LRE Guidelines	Gran Via's Commitment
Mild disabilities (e.g., learning disabilities in reading or math, mild speech-language delays, mild ADHD)	Full inclusion with accommodations; Tier 2–3 intervention in the intervention block; IEP-aligned accommodations embedded in classroom instruction	Lead teacher + Student Services Lead; contracted SLP for speech-language minutes; no dedicated para required in most cases	General education classroom for 100% of instructional time in most cases; related services during non-core periods	Gran Via is well-equipped to serve students with mild disabilities. The Montessori-inspired environment, multi-age structure, and intervention block provide strong infrastructure.
Moderate disabilities (e.g., autism spectrum disorder with moderate support needs, intellectual disability with mild-moderate cognitive impact, behavioral disorders)	Inclusion with para support and modified curriculum as needed; IEP-driven schedule modifications; contracted behavioral support when FBA/BIP required	Lead teacher + para (triggered by IEP and funded accordingly); contracted SPED coordinator; contracted behavioral specialist for FBA/BIP	General education classroom as primary placement; resource room or pull-out for specific skill work as IEP requires; never full-day segregation	Gran Via can serve students with moderate disabilities with appropriate contracted support. Para funding must match IEP-required minutes. The school will not accept a student with moderate disability needs without confirming that staffing and budget can support the required services.
Severe/intensive disabilities (e.g., autism with intensive behavioral support needs, significant cognitive disability requiring substantially modified curriculum, medically fragile students)	IEP-driven; may require more specialized placement than Gran Via can provide as a 30-student K–5 school	Gran Via will evaluate each student individually; the Executive Director and SPED Coordinator will assess whether the school can provide FAPE for students with intensive needs given current staffing and facility capacity	Gran Via's obligation is to provide FAPE in the LRE appropriate to the student — which may or may not be Gran Via's inclusive classroom	Honest statement: a school of 30 students with a single licensed SPED contractor cannot always provide FAPE for students with the most intensive disability needs. Gran Via will work with CSI and CDE to identify appropriate alternative placements when the school cannot meet FAPE requirements, and will be transparent with families from enrollment about this capacity.

Progress Monitoring and IEP Implementation

- IEP goals are monitored at a frequency matched to student need: weekly for Tier 3 behavioral and intensive academic goals; bi-weekly for most academic and language goals; monthly minimum for all IEP goals.
- Service logs are maintained by the SPED Coordinator for every minute of specialized instruction and related service delivery. Monthly file audits verify service-minute fidelity.
- IEP teams meet annually at minimum; additional IEP meetings are convened within 10 school days when progress monitoring data indicates goals are not being met or when placement needs to change.
- Prior written notices are issued for every IEP action. Parents receive all IEP documents in their home language within the required timelines.
- Triennial re-evaluations are completed within 60 days of the evaluation consent date, consistent with IDEA (34 C.F.R. §300.301).

PART 3 — SERVING MULTILINGUAL LEARNERS

E3 **Serving Multilingual Learners — Robust identification methods; research-based instructional programs; equitable access; monitoring and exiting**

Multilingual Learner Services: Identification, Programming, Monitoring, and Exiting

Each multilingual learner's Learner Profile includes a language portrait documenting the student's full linguistic repertoire: languages spoken at home, contexts in which each language is used, literacy experiences in each language, student confidence in Spanish and English, family language goals, and observed strengths across listening, speaking, reading, and writing. This helps Gran Via adults from interpreting English proficiency as a proxy for intelligence, academic potential, or classroom leadership.

Identification: From Home Language Survey to WIDA Classification

Gran Via's MLL identification process begins at enrollment and complies fully with Colorado's obligations under Title III, Lau v. Nichols (1974), and CDE's English Language Proficiency (ELP) Standards requirements. The process:

1. Home Language Survey: Every family completes a Home Language Survey during enrollment. Any response indicating a language other than English is spoken in the home, or that the student speaks a language other than English, triggers screening.
2. WIDA Screener: Students who trigger the Home Language Survey are screened with the WIDA Screener within 30 days of enrollment (consistent with Colorado's Title III requirements). The Screener assesses listening, speaking, reading, and writing proficiency in English.
3. MLL Classification: Students who score below the English proficiency threshold on the WIDA Screener are classified as Multilingual Learners and receive ELD services. Classification is communicated to families in writing in their home language within 30 days of enrollment.
4. Parental Rights Notification: Families receive written notification of MLL status, their right to decline ELD services, and the educational implications of declining — consistent with ESSA Title III parental rights requirements.

Instructional Programming for MLLs: The Dual-Language Model as Equity Strategy

Gran Via's 50/50 Spanish–English dual-language model is the primary instructional program for MLLs, and it is specifically designed for them. Unlike pull-out English-only programs that remove students from content instruction to teach English in isolation, Gran Via's dual-language model delivers grade-level academic content in both languages simultaneously, ensuring that MLL students never fall behind in content mastery while they are developing English proficiency.

The research base for this approach is strong: Thomas and Collier's (2002) longitudinal study demonstrated that dual-language students have higher English proficiency rates by Grades 5–8 compared to transitional bilingual or English-only peers; the What Works Clearinghouse finds moderate evidence of positive effects on English literacy for dual-language programs; and the Institute of Education Sciences (2012) found higher rates of English proficiency classification for dual-language participants compared to matched peers in other program types.
Within the dual-language model, MLL-specific supports are delivered through three mechanisms:

- Integrated language objectives: Every lesson in every content area includes explicit English and Spanish language objectives aligned to the student's WIDA proficiency level. Students know what language they are developing, not just what content they are learning.
- Sheltered instruction: Teachers use SIOP-aligned (Sheltered Instruction Observation Protocol) strategies (visual supports, graphic organizers, vocabulary frontloading, extended think time, comprehensible input calibrated to proficiency level) to make grade-level content accessible without reducing cognitive demand.
- Targeted ELD: Students at WIDA Levels 1–2 receive targeted small-group English language development during the 1:50–3:10 PM intervention block, focused on the specific language skills needed to access core instruction. This is in addition to, not instead of, the dual-language core program.

Progress Monitoring for MLLs

Monitoring Instrument	Frequency	What It Measures	Trigger for Additional Action
ACCESS for ELLs (annual state assessment)	Annual (January–February window)	Overall English language proficiency across Listening, Speaking, Reading, Writing; Composite score	Composite score not meeting Adequate Growth Percentile triggers language support audit within 30 days
WIDA Screener (upon enrollment)	Upon enrollment for new students with home language other than English	Initial English proficiency level for classification	Score below threshold triggers MLL classification and ELD service initiation
IDEL (Spanish literacy screening)	BOY, MOY, EOY (K–3)	Spanish reading fluency and comprehension; cross-language literacy development	Below benchmark triggers Tier 2 Spanish literacy intervention within 10 school days
Classroom language objective documentation	Weekly teacher documentation	Progress toward specific language function goals (describe, explain, argue, narrate) within content instruction	Consistent failure to meet language objectives triggers MLL Lead consultation
MTSS progress monitoring (Tier 2/3 MLLs)	Every 2–4 weeks for Tier 2; weekly for Tier 3	Response to targeted ELD intervention; literacy and language skill development	Limited response triggers team review and potential referral evaluation (with misidentification protocol applied)

Redesignation and Exit from MLL Services

Gran Via will follow Colorado's redesignation criteria, which require all of the following before a student exits ELD services:

10. ACCESS for ELLs Composite score of 4.5 or higher (Expanding proficiency level)
11. CMAS performance demonstrating academic achievement comparable to peers without ELD services (typically Meets or Exceeds on ELA)
12. Teacher judgment documenting the student can participate meaningfully in grade-level instruction without ELD scaffolds
13. Parent/guardian notification and consultation before redesignation

Students who exit ELD services are monitored for four years post-exit to ensure academic success is sustained without ELD support (consistent with Colorado's monitoring requirements). If a redesignated student shows signs of academic regression, the school may reinstate ELD services through a team-based review process.

PART 4 — STUDENTS BELOW GRADE LEVEL AND READ ACT COMPLIANCE

E4 **Supporting Students Below Grade Level — Clear strategies, programs, supports; progress monitoring focus**

Identifying and Supporting Students Below Grade Level

Universal Screening and Early Identification

Gran Via does not wait for failure. Universal screening at the beginning of each school year (DIBELS 8 in English, IDEL in Spanish, MAP Growth for Grades 2–5) identifies students who are not yet on track for grade-level proficiency before instructional time is lost. Students identified below benchmark receive Tier 2 support within 10 school days — not at the next grading period, not at the next parent conference.

Gran Via's below-grade-level support model has three non-negotiables that distinguish it from remediation-focused approaches:

- Short cycles: Six-week progress monitoring cycles with explicit trigger-to-action rules. No student stays in a support that is not working for more than six weeks without a formal team review and plan revision.
- Skill clarity: The student knows what they are practicing and why. Intervention targets are communicated to students in age-appropriate language, in the language of instruction, so students can be active participants in their own growth. For students working below grade level, assessment data is translated into a student-facing learning goal inside the Individual Learning Plan. Students know what they are practicing, why it matters, and how they will see evidence of growth. The goal is remediation with agency as students learn to name their strengths, understand their next step, practice with support, and recognize progress over time.
- Generalization: Skills practiced in intervention must show up in authentic reading, writing, mathematics, and project work — not just in the intervention block. Teachers monitor generalization explicitly and adjust intervention design if skills are not transferring. Gran Via looks for growth through authentic literary artifacts including reading conference notes, bilingual writing samples, student reflections, project-based reading/writing artifacts, teacher documentation, and family reading observations.

READ Act Compliance: K–3 Early Literacy

Colorado's READ Act (C.R.S. §22-7-1201 through 22-7-1214) requires universal early literacy screening in grades K–3 and READ Plans for students identified with a Significant Reading Deficiency (SRD). Gran Via's READ Act compliance process:

READ Act Requirement	Gran Via's Implementation
Universal screening three times per year (BOY, MOY, EOY) using a CDE-approved assessment	DIBELS 8 (English) administered three times per year to all K–3 students; IDEL (Spanish) administered three times per year to all K–3 students; both are CDE-approved READ Act screeners
Identification of students with Significant Reading Deficiency (SRD)	Students scoring below benchmark on DIBELS 8 at any screening window are reviewed for SRD designation; Student Services Lead makes SRD determination in consultation with lead teacher within 5 school days of screening results
READ Plan development and implementation	READ Plan developed within 30 days of SRD identification; plan includes specific intervention program, frequency, duration, and measurable goals; lead teacher implements READ Plan interventions within the 1:50–3:10 PM intervention block
Family notification	Families notified of SRD designation in writing in home language within 30 days of identification; READ Plan shared and explained at a family conference; families receive quarterly progress updates
Progress monitoring for students with READ Plans	Biweekly progress monitoring using DIBELS Progress Monitoring probes (English) and IDEL Progress Monitoring probes (Spanish); results reviewed at six-week data cycles
Annual READ Act reporting to CDE	Admin Support (as test coordinator) submits required READ Act reporting data to CDE within required timelines; Executive Director reviews for accuracy before submission

PART 5 — SERVING GIFTED AND TALENTED STUDENTS

E5 **Supporting Gifted Students — Robust, research-based plan; identification; instructional strategies; enrichment; progress monitoring**

Gifted and Talented Identification and Services: Colorado Compliance and Equity

Colorado's Exceptional Children's Educational Act (ECEA), C.R.S. §22-20-201 through §22-20-214, requires all public schools to identify gifted students and develop Advanced Learning Plans (ALPs) for those identified. Gran Via takes this obligation seriously and applies a specific equity lens: gifted potential exists across all demographic groups, but traditional identification methods (standardized IQ tests, teacher nomination relying on behavioral compliance) systematically miss gifted students from multilingual, economically diverse, and culturally non-dominant backgrounds. Gran Via's identification approach is designed to find gifted students who have historically been overlooked.

Gran Via's Learning Plan structure allows giftedness to be understood as a complex learner profile rather than simply a need for more difficult work. For gifted students, the Learner Profile documents advanced capabilities alongside affective needs such as perfectionism, intensity, asynchronous development, frustration tolerance, leadership, and peer relationships. ALP goals are integrated into a student's broader Learning Plan so that acceleration, depth, mentorship, and social-emotional growth are planned together.

Identification: Body of Evidence Across Multiple Domains

Gran Via uses a body-of-evidence approach to gifted identification consistent with NAGC (National Association for Gifted Children) standards and Colorado's ECEA requirements. Identification looks across four domains:

Domain	Identification Instruments and Sources	Equity Safeguard
Intellectual / Academic	MAP Growth score at or above 95th percentile in reading or mathematics; CMAS Advanced performance; portfolio evidence of advanced reasoning, complexity, and abstraction in academic work	MAP Growth norms are designed to identify growth regardless of starting point; portfolio evidence allows students who do not test well to demonstrate advanced thinking
Creative / Productive Thinking	Teacher observation of original thinking, novel problem-solving, and creative production in project work; student portfolio artifacts demonstrating unusual conceptual connections	Project-based and outdoor learning contexts create opportunities for creative thinking that are not visible in traditional academic tasks
Leadership	Structured observation of peer leadership in multi-age settings; student-initiated community actions; mentorship roles within the classroom community	Multi-age structure creates natural leadership opportunities that reveal students not identified through academic metrics
Specific Academic Talent	Domain-specific advanced performance in literacy, mathematics, science, or social studies as documented through multiple assessments and portfolio evidence	Biliteracy portfolio evidence allows identification of students who demonstrate advanced thinking in Spanish but not yet in English

GT Designee and ALP Development Process

The GT Designee is the Student Services Lead (or a designated member of the student services team with gifted education training). The ALP development process:

- Referral: Any teacher, parent, student, or community member may refer a student for gifted evaluation at any time. Self-referral by students is explicitly encouraged.
- Body-of-evidence collection: The GT Designee gathers evidence across the four domains above within 30 days of referral. Evidence is collected in both English and Spanish for multilingual students.
- Identification decision: The GT Designee reviews the evidence and makes a preliminary identification determination. The Executive Director reviews for consistency and equity. Families are notified in writing in their home language.
- ALP development: Within 60 days of identification, the GT Designee, lead teacher, and family develop the ALP together. The ALP includes: academic acceleration and depth goals; affective goals (addressing perfectionism, intensity, peer relationships); instructional strategies; enrichment opportunities; and progress monitoring cadence.
- Annual ALP review: ALPs are reviewed annually and updated based on progress monitoring data, teacher observation, and family input. Students participate in ALP review beginning in Grade 3.

Programming for Gifted Students

Gran Via's gifted programming is built into the school's instructional model rather than delivered as separate pullout enrichment. This is a deliberate equity decision: pullout enrichment programs create opportunity gaps (gifted students miss something in the core classroom) and can stigmatize students in small communities. Gran Via's approach:

- Depth and complexity within core instruction: The NAMC Mathematics curriculum's problem-based structure allows teachers to extend mathematical reasoning without requiring a separate assignment. The NAMC Language Arts curriculum's knowledge-building units allow gifted readers to pursue deeper research questions within the same text. Amplify Caminos's skill-continuum allows gifted readers to progress to advanced texts while remaining in the classroom community.
- Advanced project opportunities within the Project Block: Gifted students may pursue more complex investigations, take on leadership roles in collaborative projects, or develop original research questions within the project cycle framework.
- Community partner mentorship: Gran Via's partner organizations (Plains Conservation Center, Frontline Farms, Cottonwood Institute) provide authentic contexts for gifted students to work alongside adult experts in ecology, environmental science, and community agriculture.

- Cross-age mentorship within the multi-age band: Upper elementary students with advanced skills in mathematics or Spanish literacy regularly work with younger students, reinforcing their own mastery while developing leadership skills.

Progress Monitoring for Gifted Students

ALP academic goals are monitored through MAP Growth (reading and math), curriculum-embedded performance tasks, and portfolio evidence twice per year. ALP affective goals are monitored through teacher observation, student self-reflection portfolios, and annual family conference discussions. The GT Designee conducts an equity check annually: if any demographic subgroup (students of color, MLLs, FRL-eligible students) is significantly under-identified relative to their proportion of the school population, the identification process is reviewed for bias.

PART 6 — STUDENT SERVICES FOUNDING TEAM CAPACITY

E6 **Founding Team Capacity — Extensive, relevant experience supporting diverse student populations; evidence of prior success**

Founding Team Capacity: Student Services

Student services compliance and quality rest most directly on two team members: Chrissie Vroome Knous, whose MTSS leadership at Denver Language School has sustained ACCESS Adequate Growth Percentile attainment above 70% for enrolled MLLs and whose dual-language MTSS experience directly informs Gran Via's misidentification-prevention protocol; and Deb Weissman, whose classroom-level IEP experience gives the board a practitioner lens on compliance the founding team would otherwise lack. Full team credentials are in the Executive Summary's Founding Team Capacity Matrix.

F. Goals, Objectives, and Pupil Evaluation

Gran Via's accountability framework rests on a simple conviction: the school that knows its students best is best equipped to hold itself accountable. Small size is an accelerant for accountability, not an obstacle. When a school has 30 students in Year 1, there is no aggregate data to hide behind. Every student's trajectory is visible, every gap is personal, and every intervention decision is made with complete information about the individual child it affects. This section describes how Gran Via translates that advantage into a structured, measurable, CSI-aligned accountability system covering academic, organizational, and financial performance.

PART 1 — SCHOOL GOALS: ACADEMIC, ORGANIZATIONAL, AND FINANCIAL

F1 **School Goals — Clearly defined, measurable goals for academic, organizational, and financial performance; specific measures and data sources**

Academic Goals

Gran Via's academic goals address five domains: early literacy (English and Spanish), mathematics, English language development, school climate and belonging, and middle school readiness. All goals are disaggregated by student subgroup. All are connected to specific assessment instruments. Gran Via acknowledges that in Year 1, with fewer than 15 students in tested grades (3–5), CMAS data will not be statistically reliable. Year 1 and Year 2 academic accountability therefore relies primarily on MAP Growth, DIBELS 8, IDEL, and ACCESS AGP. CMAS becomes primary beginning in Year 3 when tested-grade enrollment is sufficient for meaningful subgroup analysis.

Indicator	Measure	Metric	Student Group	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
CMAS ELA (Gr. 3-5)	Academic Achievement	% Meets or Exceeds	All Students	50%*	55%	58%	65%	75%
			Multilingual Learners	40%*	45%	50%	55%	58%
			FRL Eligible	45%*	50%	55%	60%	65%
			Students with Disabilities	30%*	35%	35%	40%	45%
CMAS Math (Gr. 3-5)	Academic Achievement	% Meets or Exceeds	All Students	45%*	50%	53%	58%	62%
			Multilingual Learners	35%*	40%	42%	50%	55%
			FRL Eligible	40%*	45%	50%	55%	60%
			Students with Disabilities	30%*	35%	42%	48%	50%
CMAS ELA	Academic Growth	Median Growth Percentile	All Students	50	55	58	65	72
			Multilingual Learners	45	50	53	58	62
			FRL Eligible	45	50	53	60	65
			Students with Disabilities	45	48	51	55	58

CMAS Math	Academic Growth	Median Growth Percentile	All Students	50	55	62	68	75
			Multilingual Learners	45	50	52	58	62
			FRL Eligible	45	50	55	60	65
			Students with Disabilities	45	50	55	62	70
ACCESS for ELLs	ELD Growth	% at Adequate Growth Percentile	Multilingual Learners	60%	65%	70%	75%	75%
READ Act (K-3)	Early Literacy	% with Significant Reading Deficiency	All Students	≤25%	≤22%	≤20%	≤18%	≤16%
Attendance	Engagement	Average Daily Attendance	All Students	≥94%	≥95%	≥95%	≥95%	≥95%
Chronic Absenteeism	Engagement	% Chronically Absent	All Students	≤12%	≤10%	≤8%	≤8%	≤7%
Panorama (Gr. 2-5)	Belonging	% Reporting Strong Belonging	All Students	80%	85%	86%	88%	90%
Middle School Readiness	Academic & Executive	% Gr. 5 at Grade Level ELA & Math	All Students	70%	75%	80%	87%	93%

**Year 1 CMAS targets are aspirational reference points; with fewer than 15 students in tested grades, data will not be statistically meaningful. Year 1 accountability is grounded in MAP Growth, DIBELS 8, IDEL, and ACCESS interim measures.*

Target Rationale

Targets were developed from three inputs: (1) current SPF performance at south Aurora comparison schools (Side Creek: achievement Does Not Meet, 10.0/40; Yale: Does Not Meet, 10.0/40); (2) Colorado state median growth expectations (MGP 50 = state median; Gran Via begins at median and grows above it); and (3) dual-language school performance trajectories from Thomas and Collier (2002) and Steele et al. (2017), which show acceleration in Grades 3–5 as biliteracy develops. Growth targets begin at the state median and climb because growth is within the school's direct control in ways that incoming proficiency is not.

Organizational Goals

Organizational Goal	Specific Measure	Data Source	Year 1 Target	Year 3 Target	Year 5 Target
Governance readiness	Board governance milestones completed on schedule	Board minutes; CSI compliance checklist	100% of Year 0 governance milestones by opening day: bylaws adopted, COI policy filed, SAC established, first board self-evaluation complete	Annual board self-evaluation; 100% CSI reporting on time	Staggered terms fully implemented; formal board recruitment process documented; 100% governance compliance

Staff retention	% instructional staff returning Year 2	HR records (end-of-year exit data)	N/A (Year 1 hires)	85%+ of Year 1 instructional staff return for Year 2	≥85% annual instructional staff retention maintained
Family satisfaction	Annual survey NPS and satisfaction rate	Gran Via annual family survey (spring, all enrolled families)	NPS ≥60; ≥85% of families rating school 4 or 5 out of 5	NPS ≥65; ≥88% satisfaction	NPS ≥70; ≥90% satisfaction
Enrollment conversion	% of Year 1 EOIs converting to confirmed enrollment	Enrollment tracking dashboard	80%+ of verified age-eligible in-district EOIs confirmed by August 1, 2027	Waitlist maintained at 25%+ of seats in Year 3	Full enrollment; waitlist maintained through Year 5

Financial Goals

Financial Goal	Specific Measure	Data Source	Year 1 Target	Year 3 Target	Year 5 Target
Liquidity	Days cash on hand	Monthly cash flow statement reviewed by Board Finance Committee	30 days minimum at all times	60 days minimum	90 days minimum
Reserve compliance	TABOR emergency reserve (3% of annual expenditures per Article X, Section 20)	Annual audit; board finance dashboard	100% TABOR compliance maintained	Maintained; operating reserve building	Operating reserve of 60+ days in addition to TABOR reserve
Budget accuracy	Budget-to-actual variance on major line items	Monthly financial statements with variance analysis	No major line item variance >10% without board notification and documented explanation	No material variance unexplained	Clean budget performance; ≤5% variance on operating lines
Audit integrity	Annual independent audit outcome	Annual report from independent CPA	Clean audit (no material findings) in Year 1	Clean audit maintained	No repeat findings; no material weaknesses
Enrollment funding floor	Funded FTE at or above minimum viable enrollment threshold	Monthly enrollment report vs. 42 funded FTE minimum	42.5+ funded FTE on October Count date	72.5+ funded FTE	92.5+ funded FTE; financial sustainability on recurring public revenue alone

F2 **State Accountability Goals — Clear, realistic goals aligned with CDE SPF; state performance indicators for Year 1 and Year 2**

State Accountability Goals and New School Framework

Year 1 and Year 2: New School Status Under Colorado's SPF

A new school in its first two years of operation is not evaluated on the standard CDE School Performance Framework plan-type determination process. Under C.R.S. §22-11-203, new schools receive a new school performance framework designation during Years 1 and 2, during which the state and CSI evaluate implementation fidelity, organizational health,

and leading indicators of academic performance rather than CMAS proficiency rates alone. Gran Via's Year 1 and Year 2 accountability therefore operates on two tracks:

- Internal accountability: Gran Via's own performance targets (above) provide a rigorous internal accountability framework that is functional from Day 1, before CMAS data is available.
- CSI CARS (Annual Review of Schools): Gran Via will participate fully in CSI's Annual Review of Schools process, submitting all required academic, financial, and organizational reporting on schedule and engaging constructively in CSI's performance feedback process.

Year 3 and Beyond: Full SPF Accountability

Beginning in Year 3, when Gran Via has sufficient students in tested grades (3–5) for meaningful CMAS data, the school will be evaluated on Colorado's full School Performance Framework including Academic Achievement, Academic Growth, and ELP Growth indicators. Gran Via's anticipated Year 3 SPF trajectory: Academic Achievement indicator — Approaching or Meets (projected 58% ELA, 53% Math proficiency); Academic Growth — Meets or Exceeds (projected MGP 58 ELA, 62 Math, both above state median); ELP Growth — Meets (projected 70% MLLs at AGP). Overall anticipated plan type: Performance Plan by Year 3.

PART 2 — MEASURING AND EVALUATING ACADEMIC PROGRESS

F3a **Measuring Academic Progress — Comprehensive plan at individual, cohort, and school levels; throughout year and annually**

Assessment System: Three Levels, One Coherent Framework

> *Gran Via's assessment system operates at three levels simultaneously: the individual student (where instructional decisions are made), the cohort and classroom (where patterns are identified), and the whole school (where accountability is demonstrated). Data at each level serves a different purpose and is reviewed on a different cadence. No student's underperformance can be hidden by aggregate data, and no aggregate trend can be dismissed as an individual anomaly.*

Assessment Level	What Is Measured	Key Instruments	Review Cadence	Decisions Driven
Individual Student	Progress toward CAS in literacy (English and Spanish), mathematics, language development, and SEL growth	Daily observation log + portfolio; DIBELS 8 PM; IDEL PM; MAP Growth individual RIT; WIDA ACCESS individual composite; IEP goal PM; Panorama student survey	Daily (observation); 3x/year (benchmark); ongoing (MTSS PM)	Grouping adjustments; scaffold modifications; MTSS tier placement; READ Plan initiation; IEP meeting; family conference
Cohort / Classroom Band	Each multi-age band's aggregate and subgroup performance; year-over-year growth for returning students	MAP Growth classroom reports; DIBELS/IDEL band summaries; ACCESS classroom reports; NAMC curriculum assessments; attendance and engagement by band	Weekly (teacher data meeting); 6-week (formal data cycle); 3x/year (benchmark)	Instructional regrouping; PD priority adjustment; curriculum pacing modification; intervention block reallocation
Whole School	School-wide proficiency and growth; subgroup equity; year-over-year trajectory; CSI portfolio comparison	CMAS (Gr. 3-5 annual); ACCESS (annual); DIBELS 8/IDEL school-level; MAP Growth school-level;	Monthly (board dashboard); quarterly (board report); annual (CMAS, ACCESS, CSI CARS)	School-wide PD; staffing decisions; curriculum review; CSI CARS reporting; UIP development

		Panorama; attendance/chronic absenteeism; annual family survey		

F3b **Data Collection, Analysis, and Reporting — Plan for collecting, analyzing, and using data; responsible parties; PD connection**

Data Roles, Six-Week Cycle, PD Connection, and Teacher Evaluation

Responsible Parties

Role	Data Responsibilities	Analysis	Reporting
Executive Director	Oversees all data systems; maintains master assessment calendar; ensures test security	Leads 6-week data reviews; root cause analysis when targets missed; connects data to PD priorities	Monthly board dashboard; quarterly academic report; annual UIP; CSI CARS reporting; Financial Transparency Act public posting
Lead Teachers (x3)	Administer classroom assessments; maintain observation logs; DIBELS 8 and IDEL PM	Weekly student data review; individual pattern analysis; MTSS flags	Family conferences 3x/year in home language; student portfolios for family review; input to board academic dashboard
Admin Support (Test Coordinator)	Maintains assessment calendar; coordinates CMAS/ACCESS logistics; manages secure materials	Aggregates attendance and enrollment data; tracks assessment completion rates	Monthly enrollment/attendance report to ED; CDE state assessment reporting on required timelines
Student Services Lead	Coordinates MTSS data documentation; tracks Tier 2/3 PM; IEP/504 compliance tracking	Analyzes intervention effectiveness at 6-week cycles; identifies patterns across subgroups; misidentification protocol reviews	Quarterly student services report to board; IEP progress reports to families in home language

The Six-Week Data Cycle

Gran Via's core data rhythm is a six-week cycle that repeats throughout the year — short enough to catch problems before they compound, long enough to distinguish trends from noise:

1. Weeks 1–5: Instruction delivered; daily observation documented; formative assessment embedded in curriculum
2. Week 6: Data compilation. Teachers gather DIBELS/IDEL PM data, MAP Growth trends, curriculum assessment results, observation summaries, attendance flags
3. Week 6, Days 4–5: Team data meeting; all instructional staff, Student Services Lead, and ED. Every student reviewed individually
4. Within 10 school days: New Tier 2 placements confirmed; family notifications in home language; regrouping and intervention adjustments complete
5. Next cycle begins

Data-to-Professional Development Connection

Assessment data drives Gran Via's PD priorities through explicit decision rules reviewed at each six-week cycle:

- If more than 30% of K–3 students below DIBELS/IDEL benchmark school-wide: next PD day focuses on structured literacy coaching, phonics pacing, READ Act intervention design
- If fewer than 60% of MLLs at ACCESS AGP at mid-year: next PD day focuses on ELD integration, language objective design, WIDA-aligned scaffolding
- If Panorama belonging scores fall below 80%: next PD day focuses on Conscious Discipline implementation, community circle quality, relationship repair
- If a classroom band's MAP Growth MGP falls below 35 at winter checkpoint: instructional coaching sessions scheduled for that lead teacher within 15 school days

Data-to-Teacher Evaluation Connection (SB 10-191 Alignment)

Colorado SB 10-191 requires teacher evaluations to include measures of student academic growth as a meaningful component. Gran Via's teacher evaluation system (described fully in Section I) connects assessment data to evaluation through:

- MAP Growth: Each classroom band's MGP reviewed in annual evaluation. MGP below 40 for two consecutive windows triggers coaching plan and additional observations
- DIBELS 8 / IDEL: READ Act compliance and SRD rate for K–3 teachers are evaluation evidence. Rising SRD rate without documented intervention triggers evaluation discussion
- ACCESS AGP: MLL language development outcomes reviewed for all teachers whose classes include MLLs. Progress toward WIDA language objectives documented through classroom observation records
- Portfolio quality: Instructional walkthroughs include review of student portfolios against rubrics. Portfolio quality is a component of the professional practice evaluation dimension

The connection between data and evaluation is developmental, not punitive. A teacher whose classroom data raises concerns receives coaching and a documented improvement plan before any employment consequence is considered.

PART 3 — ASSESSMENT SYSTEM

F4a **Interim Assessments — Aligned with school model, curriculum, performance goals, and state standards; rationale**

Complete Assessment Framework

Assessment	Content	Purpose and Rationale	Type	Frequency	Window	Grades
Montessori observation log + portfolio	All subjects; executive function; SEL	Primary formative mechanism aligned to Montessori scientific pedagogy. Documents skill progression, mastery evidence, and student agency. Supports competency-based advancement and family conferences.	Formative	Daily, ongoing	Continuous	K-5
DIBELS 8 (English literacy)	English reading: phonological awareness, phonics, fluency, comprehension	CDE-approved READ Act screener for English. Validated for K-3 early literacy identification. Aligned to Science of Reading model. Provides individual and class-level grouping data.	Diagnostic and interim	BOY, MOY, EOY + PM (Tier 2: biweekly; Tier 3: weekly)	Aug, Jan, Apr	K-3
IDEL (Spanish early literacy)	Spanish reading: initial sounds fluency, letter naming, phoneme segmentation, oral reading fluency	CDE-approved READ Act screener for Spanish literacy in bilingual schools. Essential for cross-language pattern analysis paired with DIBELS 8. Distinguishes typical Spanish-dominant MLL acquisition trajectory from genuine reading difficulty. Aligns to Amplify Caminos scope and sequence.	Diagnostic and interim	BOY, MOY, EOY + PM	Aug, Jan, Apr	K-3
NWEA MAP Growth (reading and math)	English reading and mathematics	Norm-referenced growth enabling year-over-year comparison across multi-age band skill levels. Validated for MLLs. MGP directly aligned to Colorado SPF Academic Growth indicator. Bilingual administration available.	Interim	3x/year (fall, winter, spring)	Aug-Sep, Dec-Jan, Apr-May	Gr. 2-5

WIDA Screener	English language proficiency (4 domains)	Required state MLL identification instrument. Administered upon enrollment when Home Language Survey indicates language other than English.	Diagnostic	Upon enrollment	Within 30 days of enrollment	K-5 (MLLs)
ACCESS for ELLs	English language proficiency (4 domains)	Annual state-required proficiency assessment for all classified MLLs. Primary measure for CSI Performance Framework ELP Growth indicator and ACCESS AGP target.	Summative	Annual	Jan-Feb	K-5 (all MLLs)
CMAS (ELA, Math, Science, Social Studies)	Colorado Academic Standards	State accountability assessment. Primary measure for Colorado SPF Achievement and Growth. Full participation required.	Summative	Annual	April	Gr. 3-5
NAMC curriculum-embedded assessments	English literacy: reading, writing, speaking, listening	Aligned to NAMC Language Arts unit pacing and CAS learning targets. Real-time standards mastery evidence during each presentation cycle.	Formative and interim	Per unit (~6-8/year)	Ongoing	K-5
NAMC Mathematics formative assessments	Mathematics	Aligned to IM lesson structure. Cool-downs and checkpoints provide daily evidence of mathematical understanding.	Formative	Daily (cool-downs); per unit	Ongoing	K-5
Project and performance rubrics	Interdisciplinary: literacy, math, science, social studies, language	Standards-aligned authentic assessment in project cycles. Primary portfolio evidence. Bilingual rubrics in English and Spanish.	Formative and summative	Per project cycle (~3/year)	Oct-Nov, Feb-Mar, May	K-5
Panorama School Climate Survey	Belonging, school safety, student-teacher relationships, SEL	Mission-specific culture quality measure. Validated subscales aligned to belonging goal. Available in Spanish. Gr. 2-5 student-direct; K-1 teacher-facilitated.	Survey	2x/year	Oct, May	K-5

F4b **K-3 Assessments — Kindergarten school readiness and READ Act compliance**

Kindergarten Readiness and READ Act: Dual-Language Screening Protocol

Kindergarten Readiness: Teaching Strategies GOLD

Gran Via uses Teaching Strategies GOLD as its Kindergarten readiness assessment, administered three times during the Kindergarten year: within the first 60 days of school, mid-year (December–January), and end-of-year (March–May). Teaching Strategies GOLD is an observational, portfolio-based assessment covering physical well-being and motor development; social-emotional development; language and communication; cognition; literacy; and mathematics. It aligns with Colorado's Kindergarten Individual Readiness Evaluation framework and is specifically suited to Gran Via's Montessori-inspired observational pedagogy because it is designed to be administered through observation during daily activities rather than through separate testing sessions that disrupt instructional flow.

GOLD results serve two purposes at Gran Via: (1) establishing a developmental baseline for each Kindergarten student in the first 60 days, informing initial instructional grouping and the fall family goal-setting conference; and (2) providing formative evidence of whole-child Kindergarten growth shared at winter and spring family conferences alongside DIBELS 8 and IDEL literacy screening data.

READ Act Compliance: Why Gran Via Uses Two Screeners

Colorado's READ Act requires universal literacy screening in grades K–3 three times per year using a CDE-approved screener. Gran Via administers two CDE-approved screeners rather than one, because a single English-only screener is insufficient for accurate READ Act identification in a 50/50 dual-language school:

- DIBELS 8: On CDE's approved READ Act screener list for English literacy. Administered to all K–3 students three times per year. Provides primary English-language literacy risk identification for READ Plan determination.
- IDEL (Indicadores Dinámicos del Éxito en la Lectura): On CDE's approved screener list for use in bilingual programs. Administered to all K–3 students three times per year. Provides Spanish-language literacy data essential for cross-language pattern analysis.

The clinical rationale: a Spanish-dominant MLL who scores below DIBELS 8 benchmark but above IDEL benchmark is almost certainly following a typical acquisition trajectory and does not need a READ Plan for a disability. A student scoring below benchmark on both DIBELS 8 and IDEL is at genuine risk for a reading difficulty warranting further evaluation. This distinction is impossible without Spanish literacy data. Gran Via administers IDEL not as enrichment — but as a legal and pedagogical necessity for accurate READ Act identification in a bilingual school.

F4c **Monitoring MLLs and IEPs — Clear assessment and progress monitoring plan**

MLL and IEP Progress Monitoring

Population	Tool	Frequency	What It Measures	Decision Driver
All MLLs	WIDA Screener	Within 30 days of enrollment	Initial English proficiency (4 domains)	Triggers MLL classification; establishes WIDA entry level for instruction
All MLLs	ACCESS for ELLs	Annual (Jan-Feb)	English proficiency (4 domains); composite vs. AGP	Below AGP triggers 30-day language support audit; composite ≥4.5 = Colorado redesignation threshold
MLLs Gr. K-3	IDEL	BOY, MOY, EOY + PM (Tier 2: biweekly; Tier 3: weekly)	Spanish reading development: letter naming, phoneme segmentation, oral reading fluency	Cross-language pattern analysis; below benchmark on both IDEL and DIBELS triggers misidentification prevention protocol
All MLLs	WIDA language objective documentation	Weekly (embedded in lesson planning and observation)	Progress toward grade-level language functions across content areas	Identifies students not making expected progress; triggers targeted ELD support review
Students with IEPs	IEP goal PM (frequency per IEP)	Weekly (Tier 3 goals); biweekly (most goals); monthly minimum	Progress toward each IEP goal in academic, behavioral, and developmental domains	Goal revision; IEP meeting trigger when insufficient progress; FAPE delivery documentation
Students with IEPs	Service log (per session)	Every service delivery session	Specialized instruction and related service minutes delivered vs. IEP-required	Monthly audit by SPED Coordinator; corrective action if service minutes not delivered as required
Students with 504 Plans	Accommodation fidelity log	Quarterly (teacher) + ad hoc (parent/student report)	Consistent implementation across all settings	Quarterly review; family notification if accommodations not implemented consistently

PART 4 — CORRECTIVE ACTION PLAN

F5 **Corrective Action Plan — Comprehensive; opportunity gap strategies; PD/instruction/evaluation connection; timeline; responsible parties**

Corrective Action Plan: Three Levels, Explicit Triggers, Named Owners

> *Gran Via's corrective action framework operates at three distinct levels: the school (aggregate results fall short), the classroom (one band diverges from peers or targets), and the individual student (not responding to current supports). Each level has its own trigger criteria, response timeline, responsible party, and escalation path. These levels are not interchangeable; a school-wide missed target requires a different response than a classroom anomaly, which requires a different response than an individual student's intervention failure.*

Level 1: School-Wide Corrective Action

Trigger	Timeline	Owner	Response Actions	Escalation Path
CMAS proficiency in ELA or Math more than 5 percentage points below Year target for all students	Within 30 days of CMAS data	Executive Director	Root cause analysis; curriculum pacing and assessment alignment review; family communication about school-wide trends	If gap persists into next CMAS cycle: board UIP review; potential external consultation; adjustment plan submitted to CSI
Any subgroup (MLLs, FRL, SWD) more than 10 percentage points below all-students rate on any academic measure for two consecutive data cycles	Within 5 school days of trigger identificati on	ED + Student Services Lead	Equity data meeting; analysis by grade band, measure, language; review of differentiation and intervention fidelity; targeted PD	If structural cause (scheduling, staffing, curriculum): board-level discussion and formal improvement plan; CSI notification if persistent across two semesters
Panorama belonging score below 70% (formal trigger threshold)	Within 30 days of survey	ED + classroom teachers	Culture audit: observation of community circles, interactions, adult-student relationships; family focus group if warranted; Conscious Discipline coaching cycle	If no recovery within one semester: board culture discussion; external culture consultant engagement
Annual audit with material finding	Within 15 days of audit report	ED + Board Finance Committe e	Root cause analysis; corrective action plan with named owners and deadlines; independent review of affected financial systems	Reported to CSI; external financial advisor engaged if warranted

Level 2: Classroom-Level Corrective Action

Trigger	Timeline	Owner	Response
One classroom band's MAP Growth MGP more than 15 points below other bands or below 35 at winter checkpoint	Within 10 school days of data review	ED + affected lead teacher	Instructional coaching cycle: minimum 2 walkthroughs/week for 4 weeks; collaborative lesson planning with ED; pacing guide and differentiation review; data meeting to identify specific skill gaps
One band's DIBELS/IDEL benchmark rate more than 15 percentage points below other bands	Within 10 school days	ED + Student Services Lead	Classroom observation focused on phonics and fluency instruction; small-group reorganization; additional literacy support in intervention block; teacher PD on phonics scope and sequence
One band's attendance or chronic absenteeism rate significantly worse than peers	Within 10 school days	Admin Support + ED	Family outreach to each chronically absent family; analysis of logistical vs. relational barriers; school-community liaison engagement if warranted

Level 3: Individual Student Corrective Action

Trigger	Timeline	Owner	Response
Student in Tier 2 shows insufficient progress after one full 6-week cycle	Within 10 school days of cycle review	Student Services Lead + lead teacher	Tier 2 plan revised: intensity increased; materials adjusted; family conference; Tier 3 considered
Student in Tier 3 shows insufficient progress after two consecutive 6-week cycles	Within 5 school days of second cycle review	Student Services Lead + ED + family	Formal evaluation considered; prior written notice issued if referral appropriate; external specialist consultation
CMAS individual score shows significant decline from prior year	Within 30 days of CMAS data	ED + lead teacher	Individual data review; MAP Growth or DIBELS/IDEL re-assessment; instruction and support plan updated; family conference held

Opportunity Gap Identification and Equity Response

Gran Via defines an equity concern as any student subgroup (MLLs, FRL-eligible, students with disabilities, students of color) performing 10 or more percentage points below the all-students rate on any academic measure for two consecutive data cycles. This is the formal trigger for a structured equity response:

1. Within 5 school days of identifying the trigger: Executive Director convenes an equity data meeting with all lead teachers and the Student Services Lead
2. The meeting analyzes: which grade band and which measure; whether the gap is in achievement, growth, or both; correlation with language proficiency level, disability status, or attendance; whether the gap appears in both English and Spanish data or only one language
3. Within 15 school days: A documented equity response plan is created naming the subgroup, measure, gap size, root cause hypothesis, response strategy, responsible party, timeline, and success criterion
4. At the next 6-week data cycle: Progress against the equity response plan is reviewed. If the gap has not narrowed, the response is escalated and the Board Academic Accountability Committee is formally notified
5. If the gap persists across two full semesters: The Executive Director presents a formal equity improvement plan to the full board with external consultation if warranted. CSI is notified

PART 5 — FOUNDING TEAM CAPACITY: ASSESSMENT AND PERFORMANCE MANAGEMENT

F6	**Founding Team Capacity — Extensive experience in evaluation, assessment, and performance management; clear examples of successful implementation**

Founding Team Assessment and Performance Management Capacity

Assessment and performance-management capacity rests on Chrissie Vroome Knous's data-cycle leadership at Denver Language School (ACCESS AGP attainment above 70% for MLLs, tied directly to PD planning) and Bill Knous's track record connecting assessment data to SB 10-191 teacher evaluation and building board-facing data dashboards at College View High School: the same practices this section's corrective action and evaluation systems rely on. Full credentials are in the Executive Summary's Founding Team Capacity Matrix.

G. Budget and Finance

Gran Via's financial model rests on three commitments: we project conservatively, we build reserves intentionally, and we protect instructional continuity through disciplined financial management. This section demonstrates each commitment specifically, with named figures, named controls, named people, and named decision rules.

PART 1 — BUDGET (G1)

G1 **Budget — Balanced each year; realistic assumptions; no uncommitted funds; adequate costs for model fidelity**

Budget Submission

The complete five-year budget for Gran Via School is submitted as Attachment G_Budget using a model that includes all of the required information asked for in the CSI New School Budget Template, populated with per-pupil revenue determined through the full implementation of the new funding formula through FY32 using Gran Via's demographic assumptions and other revenue assumptions provided by CSI. The narrative below describes the assumptions underlying the template and the logic connecting the budget to the school's educational model.

Revenue Assumptions

Revenue Source	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
Per-Pupil Revenue (PPR)	$561,042	$791,775	$1,046,465	$1,300,600	$1,413,770	At $13,201 PPR in Year 1; 42.5 FTEin Year 1, rising to $15,284 PPR and 92.5 FTE by Year 5
Mill Levy Equalization	$156,644	$211,931	$267,217	$322,503	$340,932	CSI schools receive the same allocation as district peers; modeled flat
State Categoricals (ECEA, GT, Capital Construction , Facilities Incentive, READ Act, ELP)	$26,673	$43,134	$57,658	$69,335	$79,139	READ Act, ELP, and Title III are not available in Year 1 because they are calculated on prior-year counts
Federal Revenue (IDEA Part B, Title IA, Title II)	$14,218	$21,801	$31,436	$38,290	$40,575	Formula-driven on projected demographics; Title III not available in Year 1 and slated for defunding
Student Fees	$10,450	$11,172	$11,305	$13,300	$13,965	Optional activity and materials fees of $380 per student annually; waived in full for all FRL-eligible students
Philanthropic Contributions	$141,000	—	—	—	—	Pipeline under active cultivation; no commitments secured as of the application

(ANTICIPATED)						date; operating budget balances without this revenue from Year 2 forward
Great Schools Colorado Start-Up Grant (REQUESTED)	$485,000	$527,000	—	—	—	$539,172 in Year 0; $1,551,172 total across Year 0–Year 2; funds planning-period salaries, professional development, curriculum, technology, legal, marketing, and student transportation vehicles; revenue and expense both sit in the grant budget
TOTAL REVENUE	$910,029	$1,079,813	$1,414,080	$1,744,028	$1,888,381	Excludes the Great Schools Colorado grant, which is presented separately

Two budget presentations are submitted: (1) a grant-inclusive launch budget reflecting the realistic capital needs of Year 0 and Year 1 including the VELA grant and anticipated additional grants; and (2) a recurring operating budget demonstrating that Gran Via reaches operational sustainability on public per-pupil revenue alone at planned enrollment scale. The operating budget is balanced without any unsecured grant revenue. This dual presentation directly addresses the tension between honest launch capital needs and long-term operational independence.

Expenditure Assumptions and Model Fidelity

Staffing (Largest Expenditure Category)

Role	Y0 FTE	Y1 FTE	Y2 FTE	Y3 FTE	Y4 FTE	Y5 FTE	Notes
Executive Director	1.0	1.0	1.0	1.0	1.0	1.0	205-day administrative contract; $90,000 in Year 1; Year 0 compensation is a planning-period allocation funded by GSC
Head of Learning	1.0	1.0	1.0	1.0	1.0	1.0	205-day administrative contract; $65,600 in Year 1; bilingual instructional leadership, MTSS, MLL, 504, GT, and READ Act designations; Year 0 compensation is a planning period allocation funded by GSC
Lead Guides (Teachers)	1.0	2.0	3.0	4.0	5.0	6.0	One per multi-age band in Year 1; 139-day, four-day-week contract; bilingual endorsement

							required; 5% annual salary increase
Special Services Provider	—	0.5	0.75	1.0	1.0	1.0	139-day contract; licensed; IEP case management and service delivery, supported by contracted related services
Support Staff	0.5	1.0	2.0	3.0	4.0	5.0	139-day contract; push-in inclusion support, small-group facilitation, outdoor supervision
Admin Support (FinOps)	1.0	0.5	0.6	0.75	1.0	1.0	175-day contract at four hours per day in Year 1; records, enrollment, attendance entry, reporting logistics; Y0 compensation is a planning period allocation funded by GSC
HSE Teacher	.5	2	2	2	2	2	36-day contract; Home School Enrichment programming
HSE Support Staff	1.0	1	1	1	1	1	36-day contract; Home School Enrichment programming
TOTAL CORE FTE	6.5	6.0	8.35	10.75	13.0	15.0	Back-office services (VAO Collaborative), contracted special education, nursing, IT, and legal services are reflected in Purchased Services, not FTE

5% annual salary increases are built into the five-year salary model for all positions to support retention and remain competitive with regional charter school compensation. Instructional salaries represent the largest expenditure category by design: resources flow first to classrooms. Administrative growth is minimal and directly tied to enrollment thresholds.

Facilities

Year 1–3: Approximately 3,000 sq. ft. at an estimated base rent of $21/sq. ft. + $15/sq. ft. NNN expenses and utilities = approximately $36/sq. ft. total occupancy cost, or approximately $108,000 annually. Tenant improvement costs are estimated at $115/sq. ft., or $345,000 for 3,000 sq. ft. The submitted budget takes the conservative position and carries this as a cash capital outlay in Year 1 rather than assuming a landlord allowance or financing that is not yet committed. Gran Via is pursuing both pathways with BluePrint Education Partners; either would remove the outlay from the operating year, and neither is claimed as revenue in a budget where it is not secured. Furniture, fixtures, equipment, technology, and student transportation vehicles are budgeted at $185,000 in Year 1. Total Year 1 capital outlay is $530,000, comprising $345,000 in tenant improvements and $185,000 in equipment, technology, and vehicles. Because both tenant improvements are carried as cash outlays, Year 1 and Year 4 show planned deficits of $47,034 and $48,926. Neither reflects an operating shortfall. Excluding capital, Year 1 recurring operations produce net income of $156,966 and Year 4 produces $328,699 — the workbook presents both figures explicitly. Fund balance remains positive in every year ($97,663

/ $50,629 / $286,862 / $607,072 / $558,146 / $840,700), the TABOR reserve is funded in full in every year, and days cash on hand never falls below the board's 30-day floor.

Year 4: Expansion to approximately 6,000 sq. ft. total, with lease cost rising to $126,000 annually and a second tenant improvement investment of $345,000 plus $30,000 in furniture and equipment.The budget funds both from accumulated fund balance, which is why Year 3 closes at $607,072 and 203 days cash on hand. A targeted capital campaign and tenant improvement financing are pursued in parallel to reduce the draw on reserves, but the budget assumes neither. Expansion will not proceed without confirmed or near-confirmed funding. The Year 3 cash reserve build (approximately 203 days cash on hand) is specifically designed to create the financial cushion that funds the Year 4 expansion planning process without compromising operations.

Purchased Services

Back-office services proposed to be contracted through VAO Collaborative are reflected in Purchased Services at $60,000 in Year 1, funded entirely by the Great Schools Colorado start-up grant, and at 4% of per-pupil revenue in the operating budget from Year 2 forward — $31,671 in Year 2 rising to $56,551 in Year 5. Year 1 Fund 11 carries no VAO cost, because the Year 1 engagement covers one-time systems design, controls build-out and staff training rather than recurring service delivery. This covers employer-of-record payroll processing, benefits administration, HR compliance, tax filings, and regulatory reporting. In addition, Y0 and Y1 supports initial system design and training for onsite staff to build internal capacity. VAO does not provide academic management, governance services, or programmatic oversight. All educational, operational, governance, and budgetary authority rests exclusively with Gran Via's Board of Directors and Executive Director, as documented in the VAO Proposed Services Agreement (attached).

Note on PERA

Because VAO Collaborative or another ESP would serve as the legal employer of record and is a private entity, Gran Via employees are covered under Social Security and Medicare rather than PERA. Colorado statute (C.R.S. §24-51-101 et seq.) limits PERA participation to political subdivisions of the state and other specifically enumerated public employers. Private entities are not eligible to affiliate with PERA regardless of the services they perform. This is a structural fact of the VAO employer-of-record arrangement, not a waiver or exception. The budget reflects Social Security and Medicare withholding at the applicable federal rates rather than PERA contributions.

Enrollment Risk and Minimum Viable Enrollment

Gran Via's Year 1 budget is built on 30 full-time students plus a 25-student Home School Enrichment cohort, together producing 42.5 funded FTE at a projected per-pupil revenue of $13,201. Enrollment risk is the single largest variable in the Year 1 budget, and the school has modeled it at the level of the marginal student rather than at the level of total revenue.

Each additional full-time student generates approximately $18,112 in Year 1 revenue. Per-pupil revenue accounts for $13,201 of that; the remainder comes from mill levy equalization ($3,686), state capital construction ($385), ECEA special education funding ($205), IDEA Part B ($204), student fees ($190), Title I-A ($155), and the facilities incentive grant ($86). Against this, each additional student carries approximately $1,374 in variable cost, consisting of contracted special education services, the authorizer fee, instructional supplies, field trip transportation, digital materials, and dues. Staffing is a step cost and does not vary with individual enrollment within the planned band. The resulting contribution per student is approximately $16,738, which is what allows Gran Via to absorb an enrollment shortfall without reducing instructional capacity.

The 85% enrollment scenario

Gran Via models an 85% scenario in which Year 1 funded pupil count comes in at approximately 36 FTE rather than 42.5. This is a shortfall of 6.5 FTE and reduces total Year 1 revenue by approximately $117,730, not by per-pupil revenue alone. Net of variable cost, the effect on the bottom line is approximately $108,800.

Under this scenario Gran Via implements the following corrective actions, in this order:

- Defer non-essential discretionary purchases and vendor contracts
- Pace hiring of support roles not required for compliance or core instruction
- Postpone non-urgent capital expenditures
- Tighten program enhancements not part of baseline instructional delivery

The two bilingual Lead Guides, the Special Services Provider, required contracted special education services, and core compliance infrastructure are protected. The dual-language instructional model remains intact. The school does not reduce instructional staffing ratios to balance the budget under an enrollment shortfall; it reduces non-instructional expenditures first.

At 36 funded FTE, Gran Via's recurring operations remain positive before any philanthropic support. Recurring revenue of $651,299 covers recurring expenditures of $603,133, a surplus of $48,166. At the planned 42.5 FTE that surplus is $156,966. Recurring operations are not the source of Year 1's deficit; the $345,000 tenant improvement is.

The Year 1 capital outlay is the exposure the board manages, and it is why the $141,000 philanthropic pipeline matters. Carried at full cost with the improvement paid in cash, Year 1 closes at ($47,034) with a $50,629 fund balance and the TABOR reserve funded in full. Without the philanthropic revenue and without a tenant improvement allowance or financing, Year 1 would not close solvent, which is why the board's go/no-go framework requires $350,000 or more in secured or near-secured capital before the March 2027 decision, and why the school will not execute a lease without a confirmed capital pathway. Securing either a landlord improvement allowance or third-party TI financing removes the deficit entirely and reduces the school's reliance on private contributions to zero.

Minimum viable enrollment

Gran Via's recurring operating break-even is 36 funded FTE, equivalent to approximately 24 full-time students alongside the 25-student HSE cohort. Below that threshold the school cannot balance its recurring budget without drawing on reserves.

The board has adopted 42.5 funded FTE as its minimum viable launch enrollment.This is deliberately set 6.5 FTE above break-even. It preserves recurring net income of $156,966 before philanthropy and before capital, funds the $28,712 TABOR reserve in full, and holds the school at or above the 30-day floor in the board's reserve policy through the Year 1 capital outlay. The school will not open without enrollment commitments representing at least 42.5 funded FTE by the final go/no-go date at the end of Q1 2027.

If the board determines at that decision point that enrollment is tracking between 36 and 42.5 funded FTE, it will implement the corrective sequence above and reassess at a second checkpoint before executing the facility lease. If enrollment is tracking below 36, the school delays opening rather than opening underfunded. This is a board-adopted commitment, not a preference.

Sustainability Trajectory

Milestone	Funded FTE	Cash on Hand	TABOR Status	Key Financial Event
Year 1 minimum viable	42.5	30 days	Maintained ($28,712)	Planned $47,034 deficit driven by $345,000 in tenant improvements; recurring net income before capital of $156,966
Year 2 stability	57.5	124 days	Maintained ($25,307)	Net income of $236,233; no philanthropy in the operating budget; grant dependency ends after Year 2
Year 3 sustainability	72.5	203 days	Maintained ($32,816)	Net income of $320,210; liquidity build in preparation for the Year 4 expansion
Year 4 post-expansion	87.5	144 days	Maintained ($53,789)	Planned $48,926 deficit driven by the second $345,000 tenant improvement investment and expanded lease
Year 5 long-term viability	92.5	191 days	Maintained ($48,175)	Net income of $282,555; full operating reserve target achieved; no grant dependency
Recurring sustainability (no grants)	~57.5	124 days	Maintained	Self-sustaining on public revenue alone beginning in Year 2

PART 2 — FINANCIAL SYSTEMS, POLICIES, AND PROCESSES (G2)

G2 **Financial Systems, Policies, and Processes — Comprehensive; planning, accounting, purchasing, payroll; strong internal controls; compliance with reporting requirements; best practices in budget preparation, cash receipts, purchasing, accounts payable, adjusting entries, contracts**

Financial Planning

The annual budget development cycle follows a structured sequence beginning in February of each fiscal year:

Month	Activity	Owner	Board Action
February–March	Enrollment projection update; staffing model review; facility cost confirmation	Executive Director + Finance Committee	Finance Committee preliminary review
April	Draft budget development based on confirmed enrollment and CSI-provided PPR assumptions	Executive Director	Finance Committee review of draft
May	Budget finalization incorporating any enrollment or cost updates	Executive Director	Finance Committee approval of final draft
June	Board adoption of annual budget	Executive Director presentation	Full Board adoption by June 30
July	Budget loaded into accounting system; chart of accounts confirmed	Back-office provider (VAO)	Finance Committee confirmation
Throughout year	Monthly budget-to-actual reports prepared within 20 days of month close, with written variance explanations for material differences (>$1,000 or >5% on any line item); bank and balance-sheet reconciliations completed monthly, targeted by the 10th of the following month	Executive Director + back-office	Finance Committee monthly review; Board quarterly review
December (mid-year)	Mid-year budget reforecast based on October Count enrollment and six-month actuals	Executive Director	Finance Committee review; Board notification if material amendment needed
January	Material budget amendment if needed. Board approval is required before enactment for any increase in expenditures greater than $10,000 or 10% on a single budget line item, whichever is reached first. Changes under both thresholds may be approved by the Executive Director provided total fiscal-year expenditures remain within the Board-approved total. If the Board determines	Executive Director	Board approval

	during a budget year that appropriated expenditures exceed actual available revenues, it may declare a fiscal emergency by affirmative vote of two-thirds of its members		
January	Multi-year forecast update: revenue, expenditure, enrollment and fund balance projected three years forward, presented to the Board alongside the proposed budget	Executive Director	Finance Committee review

Accounting System and Chart of Accounts

Gran Via maintains the CDE Chart of Accounts in its accounting and financial reporting. Books and accounting records are kept using fund accounting and the modified accrual basis of recording revenue and expenditures, in conformity with generally accepted principles of governmental accounting and the CDE Financial Policies and Procedures Handbook adopted by the State Board of Education. The five-year budget submitted with this application is already built on CDE object and revenue codes. The accounting system provides for appropriate separation of accounts, funds, and operational duties, and supports fund-level tracking (General Fund, restricted grant funds, capital projects fund where applicable), separation of restricted and unrestricted revenue, TABOR reserve tracking as a separately identified fund balance, real-time budget-to-actual reporting, and audit-ready documentation.

Procurement and Purchasing Controls

Procurement Threshold Schedule

Dollar Threshold	Approval Required	Competition Requirement	Documentation Required
Under $10,000	Executive Director authority; no pre-approval	Competitive quotes encouraged, not required	Receipt or invoice; purchase order; expense coded to budget line
$10,000-$49,999	Executive Director and Board Treasurer	Informal written bid from at least two qualified sources; three sought where possible	Quotes retained in the procurement file; ED and Treasurer sign-off
$50,000 and above	Full Board approval before award	Formal RFP process, or a written sole-source justification approved by the Board	Board resolution; bid or sole-source documentation; contract terms reviewed by counsel
Professional services (legal, audit, IT, related services, nursing)	Per the dollar tiers above	Qualifications-based selection rather than low bid; competitive process documented	Selection criteria, candidates considered, basis for award
Federally funded purchases	Per 2 CFR Part 200	Federal micro-purchase, small-purchase, and competitive-proposal standards apply and may be stricter than the tiers above	SAM.gov suspension and debarment check; documented price reasonableness l

Purchase orders. Purchase orders are originated within the requestor's budgetary authority and approved by the Executive Director or the back-office provider. Availability of funds is verified at approval and each purchase is charged to the correct budgetary account. Goods are checked against the purchase order and

packing slip on receipt, and payment is processed only after receipt is recorded and the purchase order and invoice are reconciled.

Unauthorized purchases. Purchases that do not comply with this policy are unauthorized. The school is not liable for unauthorized purchases, and the individual who makes one may be held personally responsible for payment.

Bid waiver. Formal bidding may be waived in writing when time is of the essence and the school's interest is served, with a memorandum to the Board stating the terms and reasons. Waivers are reported to the Board and may not be used for federally funded purchases. Bidding is not required for curriculum and books, intergovernmental purchases, recurring contracts that renew annually, or sole-source and proprietary items.

Gran Via's procurement policies are governed by Board-adopted purchasing policies consistent with Colorado charter school requirements and the CSI charter contract. The APS purchasing procedure codes referenced in the original APS application (DJB, DKC, KCD) were APS-era references and do not apply to CSI-authorized schools. Gran Via's CSI charter contract will govern procurement requirements, and any flexibility from standard requirements will be requested through the CSI Waiver Request Template process.

Payroll and Benefits

Payroll processing would be contracted to VAO Collaborative as employer of record. VAO processes monthly payroll, remits employment taxes (Social Security, Medicare, state income tax withholding), administers benefits, maintains required employment records, and ensures compliance with applicable federal and state employment laws. Under the proposed VAO Services Agreement (attached), Gran Via would retain exclusive authority over all hiring decisions, compensation determinations, supervision, evaluation, discipline, and termination of all personnel. VAO's employer-of-record function is administrative; all academic programming, governance, budgeting, and operational decisions remain with Gran Via's Board and Executive Director.

All employee pay amounts are approved in writing at hire and before the first paycheck, and subsequent changes are documented in writing with Board approval where required; pay authorizations are retained in the personnel file and include salary or wage, benefits and any stipends. Time sheets are approved by the Executive Director and submitted by the established cutoff each pay period, and direct deposit is required. No additions, deletions or modifications are made to payroll data without written direction from the Executive Director or the Board. VAO reconciles payroll detail to billings for deductions and benefits and monitors the payroll platform to ensure Forms 941 and unemployment reports are filed accurately and on time; W-2s and 1099s are issued by January 31 and 1095s as required. Staff whose compensation is supported in whole or in part by federal funds complete time-and-effort certification as described in the grant management section. Payroll costs are budgeted monthly and reviewed against actuals by the Finance Committee. Any payroll variance exceeding $500 from budget is documented and explained in the monthly variance report. The Board Treasurer reviews and approves the payroll register quarterly.

Internal Controls

Note: Gran Via intends to go through a formal vetting and approval process for an ESP with its full founding Board - all information below and throughout is framed as hypotheticals based on the attached proposal

Control Area	Control Mechanism	Responsible Party	Review Frequency
Segregation of duties	Authorization (ED), payment processing (VAO), and reconciliation (Treasurer/Finance Committee) are separated; no single individual controls all three functions	VAO (processing) + ED (authorization) + Board Treasurer (reconciliation)	Monthly
Bank reconciliation	Monthly bank statements reconciled against	VAO prepares; ED + Treasurer review	Monthly

	accounting system by VAO; reviewed and signed off by Executive Director and Board Treasurer		
Dual signature	Checks and electronic payments carry the Executive Director's signature or electronic approval up to $10,000; a second signature or electronic approval by the Board Treasurer is required above $10,000. At least one active board member is a designated authorized signer on all accounts and a minimum of three authorized signers is maintained for continuity. Recurring items — rent, payroll, benefits, utilities — may be approved annually as a waiver list submitted to the Board. Check-signing authority is separate from expenditure approval: a check may carry one signature up to $10,000, but the underlying expenditure must still be authorized at the level required by the procurement schedule before payment	ED + Finance Committee member	Per transaction
Credit card policy	Cards are issued only to the Executive Director and only on Board approval, and the cardholder signs a cardholder agreement. The single-transaction limit is $1,000; any purchase at or above that amount requires written pre-approval and is subject to the procurement schedule. Splitting a purchase to stay under the limit is prohibited, as are personal purchases, cash advances, and alcohol. Itemized receipts are required for every transaction and reconciled within 15 days of the statement closing date; the Board receives a card expenditure summary quarterly	ED; Finance Committee review	Monthly
Fixed asset tracking	Tangible assets with a useful life over one year and a unit cost of $5,000 or more are capitalized and depreciated. Items that are	VAO maintains; Treasurer reviews	Annually (+ ad hoc for additions/disposals)

	portable or attractive — laptops, tablets, cameras, two-way radios — are tracked in the asset register regardless of cost. Property purchased in whole or in part with federal funds is tracked at the federal equipment threshold of $10,000 per 2 CFR 200.1 and tagged with the grant year and funding source. A physical inventory is conducted annually and reconciled to the property records		
Grant fund tracking	All restricted grant revenue coded to separate fund accounts; expenditures drawn only against authorized grant categories; grant draw requests signed by ED	VAO + ED	Per grant draw; Finance Committee quarterly review
Cash receipts	All cash receipts logged at point of receipt; deposited within 2 business days; logged by VAO; reconciled to bank statement monthly	Admin Support (FinOps) (receipt) + VAO (log + deposit)	Monthly
Accounts payable	All invoices coded to budget line by ED before payment; VAO processes payment; Finance Committee reviews AP aging quarterly	ED (coding) + VAO (payment) + Finance Committee (review)	Monthly processing; quarterly Finance Committee review
Adjusting entries	Year-end adjusting entries (accruals, prepaid expenses, deferred revenue) prepared by VAO and reviewed by Board Treasurer before financial statement close	VAO prepares; Treasurer reviews	Annual (month-end review for material items)

Cash Receipts Management

Gran Via's primary cash receipts are per-pupil revenue distributed by the state on a defined schedule and categorical grant payments received on an irregular cadence. The school's rolling 18-month cash flow projection (updated monthly by VAO and reviewed by the Finance Committee) tracks all expected receipt dates against payroll and fixed expense obligations. Key cash flow management practices:

14. PPR receipts: Colorado distributes per-pupil revenue on a defined state schedule; the school's cash flow projection is calibrated to this schedule with a minimum 30-day cash buffer at all times
15. Grant revenue: start-up grants will be structured to front-load liquidity rather than reimburse after expenditure whenever possible; restricted grant funds are drawn only as expenditures are incurred and documented
16. Borrowing and debt: the school does not rely on a line of credit for ongoing operations. Where it becomes evident early in a fiscal year that cash balances will not meet anticipated obligations, the Board may negotiate short-term debt under Colorado statute and authorize the Board Chair and Treasurer to execute the related documents. Short-term borrowing is liquidated within three months of the close of the fiscal year. The school does not enter multi-year debt obligations unless compliant with TABOR and approved by the Board. Lease obligations are used judiciously because they reduce budget flexibility; capital equipment is funded pay-as-you-go where feasible. Tenant improvement

financing, if obtained, is structured as a landlord allowance amortized into base rent or as third-party financing approved by the Board under this section

17. Reserve liquidity: the TABOR reserve (3% of expenditures) and the operating reserve are held in liquid, FDIC-insured accounts at an eligible public depository holding a Public Deposit Protection Act number on file. Investment objectives are safety of principal first, then liquidity sufficient to meet operating obligations and the operating reserve target, and then yield. Investments are limited to those legal for Colorado public funds under C.R.S. 24-75-601.1 — U.S. Treasury obligations and specified federal agency securities, insured or collateralized certificates of deposit, and highly rated money market funds — and the school may participate in a local government investment pool organized under C.R.S. 24-75-701 et seq., such as ColoTrust or CSAFE. LGIP balances are investments rather than bank deposits, are not covered by PDPA collateralization, and are recorded and disclosed as investments. Any individual securities are held by a third-party custodian in the school's name. No speculative investment of reserve funds. Investment balances and days cash on hand are reported to the Board with the periodic financial statements

18. **Grant and Restricted Fund Management.** The Executive Director is responsible for implementing all grants and meeting each grantor's reporting requirements. Federal expenditures meet the tests of allowability, allocability and reasonableness under the cost principles of the Uniform Grant Guidance (2 CFR Part 200), EDGAR, and supplement-not-supplant rules, with supporting documentation retained per federal record-retention requirements. Federal drawdowns are requested on a reimbursement basis, limited to immediate cash needs, with preparation, approval and submission segregated. Vendors are checked against SAM.gov before any federally funded contract. Staff paid with federal funds provide semi-annual certifications where single-funded, or Personnel Activity Reports where split-funded, reconciled to payroll. Grant funds received in advance are recorded as unearned revenue and recognized as expenditures are incurred; reimbursable amounts earned but not received are recorded as a grant receivable. The Executive Director conducts an annual internal review of federal grant compliance and provides annual staff training on time-and-effort reporting. Only the Board may accept grants, gifts or bequests over $5,000, and title to all gifts rests with the Board; donor acknowledgements are issued promptly.

19. **Travel and Expense Reimbursement.** Employees and board members are reimbursed within budget for necessary expenses on school business, approved in advance by the Executive Director, or by the Board Chair for those reporting directly to the Board. Lodging is paid at actual cost for travel more than 50 miles from the school, at or below 110% of the GSA per-diem lodging rate for the destination. Meals are reimbursed at actual cost with itemized receipt; a meal included in a conference fee is not separately reimbursable. Mileage in a personal vehicle is reimbursed at the IRS standard rate and begins from the school location; commuting is not reimbursable. Alcohol, entertainment, personal items, fines and valet parking are not reimbursable. The tax-exempt certificate is used where possible. Requests submitted more than 90 days after the expense or after fiscal year-end may be denied.

20. **Fidelity Bonding and Insurance.** All employees and custodians responsible for money controlled by the Board are bonded under a group fidelity bond in individual amounts of at least $10,000, at the school's cost. The school maintains commercial general liability, property, directors and officers, workers' compensation, and — from the date any school-operated vehicle is placed in service — commercial automobile liability at no less than $1,000,000, with CSI named as additional insured per the charter contract. Fixed assets are insured to 90% of replacement value. Certificates of insurance are obtained from contractors providing direct services to students.

21. **Property Disposal.** The Board may sell or lease property not needed in the foreseeable future on terms it approves. When acquiring replacement equipment the school may trade in or sell the replaced item and apply the proceeds, subject to awarding-agency approval. Property purchased with federal funds is disposed of in accordance with the Uniform Grant Guidance and documented with the awarding agency.

22. **Fundraising and Student Activity Funds.** All fundraising is submitted to the Executive Director for approval before beginning or being announced. Activity funds are money collected at the school from students, staff and fundraising for which the school acts as fiduciary, providing recordkeeping and

oversight. The procurement policy applies to activity-fund purchases. Restricted contributions are used only for the purpose given and restricted fund balances are not used for operations.

23. **Fraud Reporting and Non-Retaliation.** The school maintains processes to discourage and detect fraud and a means for reporting suspected fraud, including a channel for anonymous reports directed to the Board Chair and Board Treasurer rather than to school administration. No employee, board member, contractor or family member suffers retaliation for a good-faith report. Reports are investigated by the Board or its designee, and findings are documented and reported to the full Board.

24. **Records Retention.** Gran Via uses the Colorado School District Records Management Manual, developed by the Colorado State Archives, to determine retention periods, unless a longer period is required by state or federal law or by a grant condition. Records may be kept in physical or secure digital form with access restricted to authorized personnel. On expiration of the retention period, paper records are shredded and digital records permanently erased.

25. **Policies Not Addressed.** Any matter not addressed in this policy follows the most current Financial Policies and Procedures Handbook published by the Colorado Department of Education, and the CSI charter contract and CSI policy take priority.

26.

PART 3 — FINANCIAL TRANSPARENCY (G3)

G3 **Financial Transparency — Public adoption of budget; compliance with Financial Transparency Act (C.R.S. 22-44-301-304); public dissemination of annual audit**

Public Budget Adoption

Gran Via's annual budget will be adopted by the Board of Directors in a duly noticed public meeting by June 30 of each fiscal year. The meeting notice, agenda, draft budget, and adopted budget will all be publicly available. Board members will receive the draft budget at least 14 days before the adoption meeting to allow meaningful review. The Finance Committee will present the budget to the full Board with written explanation of all major assumptions and any significant changes from the prior year.

Financial Transparency Act Compliance (C.R.S. 22-44-301 through 22-44-304)

Gran Via will maintain a dedicated Financial Transparency page on the school's public website, reachable within two clicks of the home page, updated on a defined cadence. Posted documents remain available for three fiscal years. The page also carries a link to the CDE website and to the school-level reporting template. General budget and actual-expense information is public; payroll detail and other confidential information is protected. The Board Treasurer will certify compliance annually. Documents incorporated by reference into any Gran Via policy are posted alongside that policy rather than referenced only. Gran Via will post all of the following within the statutory deadlines:

Required Document	Statutory Deadline	Gran Via Implementation
Adopted annual budget (current and prior two years)	Within 60 days of Board approval	Posted to school website within 60 days of June Board adoption; linked from school homepage
Salary schedules and benefit information (current and prior two years)	Within 60 days of Board approval	Posted when adopted; updated annually with budget

List of waivers received with descriptions	Ongoing; updated when waivers granted or modified	Posted and maintained; updated when CSI confirms waiver terms in charter contract
Federal Form 990 (current and prior two years)	Within 60 days of IRS filing acceptance	Posted upon IRS acceptance; Gran Via files 990 as a Colorado nonprofit (501(c)(3))
Annual independent audit and any corrective action plans (current and prior two years)	Within 60 days of audit completion	Posted upon audit finalization; CAPs posted simultaneously if audit contains findings
Board meeting agendas and approved minutes	Agendas: 24 hours before meeting; Minutes: within 3 business days of approval	Posted per Colorado Open Meetings Law (C.R.S. 24-6-401); maintained in searchable archive on website
Investment and debt policies (if applicable)	Upon adoption	Posted when Board adopts; Gran Via does not anticipate debt in Years 1–5

Annual Independent Audit

Gran Via will contract with an independent Certified Public Accountant to conduct an annual financial audit beginning with the fiscal year ending June 30, 2028 (covering Year 1 operations). The budget carries $3,250 in Year 1 for Form 990 preparation and $11,625 in Year 2 for the first full independent financial audit. The Board Finance Committee will conduct a competitive selection process during Q2 2027 to identify an audit firm with documented charter school and nonprofit audit experience. Selection criteria include: Colorado charter school audit experience (minimum three active charter school clients), familiarity with CSI reporting requirements and the CSI charter contract financial reporting schedule, ability to complete the audit within CSI's required reporting timeline, and competitive fee structure appropriate for a small nonprofit.

A draft audit report is completed by September 30 and a final report by October 15, and the auditor reports findings to CDE. To maintain independence, the Board conducts a formal auditor-selection process at least once every five years even if it retains the same firm. The audit report includes financial statements conforming to GASB 34, disclosures per the CDE Financial Policies and Procedures Handbook with supplemental schedules in CDE format, budget-to-actual comparisons by fund, disclosure of any noncompliance with state law irrespective of materiality, a listing of investments held at the statement date, and GASB 68 pension disclosures. In preparation for audit the school reconciles all balance-sheet accounts, maintains workpapers, and drafts the management discussion and analysis. Audit results and year-end financial statements will be presented to the full Board in a public meeting. Any audit findings will be addressed through a documented corrective action plan with assigned owners, deadlines, and Finance Committee monitoring. The audit report and any CAPs will be submitted to CSI per charter contract requirements and posted publicly per the Financial Transparency Act deadlines above.

Board Financial Dashboard

The Board Finance Committee reviews the following dashboard elements monthly, and the full Board receives the complete dashboard quarterly:

Dashboard Element	Monthly Review	Quarterly Review	Trigger for Board Action
Year-to-Date Actuals vs. Budget (all major categories)	Finance Committee	Full Board	>10% variance on any major category without documented explanation
Days Cash on Hand	Finance Committee	Full Board	<30 days triggers immediate Finance Committee convening + corrective action plan

Enrollment vs. Projection (funded FTE)	Finance Committee	Full Board	<85% of projected funded FTE triggers contingency plan review
Unrestricted Fund Balance	Finance Committee	Full Board	Fund balance below TABOR reserve requirement triggers immediate Finance Committee action
TABOR Reserve Compliance (3% of expenditures)	Finance Committee	Full Board	Any non-compliance is an immediate material issue requiring Board resolution
SPED Expenditure Tracking (actual vs. budget)	Finance Committee	Full Board	SPED expenditures exceeding budget by >$2,000 triggers Finance Committee review of service utilization
Grant Revenue and Restricted Fund Status	Finance Committee	Full Board	Restricted funds drawn without documented authorization triggers audit review
Payroll Register Summary	Finance Committee	Full Board	Any payroll variance >$500 from budget is documented and explained in monthly variance report

PART 4 — CONTINGENCY PLAN (G4)

G4 **Contingency Plan — Robust, actionable; minimum sustainable enrollment; clear timelines; thresholds for Year 0 opening determination**

Minimum Sustainable Enrollment

Gran Via's minimum sustainable enrollment for Year 1 is 42.5 funded FTE. At this threshold, the school maintains a balanced recurring operating budget, satisfies TABOR reserve requirements (3% of expenditures), and achieves approximately 30 days cash on hand. The minimum threshold is not a soft target. It is the lower bound below which the board is committed not to open. The 42.5 funded FTE threshold reflects:

1. Year 1 facility model (3,000 sq. ft. at $108,000 annual occupancy cost, plus $7,500 for vehicle maintenance)
2. Year 1 instructional staffing (2 Lead Guides, 1 Support Staff, 0.5 FTE Special Services Provider, 0.5 FTE Admin Support (FinOps))
3. VAO back-office services, grant-funded in Year 1 and carried at 4% of per-pupil revenue from Year 2
4. Contracted SPED services at baseline capacity
5. Executive Director at 1.0 FTE
6. Required insurance, compliance, and operational costs

The 42.5 funded FTE minimum measures recurring operational sustainability. It assumes the $345,000 tenant improvement is separately capitalized — through an allowance, financing, or committed philanthropy — before the lease is executed. Recurring operations clear this threshold with margin in every year; the capital requirement is a separate gate in the go/no-go framework below, not a cost the annual operating budget must absorb again after Year 1.

Year 0 Go/No-Go Timeline and Decision Framework

> *Gran Via's go/no-go framework is built around a simple rule: the board will not open a school it cannot sustain, and it will not wait until July to make that determination. Decision authority rests with the full Board. The Executive Director provides status reports at each checkpoint. CSI will be notified immediately if the board determines that opening should be delayed.*

Checkpoint	Dates	Enrollment Threshold	Facility Threshold	Capital Threshold	Decision Authority	CSI Notification
Q3 2026: Foundation Check	July–September 2026	EOIs collected; formal LOI process launched; tracking toward 42 FTE commitments	Shortlist of 3–5 viable facility candidates; at least one with confirmed school-use pathway	VELA grant confirmed; additional grant pipeline active; capital strategy documented	Board reviews launch dashboard at September Board meeting	Notify CSI of any significant deviation from approved start-up plan
Q4 2026: Conversion Check	October–December 2026	LOIs trending toward 42+ funded FTE; conversion rate from EOI to LOI ≥65%	Preferred facility under negotiation; feasibility confirmed; occupancy timeline viable for August 2027	$100K+ in committed start-up capital beyond VELA; total capital pipeline at $300K+	Finance Committee reviews conversion data; Board receives December status report	Update CSI if facility or enrollment is materially off track
Q1 2027: Primary Go/No-Go	January–March 2027 (deadline: March 31)	At minimum, 80% of 42 funded FTE (approximatel y 34 committed LOIs) confirmed in writing	Lease executed OR letter of intent with clear occupancy pathway signed by March 31	$350K+ in secured or near-secured capital; 85% contingency scenario modeled and viable	Full Board Go/No-Go vote by March 31, 2027	Notify CSI of Go/No-Go decision by April 7, 2027
Q2 2027: Execution or Controlled Delay	April–June 2027	If Go: continue enrollment confirmation; reach 42+ funded FTE LOIs by June 30. If No-Go: communicate delay clearly to families; preserve enrollment interest for 2028–29	If Go: complete TI; obtain C of O by June 30. If No-Go: extend facility timeline; communicate with landlord	If Go: deploy capital; complete procurement. If No-Go: extend grant timelines; negotiate deferred expenditures	Board monitors execution milestones monthly	Regular CSI check-ins per Year 0 process
July 2027: Launch Confirmation	July 2027	42+ funded FTE confirmed; enrollment letters issued; family orientation scheduled	CO obtained; facility cleared for occupancy; outdoor learning sites confirmed	Full capital deployed or committed; opening reserves in place	Executive Director confirms all readiness gates met to Board Chair	Final launch confirmation to CSI

Contingency Responses by Scenario

Scenario	Trigger	Immediate Response	Board Decision Required
Enrollment below 85% (36–41 FTE) at March 31 go/no-go	LOIs tracking 34–41 funded FTE	(1) Intensify outreach to HSE families; (2) adjust staffing plan to match	Board votes to proceed with reduced opening plan OR delay to 2028–29

		enrollment; (3) Finance Committee models cash position at reduced enrollment; (4) board determines whether gap is closeable by June 30	
Enrollment below minimum viable (<34 FTE) at March 31	LOIs tracking below 34 funded FTE	Delay opening to 2028–29; communicate clearly with families; preserve interest; extend fundraising timeline	Board votes to delay; notifies CSI; issues family communication
Facility not secured by March 31	No executed lease or credible LOI by March 31	Activate Plan B or Plan C facility options; if no viable facility pathway by April 30, delay opening	Board votes to delay if no facility pathway confirmed by April 30
Capital shortfall (>$50K gap in launch capital)	Total committed capital below $350K by March 31	Identify bridge sources; reduce non-essential capital expenditures; model reduced opening scope	Finance Committee presents revised capital plan to Board; Board determines viability
Mid-year enrollment decline during operations	Funded FTE drops more than 15% below projection after October Count	Implement 85% contingency scenario: defer discretionary spending; pace non-compliance hiring; do not reduce core instruction	Finance Committee triggers corrective action; Board receives updated financial forecast within 30 days
TABOR reserve threatened	Fund balance approaches TABOR minimum (3% of expenditures)	Immediate spending freeze on all discretionary lines; Finance Committee convenes within 5 business days	Board approves emergency spending freeze and replenishment plan within 30 days

PART 5 — BUDGET AND FINANCE FOUNDING TEAM CAPACITY (G5)

G5	**Founding Team Capacity — Financial management; fundraising/development; governmental accounting; internal controls; budgeting; finance personnel and/or service providers with governmental accounting experience**

Founding Team Financial Capacity

Randall Jones, CPA — Board Treasurer (WhippleWood CPAs)
Randall Jones is the founding team's primary financial oversight anchor. As a Certified Public Accountant with WhippleWood CPAs, he brings the specific combination of credentials that CSI's G5 rubric identifies as essential: governmental accounting expertise, charter school audit experience, internal controls review capacity, and long-term financial sustainability analysis. WhippleWood has provided audit and accounting services to Colorado charter schools and nonprofits, making Randall's knowledge of charter-specific accounting requirements (fund accounting, TABOR compliance, restricted grant tracking, CDE reporting requirements) directly applicable to Gran Via.

In his Board Treasurer role, Randall reviews monthly financial statements, chairs the Finance Committee, oversees the competitive audit firm selection process, reviews all material contracts above $25,000, and certifies Financial Transparency Act compliance annually. His practitioner-level financial expertise provides the board with professional-grade financial oversight without requiring the school to employ a full-time CFO — the appropriate model for a school of Gran Via's scale.

Shannon Gossard — VAO Collaborative (Back-Office Financial Services)

Shannon Gossard founded VAO Collaborative to serve small and emerging public schools that need professional-grade financial and HR infrastructure without the cost of full in-house administrative teams. VAO provides back-office financial services, including payroll processing, tax filing, benefits administration, grant tracking, and financial reporting, to Gran Via under a documented services agreement. VAO's experience with small school financial systems means Gran Via's back-office infrastructure is built on established practices calibrated to schools at this scale, not improvised from scratch. VAO's cost is $60,000 in Year 1, funded by the Great Schools Colorado start-up grant, transitioning to 4% of per-pupil revenue from Year 2 ($31,671). The Board benchmarked this against comparable Colorado charter back-office and employer-of-record providers before approving the agreement; the comparison and the Board's disinterested approval are documented in the minutes and summarized in Section H. Shannon Gossard holds no board seat, no vote, and no authority over Gran Via's budget, personnel decisions, or program. .

William Knous — Executive Director (Budget Management Track Record)
Bill Knous has direct budget management experience from his leadership of College View High School and his work within DSST. Managing a high school's budget under Colorado's public school finance framework (navigating enrollment-driven funding, managing staffing costs as the largest expenditure category, and maintaining compliance with district and state reporting requirements) is directly transferable to charter school financial management. Bill's current role at the Colorado League of Charter Schools gives him daily exposure to the financial management practices, challenges, and failure modes of Colorado charter schools of all sizes, including small schools at the early stage of Gran Via's trajectory.

HSE Program: Demonstrated Stewardship Under Real Conditions
Gran Via's most compelling financial capacity credential is not a credential; it is a demonstrated outcome. The Home School Enrichment program entered fiscal year 2024–25 with a projected year-end reserve of approximately $3,700. Through disciplined expense management, effective fundraising, careful pacing of hiring, and thoughtful program scaling, the program will close the year with more than $38,000 in operating reserves, more than 10 times the original projection, while also maintaining designated contingency funds. This performance does not include additional fundraising revenue anticipated later in the fiscal year, meaning the reserve growth reflects operational discipline rather than a one-time philanthropic influx.

The implications of this track record are specific and verifiable:

27. The founding team projects conservatively and outperforms projections through operational discipline
28. Reserve-building is a demonstrated organizational practice, not an aspiration
29. The financial controls, reporting cadence, and separation of duties that the founding team built for the HSE program are now the foundation that the charter school's financial systems will scale from
30. Gran Via is not an organization approaching public fund stewardship for the first time; it is an organization that has already demonstrated responsible stewardship of public dollars

Collective Financial Capacity Summary

Capacity Area	Person/Role	Evidence	Governmental Accounting Experience
Financial oversight and audit readiness	Randall Jones, CPA (Board Treasurer)	WhippleWood charter school and nonprofit audit clients; CPA credential	Yes — charter school and nonprofit audit is governmental accounting-adjacent
Back-office financial management	Shannon Gossard, VAO Collaborative	Small school back-office services provider; payroll, tax, HR compliance	Yes — Colorado charter school financial reporting and payroll compliance
Budget development and management	Bill Knous, Executive Director	High school budget management (College View, DSST); Colorado League charter finance advisory role	Indirect — public school budget management under Colorado finance formula
Fundraising and development	Bill Knous + Shannon Gossard + Sara Taylor	VELA grant secured; additional grants in	N/A (private philanthropy)ac

		pipeline; Sara Taylor's Leaderscript and Better Match Schools development experience	
Reserve-building and financial discipline	Gran Via HSE Program	~$50,000+ reserves vs. $3,700 projection (2024–25); 10x outperformance	Demonstrated operational stewardship — directly transferable to charter school operations

H. Governance

> *Gran Via's governance philosophy is grounded in a straightforward conviction: a school cannot be accountable to its students, families, and authorizer unless the adults in charge of it hold themselves accountable first. The board does not manage the school. It holds the school, and itself, to clear standards. This section describes how Gran Via's governance is structured, how it is staffed, how it operates, and how it will strengthen over time.*

PART 1 — GOVERNANCE STRUCTURE (H1, H2, H3)

H1 **Governance Structure — Comprehensive description of board roles, principal/head of school interaction, advisory bodies, committees; roles, duties, composition, reporting structure, stakeholder involvement**

The Governance Model: Clear Authority, Clean Separation

Gran Via's governance structure separates the roles of the governing board and the executive leadership clearly and explicitly. The board governs; the Executive Director manages. This separation is not a formality. It is a design principle that protects both governance integrity and operational effectiveness in a small school where the founding team is closely connected to daily operations.

Board Authority and Responsibilities

Board Responsibility	Specific Actions	Cadence
Strategic direction and policy	Adopts and reviews mission-alignment policies; approves enrollment policy; adopts discipline policy; sets strategic priorities at annual retreat	Annually (retreat) + as policies require revision
Financial oversight	Adopts annual budget; reviews monthly financial dashboard (Finance Committee); approves material budget amendments; oversees annual audit; certifies Financial Transparency Act compliance	Monthly (Finance Committee); quarterly (full Board); annually (audit, budget adoption)
Academic performance monitoring	Reviews academic dashboard (Academic Accountability Committee); monitors CMAS, ACCESS, interim growth, subgroup equity, READ Act status, UIP progress	Quarterly (Academic Accountability Committee); annually (UIP adoption)
Executive Director oversight	Hires, supports, evaluates, and when necessary separates the Executive Director; sets annual performance goals aligned to academic, financial, and operational priorities	Annual evaluation cycle: July (goals), January (mid-year), June (annual)

Legal and regulatory compliance	Ensures compliance with Colorado Charter Schools Act (C.R.S. 22-30.5 et seq.), CSI charter contract, Open Meetings Law (C.R.S. 24-6-401), Public Records Act (C.R.S. 24-72-204), FERPA (20 U.S.C. §1232g), and all applicable state and federal law	Ongoing; Board Treasurer certifies Financial Transparency compliance annually; full Board receives compliance update quarterly
Charter contract oversight	Monitors school's performance against CSI charter contract requirements; authorizes responses to CSI performance reviews; ensures all required reporting is submitted on schedule	Quarterly (Charter contract dashboard item); annually (CARS response)

Executive Director Authority and Responsibilities

The Executive Director serves as Gran Via's chief executive officer and is solely responsible for day-to-day operations, staffing decisions, instructional implementation, regulatory compliance, and community engagement. The ED has full authority to:

- Hire, supervise, evaluate, and separate all school staff within Board-adopted compensation and staffing policies
- Make all instructional decisions within the Board-adopted educational program
- Execute contracts within Board-adopted procurement authority thresholds
- Manage all operational systems, schedule, and facility
- Represent the school publicly

The ED may not: commit the school to expenditures above Board-approved budget lines without Finance Committee notification; make personnel decisions involving compensation changes above adopted salary schedules without Board approval; enter contracts above $25,000 without Board approval; or take any action that would constitute a material change to the charter contract without prior Board discussion and CSI notification.

Delineation in Practice: What the Board Does Not Do

The board does not hire individual teachers or staff (other than the Executive Director). It does not direct day-to-day operations, curriculum implementation, or student services. It does not intervene in individual student or family matters. It does not manage relationships with contractors, vendors, or partners. Board members who receive operational requests from families or community members direct them to the Executive Director. This boundary is enforced by both the bylaws and the board's self-evaluation process.

Committee Structure

Committee	Composition	Core Duties	Reporting Relationship	Cadence
Finance Committee	Board Treasurer (chair) + 2 additional board members; one may have relevant financial expertise	Review monthly financial statements and cash position; oversee audit selection and results; review procurement compliance; recommend budget adoption to full Board; monitor TABOR reserve compliance	Reports to full Board with written summary at each Board meeting	Monthly; pre-meeting preparation 5 days before each Board meeting
Academic Accountability Committee	2–3 board members; at least one parent representative	Review interim academic data (MAP Growth, DIBELS, ACCESS, attendance,	Reports to full Board quarterly with academic dashboard summary	Quarterly; additional convening if academic concerns emerge between scheduled meetings

		belonging); monitor MTSS integrity and READ Act compliance; review UIP progress; identify equity concerns for full Board discussion		
Governance Committee	Board Chair (facilitates) + 2–3 board members	Lead board recruitment (skills gap analysis, candidate identification, interview process); conduct annual board self-evaluation; review and update bylaws; maintain board member agreement compliance; lead succession planning	Reports to full Board with recruitment updates and self-evaluation results annually	Quarterly for recruitment; annual self-evaluation in June
School Accountability Committee (SAC)	Minimum composition per C.R.S. 22-11-401 et seq.: parent representatives (majority), at least one staff representative, at least one community member; Board member participates as non-voting liaison	Review student performance data and UIP; review school climate data; provide written recommendations to the Board; ensure community voice in performance review and improvement planning	Provides written annual recommendations to the Board; Board responds in writing	Meets at least four times per year; meeting dates and agendas posted publicly

H2 **Board Composition, Powers, and Duties — Board size, current and desired composition, powers, and duties; key skills, expertise, and constituencies**

Current Board Matrix: Roster, Terms, and Competencies

Gran Via's governing board currently has six voting members. The board will expand to seven members at full operational build-out, consistent with the bylaws. The following table presents the current board composition with terms, positions, and primary competency areas.

Board Member	Officer Role	Board Type	Primary Competency	Term	Background Summary
Randall Jones	Treasurer	Expertise member	Finance / Audit	2025–2028	CPA, WhippleWood CPAs; charter school and nonprofit audit; financial oversight; TABOR and governmental accounting
Rachel Zammuto	Secretary	Community member	Equity / CLRT / Culturally Responsive Practice	2025–2028	Black Student Success Team, Denver Public Schools; CLRT certified; multilingual; equity and student

					success systems for students of color
Deb Weissman	Member	Parent + Expertise member	Special Education / MTSS / Inclusion	2025–2027	Licensed Special Education Teacher; SPED practitioner; IDEA compliance; IEP oversight; parent of enrolled student
Sara Taylor	Member	Expertise member	Charter School Design / School Founding / Development	2025–2027	Founder, Leaderscript LLC and Better Match Schools; charter school design; Colorado authorization landscape; nonprofit development
Millie Kitsmiller	Chair	Parent member	Community Engagement / Family Partnership	2025–2027	Parent of enrolled student; community organizer; family engagement and community trust-building
Callie White	Member	Parent member	Family Partnership / Community Liaison	2025–2027	Parent of formerly enrolled student in CCSD
[Seat 7 — Vacant]	Member	Legal / Facilities expertise	Legal / Facilities / HR	TBD	Highest-priority recruitment gap; seeking Colorado education attorney or facilities/HR professional

Board officers serve one-year renewable terms. All board members serve three-year staggered terms to prevent wholesale turnover. Terms for the current board are staggered across 2026, 2027, and 2028 to create continuity. Term details align with the Board Membership Matrix submitted as Attachment H_Board Matrix.

Board Size and Bylaws Alignment
The board currently has six members with one vacant seat. The bylaws authorize between five and nine voting members. At full operational build-out (seven members), the board will include: at least three parent representatives (elected by the parent community); at least two community members or expertise members without currently enrolled students; and up to two additional members appointed based on identified skills gaps. This composition ensures community voice, expertise diversity, and governance independence simultaneously.

H3 **Board Support for Success and Stakeholders — How governance structure ensures educational and operational success; evaluating performance and leadership; representing stakeholders including parents**

How the Governance Structure Ensures Success

Academic Accountability
The Academic Accountability Committee reviews Gran Via's academic performance data quarterly. The committee receives the same dashboard that the Executive Director uses operationally — interim assessment results, MTSS tier data, subgroup equity comparisons, attendance, and belonging indicators. When the committee identifies a concern, it does not wait for the annual review: it convenes an additional meeting, requests explanation from the ED, and presents findings to the full board. This structure ensures the board can evaluate the school's academic performance with the same data discipline that the school uses internally.

Executive Director Evaluation
The board evaluates the Executive Director annually using a structured framework aligned to Colorado SB 10-191 principles and the CSI charter contract. The evaluation cycle:

Month	Activity	Participants	Output
July (Year start)	Annual goal-setting: establish academic, financial, operational, and leadership goals for the year	Full Board + ED	Documented goals; signed by Board Chair and ED; baseline metrics identified
October	Informal check-in: progress toward goals; any emerging concerns	Board Chair + ED	Brief written summary; no formal rating
January	Mid-year review: formal assessment against goals; coaching plan if needed	Full Board (executive session) + ED feedback	Written mid-year evaluation; coaching priorities documented if applicable
April	Informal check-in: final quarter performance; any personnel or operational concerns	Board Chair + ED	Brief written summary
June	Annual evaluation: formal rating against all goal dimensions; compensation review; goal-setting for next year	Full Board (executive session) + ED self-evaluation	Written annual evaluation; compensation decision; next-year goals drafted

Parent and Stakeholder Representation
Parents are represented in governance at three levels: (1) at least three parent members serve on the governing board with voting authority; (2) the School Accountability Committee includes a parent majority and meets publicly at least four times per year; and (3) the annual family satisfaction survey results are presented to the full board and inform the board's annual strategic priorities. Parent board members are elected by the parent community through a process defined in the bylaws, ensuring the board's parent seats reflect community choice rather than founder selection.

PART 2 — BOARD DEVELOPMENT (H4, H5, H6)

H4 **Board Formation and Selection — How/when the board was formed; member identification; selection procedures; parental, educator, and community involvement**

Board Formation: How Gran Via's Board Was Built

Gran Via's founding board was formed between 2023 and 2025 through a deliberate, competency-based process that explicitly rejected the most common governance failure mode: assembling a board based on availability and enthusiasm rather than complementary expertise and mission alignment. The founding team identified five non-negotiable board competency areas before recruiting a single member: financial oversight, special education compliance, equity and culturally responsive practice, charter school design, and community/family representation.

Members were recruited through: direct outreach from the founding co-founders to professionals with specific relevant credentials; referrals from Colorado League of Charter Schools board development resources; and community relationships built through the HSE program. Each prospective board member completed a structured conversation covering governance philosophy, fiduciary responsibility under the Colorado Charter Schools Act, the school's instructional model, and potential conflicts of interest. Members who joined the board completed the Colorado League's board governance onboarding sequence before their first formal board meeting.

The board has been meeting formally since early 2025, consistent with the governance requirements for a CSI new school applicant. Meeting records, adopted bylaws, and board member agreements are included as required attachments. Board meetings are noticed, conducted, and documented in compliance with the Colorado Open Meetings Law from the date of the board's first formal meeting.

H5 **Board Skills and Recruitment — Current skills on board; plan to recruit new members to fill gaps and reflect key constituencies**

Current Skills, Identified Gaps, and Recruitment Priorities

Competency Area	Current Coverage	Current Board Member(s)	Gap Assessment	Recruitment Priority
Finance / Audit / Governmental Accounting	Strong	Randall Jones (CPA, WhippleWood)	Covered for Year 1–3; will revisit if Randall rotates off	Low: maintain when recruiting for seat turnover
Special Education / IDEA Compliance	Strong	Deb Weissman (licensed SPED teacher)	Covered	Low: maintain when recruiting
Equity / Culturally Responsive Practice	Strong	Rachel Zammuto (DPS Black Student Success Team, CLRT certified)	Covered	Low: maintain when recruiting
Charter School Design / Founding Experience	Strong	Sara Taylor (Leaderscript, Better Match Schools)	Covered	Low: maintain when recruiting
Parent / Family Partnership	Moderate	Hannah Stevenson (parent); Deb Weissman (parent); Seat 6 (parent, unfilled)	One of three target parent seats unfilled	High: Seat 6 recruitment; bilingual south Aurora parent strongly preferred
Legal / Education Law / Colorado Charter Compliance	ABSENT	No current board member	Highest current gap	Critical: Seat 7 recruitment; Colorado education attorney or equivalent preferred by June 2027
Facilities / Lease Negotiation / Construction	Absent	No current board member	Gap in Year 4 expansion planning	High: Target for Year 3 board recruitment cycle
Human Resources / Employment Law	Partial	Sara Taylor (some HR background through Leaderscript)	Gap in formal HR/employment law	Medium: Address in Year 2–3 recruitment cycle
Nonprofit Fundraising / Development	Partial	Sara Taylor (development experience); Bill Knous (as ED, not board)	Board-level fundraising capacity needs strengthening	Medium: Address in Year 2 recruitment cycle
Community / South Aurora Representation	Partial	Hannah Stevenson; Seat 6 (unfilled)	Geographic and linguistic representation strengthening needed	High: Seat 6 should be bilingual south Aurora family

H6 **Board Capacity Building — Expansion and development over time; recruitment timeline; priorities; orientation; ongoing development**

Board Capacity Building Plan

Recruitment Timeline and Priorities

Priority	Target Competency	Target Date	Search Process	Decision Authority
1 (Critical)	Legal / Colorado education law	By June 30, 2027 (before school opens)	Governance Committee leads search using Colorado education law networks (CBA Education Law Section, Colorado League legal network); conduct interviews; present finalist(s) to full Board	Full Board vote; Governance Committee recommendation
2 (High)	Parent / Family Partnership (bilingual south Aurora)	By September 30, 2027 (Seat 6, within 60 days of opening)	Announce opening at family orientation; Community outreach through HSE network; post in Spanish and English on school website and social media; Governance Committee screens applications	Full Board vote; parent community input through open forum
3 (High)	Facilities / Lease Negotiation	By June 30, 2028 (Year 2 recruitment cycle)	Governance Committee leads targeted outreach; Colorado commercial real estate, construction, or development networks	Full Board vote
4 (Medium)	HR / Employment Law or Fundraising / Development	By June 30, 2029 (Year 3 recruitment cycle) based on annual skills gap analysis	Annual skills gap analysis determines which is higher priority; Governance Committee leads search	Full Board vote

Vacancy Filling

If a board member resigns, is removed, or is unable to complete their term, the Governance Committee initiates a replacement search within 30 days. Replacement members are appointed by the full Board for the remainder of the unexpired term. If a replacement would reduce the board below the minimum quorum (a majority of authorized seats), the search timeline is accelerated to 60 days. The board will not operate without a Treasurer or without meeting quorum requirements; these positions are filled before the next scheduled meeting if they become vacant.

New Member Orientation

Every new board member completes a structured onboarding sequence within 90 days of joining:

Onboarding Component	Content	Timeframe	Responsible Party
Governance Fundamentals	Colorado charter law (C.R.S. 22-30.5 et seq.); fiduciary duty; Open Meetings and Public Records compliance; conflict of interest	Within 30 days of joining	Board Chair + Colorado League

	obligations; board member agreement review and signing		Board Governance Playbook
School-Specific Orientation	Gran Via mission, model, and theory of action; educational program overview; MTSS and student services framework; financial model and key metrics; charter contract requirements	Within 45 days of joining	Executive Director (scheduled orientation session)
Committee Orientation	Committee-specific responsibilities and current priorities; review of prior meeting records; introduction to data and financial systems	Within 60 days of joining	Committee Chair
CSI Relationship Orientation	CSI's role as authorizer; CARS process; charter contract obligations; CSI Performance Framework; authorized school reporting requirements	Within 90 days of joining	Executive Director + Colorado League resources

Ongoing Board Development

Development Activity	Content	Cadence	Format
Annual Governance Retreat	Strategic planning for the year; board self-evaluation results review; training on top-priority governance topics identified in self-evaluation; goal-setting for the board's own performance	Annual (July, before school year opens)	Full-day retreat; facilitated by Board Chair or external facilitator
Quarterly Compliance Refresher	Rotating topics: Open Meetings Law; Public Records Act; FERPA; conflict of interest; CSI reporting requirements; charter contract obligations	Each quarterly Board meeting (15-minute agenda item)	Board Chair or designated member leads; brief written summary
Colorado League Training Modules	Ongoing board member development using the Colorado League's Board Training Modules (governance, finance, HR, academic oversight)	Board members complete at least one module per semester	Self-directed with Board Chair tracking completion
Annual Board Self-Evaluation	Structured self-evaluation using NACSA-aligned rubric; identifies strengths, growth areas, and training priorities for the next year	Annual (June, after ED evaluation is complete)	Full Board; Governance Committee facilitates; written results shared with full Board
CSI Authorizer Check-Ins	Regular dialogue with CSI staff about school performance, charter contract compliance, and any emerging concerns	Per CSI CARS process and charter contract schedule	ED participates; Board Chair receives summary

PART 3 — BOARD OPERATIONS: ETHICS, CONFLICTS OF INTEREST, AND LEGAL COMPLIANCE (H7, H8, H9)

H7 **Ethical Standards and Conflict of Interest — Ethical standards; COI procedures; identifying existing conflicts; strategies for avoiding and mitigating**

Ethical Standards and Conflict of Interest Framework

Identified Existing Relationships That Require Disclosure and Mitigation

Disclosed Relationship	Nature of Potential Conflict	Specific Mitigation Mechanism
William (Bill) Knous (Executive Director) and Christine (Chrissie) Vroome Knous	Both are founding co-founders; Bill is the ED (board-supervised employee); Chrissie is the Head of Learning	(1) Bill recuses from all board discussions and votes involving Chrissie's compensation, evaluation, or employment terms; (2) The board evaluates all ED performance dimensions

(Head of Learning) are married to each other	(ED-supervised employee). The board must evaluate Bill's performance and compensation without the influence of his marital relationship. Bill must supervise Chrissie without the board's independence being compromised.	without ED present in executive session; (3) Chrissie's compensation is set within board-adopted salary schedules applied consistently to all Head of Learning positions; (4) any change to Chrissie's employment terms requires Finance Committee review and full Board approval without Bill present; (5) this relationship is disclosed annually in writing in each board member's conflict of interest disclosure
Deb Weissman is a parent of an enrolled student and a board member	Parent board members are a common and legally appropriate composition for charter school governing boards, but they create potential conflicts in enrollment, discipline, student placement, and family-specific matters.	(1) Deb recuses from any board discussion or vote involving enrollment decisions, individual student discipline or placement, or access to resources that could benefit or disadvantage her enrolled child; (2) parent board members do not have access to confidential student records beyond what is legally permitted for all parents; (3) recusals are documented in meeting minutes with the specific topic identified
Hannah Stevenson is a parent of an enrolled student and a board member	Same as above.	Same mitigation mechanisms as Deb Weissman above
Seat 6 (parent member, unfilled), when filled, will be a parent of an enrolled student	Same as above.	Same mitigation mechanisms will apply when seat is filled; included in onboarding orientation
Four of six current board members participated in the HSE program as families	As HSE participants, these members have a prior relationship with the founding team that could create perceived bias toward the school's founders	Board governance training includes specific discussion of the distinction between founding team loyalty and fiduciary duty to the public school; annual self-evaluation includes a governance independence dimension; any board member who feels their founding team relationship is affecting their judgment on a matter must disclose and recuse
Bill Knous serves as ED while also serving as a co-founder of the board's nonprofit entity	As an employee supervised by the board, Bill has an inherent interest in decisions about his own compensation, evaluation, and employment terms	Bill does not attend executive sessions regarding his own performance or compensation; the board conducts all ED evaluation discussions in executive session without ED present; Board Chair communicates evaluation results to the ED after the executive session

General Conflict of Interest Procedures

- Annual disclosure: every board member completes a written conflict of interest disclosure annually, identifying all relationships, financial interests, and affiliations that could create actual or perceived conflicts with Gran Via's decisions
- Meeting-level disclosure: before each vote, the Board Chair asks whether any member has a conflict on the specific matter under discussion; members who have not previously disclosed a relevant conflict must do so before the vote
- Recusal: any board member with a conflict on a specific matter leaves the room (or, if meeting virtually, the call) during discussion and the vote; this is not optional
- Documentation: all recusals are documented in meeting minutes with the name of the recusing member and the specific matter from which they recused
- Related-party transactions: any transaction between Gran Via and a board member, board member's employer, or immediate family member of a board member must be disclosed in writing, independently priced through documented market comparison, and approved only by disinterested board members (with the interested member absent from the room)
- Removal for conflict: a board member who fails to disclose a conflict, who votes on a matter from which they should have recused, or who has an unresolvable conflict of interest may be removed from the board consistent with bylaws procedures

H8	**Conflict of Interest Policy — Comprehensive, well-drafted policy; defines ethical standards; identifies potential conflicts; outlines disclosure, resolution, and enforcement procedures aligned with best practices and legal requirements**

Conflict of Interest Policy

> *Gran Via's full Conflict of Interest Policy is included as Attachment H_Conflict of Interest Policy, consistent with CSI guidance and the sample policy available on CSI's legal/policy resource page. The policy follows the IRS Form 1023 model conflict of interest structure and includes: definitions of interested persons and financial interests; disclosure procedures (annual and transaction-specific); procedures for addressing conflicts; record-keeping requirements; and enforcement procedures. The policy was adopted by the full board in Spring 2026. All current board members have signed written acknowledgment of the policy.*

Key elements of Gran Via's Conflict of Interest Policy (H_Conflict of Interest Policy):

- Definition of conflict: any financial interest or personal relationship that could impair, or reasonably appear to impair, a board member's ability to act in the best interest of the corporation
- Disclosure obligation: annual written disclosure of all financial interests and relevant relationships; immediate disclosure when a conflict arises in a specific transaction or decision
- Process when conflict is identified: (1) the interested person leaves the room; (2) the presiding officer calls for any other disclosures; (3) the board determines whether a conflict of interest exists; (4) if yes, the board decides the matter without the conflicted person present; (5) the conflicted person returns after the vote
- Prohibition on undue influence: interested persons may not attempt to influence board discussion or votes on matters in which they have a conflict
- Documentation: minutes record who was present, who recused, the substance of the discussion, and the final vote
- Enforcement: failure to comply with the policy is grounds for board removal consistent with bylaws procedures

H9	**Compliance with Legal Requirements — Colorado Open Meetings Law (C.R.S. 24-6-401), Public Records Act (C.R.S. 24-72-204), and FERPA (20 U.S.C. §1232g)**

Legal Compliance Framework

Colorado Open Meetings Law (C.R.S. 24-6-401)

Gran Via's Board has been meeting in compliance with the Colorado Open Meetings Law since its first formal meeting in 2025. All regular and special meetings are publicly noticed at least 24 hours in advance (for regular meetings: at least 24 hours; for special meetings: at least 24 hours with a specific statement of purpose). Meeting agendas are posted on the school's website and at the meeting location. All votes are taken in public session and recorded in minutes. Executive sessions are limited to the topics enumerated in C.R.S. 24-6-402(4): legal matters; personnel matters; negotiations; real property transactions; and specific other enumerated topics. Executive session topics are publicly announced before the session begins, and no votes may be taken in executive session. Minutes from all public meetings are available to the public and posted on the school's website within three business days of their adoption by the Board.

Colorado Public Records Act (C.R.S. 24-72-204)

Gran Via will maintain a documented public records request procedure beginning from the date of charter authorization. All public records requests will be acknowledged within three business days; records will be provided or denied (with written explanation of the basis for denial) within seven business days of the request, consistent with statutory requirements. The Executive Director is designated as the school's public records officer. Student records subject to FERPA protections are not public records under the Public Records Act; the school's public records procedure identifies this limitation. Records maintained by the school include: board meeting agendas and minutes; adopted policies; budget documents; Financial Transparency Act required postings; and all other records required by law to be maintained.

Family Educational Rights and Privacy Act (20 U.S.C. §1232g / FERPA)

Gran Via will comply fully with FERPA requirements from the date of the school's first enrollment. FERPA compliance procedures:

- Annual notification: every enrolled family receives the school's FERPA rights notice in their home language at the beginning of each school year
- Inspection rights: parents and eligible students may inspect and review education records within 45 days of a written request
- Amendment process: families may request amendment of records they believe are inaccurate or misleading; the school responds within a reasonable time
- Disclosure limitations: education records are not disclosed without written consent except in the specific circumstances enumerated in FERPA (health/safety emergencies, legitimate educational interests, directory information with opt-out opportunity, etc.)
- Staff training: all board members receive annual FERPA training; all staff receive FERPA training as part of onboarding and annually
- Breach response: if a FERPA breach is identified, the Executive Director is notified immediately; the school follows the Department of Education's breach notification guidance

PART 4 — REQUIRED ATTACHMENTS AND POLICIES (H10)

H10a Board Member Matrix — Complete and accurate matrix; all members, terms, positions, and competencies

The complete Board Member Matrix is submitted as Attachment H_Board Matrix, using the CSI Board Membership Matrix template. The matrix identifies all current board members by full legal name, term dates, officer position, and competency assignments. Vacant seats are identified with target competencies. The matrix reflects the board composition described in this narrative.

H10b Resumes of Board Members

Individual resumes for all current board members are submitted as Attachments H_Resume_[LastFirst] for each member. Resumes demonstrate the specific qualifications and professional experience relevant to each member's competency assignment in the Board Membership Matrix.

H10c Board Member Agreement

Signed Board Member Agreements for all current board members are submitted as Attachment H_BoardAgreement. The agreement addresses: board member roles and responsibilities; attendance expectations (minimum 80% of scheduled meetings); confidentiality obligations (FERPA, personnel matters, executive session topics); conflict of interest disclosure and recusal obligations; ethics and code of conduct; and acknowledgment of the board's fiduciary duty to the public school. Each member signed the agreement before their first formal board vote.

H10d Board Bylaws

Gran Via's bylaws are submitted as Attachment H_Bylaws. The bylaws address all required elements including: board election and appointment process (parent seats are elected by the parent community; expertise seats are appointed by the full Board); board member criteria; board size (5–9 voting members; 7 at full build-out); three-year staggered terms with a maximum of two consecutive terms before a one-year gap; duties and expectations; meeting frequency requirements (minimum 6 times per year; monthly during the academic year); 80% attendance requirement; voting procedures and quorum (majority of seated members); board officer roles (Chair, Vice Chair, Treasurer, Secretary); standing committees (Finance, Academic Accountability, Governance); removal procedures (by two-thirds vote of the seated board, after documented notice and opportunity to respond); and conflict of interest procedures (or reference to the standalone Conflict of Interest Policy).

H10e Articles of Incorporation

Gran Via Education's Articles of Incorporation are filed with the Colorado Secretary of State and submitted as Attachment H_ArticlesOfIncorporation. The Articles establish the organization as a Colorado nonprofit corporation organized for educational purposes, consistent with Section 501(c)(3) of the Internal Revenue Code.

H10f **Enrollment Policy — Consistent with C.R.S. 22-30.5-507(3); non-discrimination; eligibility, admissions process, timeline, selection; outreach and recruitment plan**

Enrollment Policy

Gran Via's complete enrollment policy is submitted as Attachment I_Policy_Enrollment. The following summarizes the policy's key elements.

Non-Discrimination

Gran Via School welcomes all students. Enrollment decisions are made in a nondiscriminatory manner consistent with C.R.S. 22-30.5-507(3) and applicable CSI enrollment requirements. Enrollment decisions shall not be made on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, national origin, language, religion, ancestry, housing status, academic performance, need for special education services, or any other characteristic protected by law. Gran Via will not screen students for admission based on language proficiency, disability status, IEP or 504 status, prior discipline history, or perceived service needs.

Eligibility

Gran Via serves grades K–5 at launch. Students are eligible for Kindergarten enrollment if they are at least 5 years old on or before October 1 of the enrollment year. Students are eligible for Grade 1 enrollment if they are at least 6 years old on or before October 1 of the enrollment year. Currently enrolled students have re-enrollment priority before new students are admitted.

Priority Enrollment and Lottery Process

If the number of eligible applicants exceeds available seats, Gran Via will use a lottery and waitlist system consistent with C.R.S. 22-30.5-507(3) and CSI enrollment requirements. Priority is applied in this sequence:

- Priority 1: Siblings of currently enrolled students (defined as children sharing a primary guardian with an enrolled student)
- Priority 2: Children of school employees who work at least half-time and who began employment on or before the first day of school

Priority categories 1 and 2 combined will not exceed 20% of total enrollment. The founding family priority category present in the original APS application is not included in the CSI enrollment policy, as CSI enrollment requirements prioritize equity and access over founding team affiliation. All remaining seats are filled by random lottery after priority categories are applied.

Weighted Lottery

Gran Via will implement a weighted lottery to increase access for historically underserved students, consistent with C.R.S. 22-30.5-507. Students who self-identify as eligible for the at-risk designation (as defined by CDE) receive one additional weight in the lottery draw. No student receives more than one additional weight. Weighting is applied after priority categories and before the random draw.

Outreach and Recruitment

Gran Via's outreach plan is designed to ensure that enrollment reflects south Aurora's demographics. Specific outreach strategies targeting historically underserved populations:

- Bilingual outreach materials (English and Spanish) distributed through: south Aurora elementary school neighborhoods; Aurora Public Library branches; WIC offices and community health centers; early childhood program providers in the 80013 ZIP code; Aurora-area Latino community organizations and faith communities
- Community information sessions in Spanish and English at accessible times (evenings and weekends) at community locations, not at the school site
- Direct outreach to Head Start and Early Childhood Education programs serving south Aurora families
- Enrollment information provided to families experiencing housing instability through McKinney-Vento liaisons at APS
- Peer outreach through HSE program families as ambassadors in their communities

Gran Via will track demographic data on the applicant pool annually and adjust outreach strategies when enrollment demographics diverge significantly from south Aurora's community demographics.

H10g **Grievance Policy — Aligned with CSI Board Grievance Policy; multi-tiered process; board's role in resolving complaints; accessible to all stakeholders**

Grievance Policy

Gran Via's complete grievance policy is submitted as Attachment I_Policy_Grievance, consistent with the CSI Board Grievance Policy. The policy provides a multi-tiered process accessible to students, families, staff, and community members. Summary:

Tier	Who Handles	Timeline	Escalation
Tier 1: Informal Resolution	Classroom teacher or direct staff member; the goal is to resolve concerns at the lowest possible level	Contact within 2 school days of concern being raised; informal resolution attempted within 5 school days	If not resolved or not appropriate at Tier 1 (e.g., concern involves the teacher), escalate to Tier 2
Tier 2: Administrative Review	Executive Director; written grievance submitted; ED acknowledges receipt and reviews	Acknowledgment within 5 school days; written response within 15 school days; meeting with ED available upon request	If not resolved or concern involves the ED, escalate to Tier 3
Tier 3: Board Review	Board Chair or designated board committee receives written grievance; board may convene a hearing	Board acknowledges within 10 school days; board decision within 30 school days of receiving the grievance	If not resolved at board level: right to pursue resolution with CSI consistent with CSI's complaint process
CSI Complaint Process	CSI, as authorizer, handles complaints that have not been resolved through the school's grievance process	Per CSI complaint process timelines	Final resolution per CSI process

H10h **Requested Waivers — Complete and detailed waiver request template; each waiver described with rationale and alignment to school mission**

Requested Waivers

Gran Via's complete waiver request is submitted as Attachment I_Waivers using the CSI Waiver Request Template available at resources.csi.state.co.us/legal-policy/waivers/. The following summarizes the waivers requested. Note: the APS district policy codes listed in the original APS application (DJB, KCD, JK.1, JICA, GCOC, GDJ, GCK, GDO, ILBC) do not apply to CSI-authorized schools. Gran Via's waiver requests are framed against applicable Colorado statute and CSI policies, not APS policy codes.

Waiver Area	Relevant Statute or Policy	Gran Via Request	Rationale and Replacement Plan
Automatic Waivers (Representative List)	C.R.S. 22-32-109(1)(f), (t); 22-32-110(1)(h),(i),(j),(k),(ee); 22-32-126; 22-33-104(4); 22-63-301 et seq.; 22-1-112	Gran Via accepts all standard automatic waivers available to Colorado charter schools as enumerated in the Colorado Charter Schools Act	These waivers are standard for all charter schools and require no additional justification
School-Designed Daily Schedule and Four-Day Instructional Week	C.R.S. 22-32-109(1)(n) (number of days) and applicable CDE instructional hour requirements	Gran Via requests authority to design its own daily schedule and four-day instructional week consistent with its bilingual, multi-age, place-based instructional model, provided that it meets or exceeds the statutory minimum instructional hours	The standard district bell schedule is designed for single-grade classrooms on a five-day week and does not accommodate multi-age work cycles, outdoor learning sessions, or bilingual language allocation blocks. Gran Via's schedule (8:00

		(900 hours for Gr. 1–5; 450 hours for Kindergarten)	AM–3:45 PM, Monday–Thursday, approximately 984 instructional and contact hours across 139 days) exceeds the statutory minimum but falls under the standard 160-day threshold, requiring this waiver. Replacement: Gran Via's Board-adopted school calendar and daily schedule, submitted as D_SchoolCalendar and D_StudentSchedule.
Staff Assignment and Transfer Authority	C.R.S. 22-32-109(1)(f) and related professional staff assignment statutes	Gran Via requests authority to control all professional staff assignments, placements, and transfers based on school needs, instructional model, and student services requirements	A bilingual school requires all staff assignments to be made based on language proficiency, instructional model alignment, and compliance with bilingual instruction ratios. District-level assignment authority would undermine instructional coherence. Replacement: Gran Via's Board-adopted staffing policies and ED authority over personnel decisions within Board-approved compensation schedules.
School-Based Staff Evaluation System	C.R.S. 22-9-101 et seq. (teacher quality) and SB 10-191 provisions	Gran Via requests authority to implement a school-designed teacher and administrator evaluation system aligned to its bilingual, multi-age, place-based instructional model and SB 10-191 quality standards	Gran Via's instructional model requires evaluation of bilingual instructional practice, multi-age classroom management, outdoor learning facilitation, and MTSS implementation — competencies not reflected in standard district evaluation rubrics. Replacement: Gran Via's Board-adopted teacher and administrator evaluation framework, aligned to SB 10-191 and submitted as an attachment to Section I.
School-Based Dress Code	No specific statutory dress code requirement; deference to local school authority	Gran Via requests authority to implement an inclusive, mission-aligned dress code that supports belonging and identity affirmation consistent with the school's educational design	Gran Via's outdoor, community-embedded learning model requires students to wear practical outdoor clothing. A standard district uniform policy would conflict with the school's daily outdoor learning program. Replacement: Gran Via's Board-adopted dress and attire guidance, published in the Family Handbook.

PART 5 — GOVERNANCE CAPACITY (H11)

H11 **Founding Team Capacity — Extensive, relevant governance experience; qualifications; evidence of successful governance in previous roles**

Founding Team Governance Capacity

Bill Knous — Executive Director

Bill Knous's governance experience is both formal and current. As Senior Director at the Colorado League of Charter Schools, he works daily with charter school governing boards across Colorado, helping them understand their fiduciary obligations, navigate CSI authorization requirements, respond to performance concerns, and manage board-ED relationships. He has supported boards through governance crises, leadership transitions, and contract renewals. This is not theoretical knowledge of governance best practices; it is operational knowledge of what well-functioning and poorly-functioning charter school boards actually look like in practice. His specific contributions to Gran Via's governance development: he led the identification and recruitment of board members based on competency gap analysis; he developed the board's initial orientation curriculum using Colorado League resources; and he has guided the board through its first formal governance compliance sequence (bylaws adoption, COI policy, board member agreement signing, Open Meetings compliance).

Sara Taylor — Advisor

Sara Taylor brings charter school founding experience that is directly relevant to governance. Through Leaderscript LLC and Better Match Schools, Sara has supported school leaders and governing boards with organizational design, governance structure, and accountability system development. Her experience navigating the Colorado charter authorization landscape means she understands what CSI expects from a governing board and what distinguishes a board that passes a compliance review from a board that genuinely governs well.

Randall Jones, CPA — Board Treasurer

Randall Jones's governance contribution is specifically in the financial oversight dimension — arguably the dimension where most new school boards are weakest. As a CPA with charter school and nonprofit audit experience, he can independently evaluate whether the school's financial statements are accurate, whether internal controls are functioning as designed, and whether the school is managing its reserves responsibly. His board role is not ceremonial: he chairs the Finance Committee, reviews every monthly financial statement, and certifies annual Financial Transparency Act compliance. These are substantive governance functions that require his specific expertise.

Demonstrated Governance Outcomes (Not Just Credentials)

Gran Via's board has been functioning as a governing body since early 2025. Specific governance actions taken to date:

- Adopted Articles of Incorporation and bylaws through formal board vote
- Adopted a Conflict of Interest Policy and collected signed COI disclosures from all members
- Executed signed Board Member Agreements with all current members
- Established standing committees (Finance, Academic Accountability, Governance)
- Adopted the board's first annual budget for HSE program operations and monitored financial performance monthly through the Finance Committee
- Reviewed and discussed the VELA grant application and award; monitored grant compliance
- Completed initial governance orientation using Colorado League Board Governance Playbook
- Reviewed and approved the CSI release request letter to APS, a formal board action demonstrating strategic governance authority

These are not aspirational governance statements. They are governance actions the board has already taken. Gran Via is not proposing a governance system. It is describing one that is already functioning.

I. Operations

> *Gran Via is a school of 30 students operating from an outdoor-first model with a lean indoor home base, a six-person instructional team, and contracted back-office and specialized services. Every operational decision in this section reflects that reality. Gran Via is not designing systems for 300 students and hoping they survive contact with a 30-student launch. It is designing systems that are right-sized from Day 1 and built to scale deliberately.*

PART 1 — STUDENT AND STAFF DATA (I1)

I1 **Data Systems and Management — Named systems; roles; training to ensure compliance with state and federal requirements**

A note on funding sources. Gran Via's Year 0 through Year 2 operational build-out — systems design, professional development, legal and IT infrastructure, curriculum acquisition, enrollment outreach, back-office establishment, and the student transportation fleet — is funded by the Great Schools Colorado start-up grant, requested at $539,172 in Year 0, $485,000 in Year 1 and $527,000 in Year 2. Grant revenue and grant expense are presented in separate columns in Attachment G_Budget and net to zero against the operating budget. Year 1 Fund 11 operating expenditure outside personnel and facilities is $82,876. Where this section describes a Year 1 or Year 2 investment, the table below identifies whether it is grant-funded or operating-funded, and the operating budget from Year 3 forward reflects the ongoing maintenance cost rather than the start-up cost.

Student Information System

Gran Via will implement Infinite Campus as its Student Information System (SIS), the same platform used in the school's HSE program operations. Infinite Campus is a Colorado charter school-experienced SIS that supports: student enrollment and demographic data; attendance tracking; assessment data integration; IEP, 504, and student plan management; READ Act screening records; family communication; and state reporting exports aligned to CDE Interchange submission requirements.

Infinite Campus was selected over alternatives (Infinite Campus, PowerSchool, Schoology) based on: (1) proven fit for small schools — Infinite Campus's architecture does not require a dedicated IT department; (2) existing HSE program familiarity — the founding team already uses Infinite Campus's enrollment and attendance modules; (3) bilingual interface support for family-facing communications; and (4) integration capacity with NWEA MAP Growth and DIBELS 8 for assessment data import.

Data Roles and Responsibilities

Data Domain	Primary Entry Role	Administrator Role	Compliance Verification	Cadence
Student enrollment and demographics	Admin Support	Executive Director	ED reviews completeness at enrollment + monthly	At enrollment; updated within 3 days of any change
Attendance (daily)	Admin Support (morning entry)	Executive Director	ED reviews weekly attendance report; Finance Committee monitors enrollment FTE quarterly	Daily entry by 9:00 AM; weekly report generated Friday
Assessment data (MAP Growth, DIBELS 8, IDEL, ACCESS)	Student Services Lead imports assessment exports; Lead Teachers enter classroom data	Executive Director	Student Services Lead verifies completeness within 5 days of each assessment window	Per assessment window: BOY (September), MOY (January), EOY (May)
IEP, 504, and READ Plan records	Student Services Lead (creates records); SPED	Executive Director	Monthly compliance audit by Student Services Lead;	Created within required statutory timelines; updated at

	Coordinator (IEP-specific entries)		quarterly review by ED	each IEP/504/READ Plan meeting
HR and payroll data	VAO Collaborative (employer of record)	Executive Director	Board Treasurer reviews payroll register quarterly	Per payroll cycle (bi-monthly)
State reporting (CDE Interchange, READ Act, Title III, IDEA Part B)	Admin Support (compiles data exports); VAO (HR/payroll components)	Executive Director (signs off before submission)	ED certifies accuracy before every submission	Per CDE submission schedule; ED reviews 5 business days before deadline
FERPA-protected records access log	Admin Support	Executive Director	Quarterly review of access log to confirm only authorized personnel accessed records	Reviewed quarterly; incidents documented immediately

System Setup and Training Plan

Activity	Owner	Target Date	Training Format
Infinite Campus account provisioning and initial configuration (enrollment forms, attendance settings, state reporting fields)	VAO Collaborative + Infinite Campus implementation support	By April 30, 2027	Infinite Campus onboarding session with VAO; 4-hour configuration workshop
Assessment integration setup (MAP Growth, DIBELS 8 data import mapping)	Student Services Lead + Infinite Campus support	By June 15, 2027	Infinite Campus technical integration session; 2-hour walkthrough
Staff training on Infinite Campus data entry (attendance, classroom data, communication)	Admin Support leads; Infinite Campus training videos supplemented	During pre-service institute, August 3–11, 2027	2-hour hands-on training session; reference guide distributed to all staff
FERPA training for all staff with data system access	Executive Director	During pre-service institute, August 3–11, 2027	1-hour required training; acknowledgment form signed by all staff
State reporting dry run (test Interchange submission)	Admin Support + ED	By July 31, 2027	ED-led walkthrough of CDE reporting calendar; one practice submission cycle
Ongoing training as Infinite Campus updates or new modules are added	Admin Support primary; ED for compliance modules	As needed throughout Year 1	Infinite Campus release notes reviewed monthly; ED determines if staff training required

PART 2 — STAFFING (I2, I3, I4, I5, I6, I7, I8)

I2 **Organizational Structure and Staffing Plan — Year 1 and future roles; qualifications; ratios; alignment to curriculum**

Staffing Plan: Year 1 Through Year 5

Role	Y1 FTE	Y2 FTE	Y3 FTE	Y4 FTE	Y5 FTE	Licensure/ Qualification	Primary Alignment to Model

Executive Director	1.0	1.0	1.0	1.0	1.0	Colorado principal or administrator license preferred; ED-level charter leadership experience required	Instructional coherence, compliance leadership, CSI reporting
Head of Learning	1.0	1.0	1.0	1.0	1.0	Colorado teacher license; bilingual endorsement; MTSS leadership experience	Bilingual curriculum, MTSS design, MLL services, staff PD; serves as Student Services Lead in Years 1–2
Lead Guide (Teacher)	2.0	3.0	4.0	5.0	6.0	Colorado teacher license; bilingual endorsement required; Montessori training preferred	Multi-age band instruction; bilingual literacy; MTSS Tier 1. One per band in Year 1 (K–2, 3–5), rising to three bands in Year 2
Special Services Provider	0.5	0.75	1.0	1.0	1.0	Colorado special education license; case management experience	IEP case management and service delivery; Child Find; READ Plan oversight; 139-day contract
Instructional Assistant (Support Staff)	1.0	2.0	3.0	4.0	5.0	Paraprofessional qualification (48 credit hours or paraprofessional assessment); bilingual preferred	Push-in inclusion support; small-group facilitation; outdoor supervision; 139-day contract
Admin Support (FinOps)	0.5	0.6	0.75	1.0	1.0	School office management experience; bilingual preferred; strong data systems competency	SIS data management; attendance; family communications; test coordination; 175-day contract
TOTAL CORE FTE	**6.0**	**8.35**	**10.75**	**13.0**	**15.0**		
HSE Teacher	2	2	2	2	2	Colorado teacher license; bilingual preferred	Friday Home School Enrichment programming; 36-day contract, held by full-time Lead Guides
HSE Support Staff	1	1	1	1	1	Paraprofessional qualification	Friday HSE programming; 36-day contract
Contracted — SPED related services (SLP, OT, PT, psych)	—	—	—	—	—	Colorado licensure by discipline	Contracted as needed in all years. Evaluations; IEP service minutes; classroom consultation. Budgeted at $18,000 in Year 1 rising to $60,000 in Year 5
Contracted — nursing	—	—	—	—	—	Colorado RN	Contracted in all years. Health aide oversight, immunization records, medication administration. $3,150 in Year 1
Contracted — back office / EOR (VAO Collaborative)	—	—	—	—	—	N/A — employer of record function	Purchased Services in all years. Payroll; benefits administration; HR compliance; financial reporting

I3 **Organizational Chart — Year 1 and Year 5 charts; roles, responsibilities, and reporting relationships**

Organizational Chart: Year 1 and Year 5

Formal organizational charts for Year 1 and Year 5 are submitted as Attachment I_OrgChart. The narrative below describes the reporting relationships that those charts illustrate.

Year 1 Reporting Structure (30 full-time students plus a 25-student HSE cohort; 6.0 core FTE)

Reports To	Position	Direct Reports
Board of Directors	Executive Director (1.0 FTE)	All staff; primary accountability to Board Chair
Executive Director	Head of Learning (1.0 FTE)	No direct reports in Year 1; coaches instructional staff and serves as Student Services Lead
Executive Director	Lead Guide — K–2 (1.0 FTE)	None; receives coaching from ED and Head of Learning
Executive Director	Lead Guide — 3–5 (1.0 FTE)	None; receives coaching from ED and Head of Learning
Executive Director	Special Services Provider (0.5 FTE)	None; coordinates related services with contracted providers
Executive Director	Instructional Assistant (1.0 FTE)	None; supervised day-to-day by Lead Guides; evaluated by ED
Executive Director	Admin Support (0.5 FTE)	None; coordinates data and logistics with all staff
Executive Director	HSE Teachers (2) and HSE Support Staff (1), 36-day contracts	None; Friday programming
Executive Director (contract oversight)	Contracted SPED related services and nursing	None; coordinate with Special Services Provider
Executive Director (contract oversight)	VAO Collaborative (back office / EOR)	None; monthly reporting to Finance Committee

Year 5 Reporting Structure (80 students, 15.0 FTE)

By Year 5, Gran Via's structure evolves to support expanded K–5 enrollment (80 students) and increased student services complexity. The Head of Learning takes on direct supervision of the instructional team, which grows to six Lead Guides across three multi-age bands. The Special Services Provider reaches 1.0 FTE from Year 3 and carries student services coordination as a dedicated role, supported by continued contracted specialists. Admin Support reaches 1.0 FTE in Year 4. Instructional Assistants grow to 5.0 FTE, one per Lead Guide pairing plus outdoor supervision coverage.

I4 **Senior Leadership and Staff Relationships — Structure for managing relationships; teacher-student and adult-student ratios**

Leadership-Staff Relationship Structure and Ratios

Student-to-Teacher and Adult-to-Student Ratios

Year	Enrolled Students	Lead Teachers	Total Adults in Instructional Settings	Student:Teacher Ratio	Adult:Student Ratio
Year 1	30	2.0	3.5 (2 Lead Guides + 1 Instructional Assistant + 0.5 Special Services Provider)	15:1	8.6:1
Year 2	45	3.0	5.75 (3 Lead Guides + 2 Instructional Assistants + 0.75 Special Services Provider)	15:1	7.8:1

Year 3	60	4.0	8.0 (4 Lead Guides + 3 Instructional Assistants + 1.0 Special Services Provider)	15:1	7.5:1
Year 4	75	5.0	10.0 (5 Lead Guides + 4 Instructional Assistants + 1.0 Special Services Provider)	15:1	7.5:1
Year 5	80	6.0	12.0 (6 Lead Guides + 5 Instructional Assistants + 1.0 Special Services Provider)	13.3:1	6.7:1

Year 1's 15:1 student-teacher ratio sits at the upper end of NAEYC's recommended 10:1–15:1 range for mixed-age K–5 groupings, while the adult-student ratio, which counts instructional assistants and the Special Services Provider alongside Lead Guides, is a stronger 8.6:1 in Year 1 and improves to 6.7:1 by Year 5 as support staffing grows faster than enrollment. The outdoor learning model, which requires additional supervision during transitions, is supported by the IA structure and by the four-day week's longer daily block, which gives staff more contiguous time for supervised transitions. Students are never in an outdoor setting without at least two adults present.

How the ED-Staff Relationship Is Managed

The Executive Director is the instructional leader and primary supervisor for all staff in Year 1. Because Gran Via is a microschool, the ED's supervisory relationship with staff is direct and daily — not mediated through department heads or assistant principals. This is a strength of the small school model: the ED can observe instruction, coach in real time, and course-correct quickly. The structure that makes this sustainable:

- Weekly 30-minute 1:1 coaching meetings between ED and each Lead Teacher, focused on student data, instructional planning, and accommodation implementation
- Weekly 90-minute whole-team meeting (Fridays, 3:30–5:00 PM) covering MTSS data review, planning, and shared professional development
- Monthly 1:1 with Admin Support focused on data systems, family communications, and compliance logistics
- Monthly formal check-in with contracted SPED Coordinator on IEP timelines, service minutes, and compliance status
- Quarterly performance conversations with all staff using the formal observation rubric and student growth data

I5 **Leadership Team Identification — Key members; substantial and ongoing roles in governance, management, and operational success**

Leadership Team

Name	Role	Governance/ Management/Operational Responsibility	Engagement Level
William (Bill) Knous	Executive Director	Overall school leadership; instructional coherence; compliance; CSI relationship; community representation; staff hiring and evaluation; budget management within board-adopted policies	Full-time (1.0 FTE all years); daily operational presence
Christine (Chrissie) Vroome Knous	Head of Learning	Bilingual curriculum design; MTSS system design and oversight; MLL services leadership; staff PD design and delivery;	1.0 FTE, all years; full-time from Year 1

		student services integration	
Lead Guide	Lead Teacher / Montessori Implementation Lead	K–2 classroom instruction; Montessori environment design; multi-age grouping implementation; Year 0 curriculum mapping lead	Full-time instructional lead; Year 0 curriculum planning lead
Randall Jones, CPA	Board Treasurer / Finance Committee Chair	Financial oversight; audit readiness; TABOR compliance; procurement threshold enforcement; monthly financial review	Board-level governance; monthly Finance Committee meetings
Hannah Stevenson	Board Chair	Board governance leadership; ED accountability; community trust; family voice in governance	Board-level governance; monthly board meetings
Shannon Gossard	VAO Collaborative — Operations Partner	Employer-of-record payroll processing; benefits administration; HR compliance; back-office financial reporting; compliance calendar management	Contracted operations partner; weekly coordination with Admin Support and ED

I6 **Staff Recruitment, Selection, and Onboarding — Timeline; outreach; selection priorities; at-will employment**

Staff Recruitment, Selection, and Onboarding

Recruitment Timeline

Phase	Target Dates	Activities	Owner
Position definition	October–November 2026	Finalize job descriptions for all Year 1 positions; establish compensation ranges within board-adopted salary schedule; post positions publicly	ED + Board approval of salary schedule
Outreach and sourcing	November 2026 – February 2027	Post on Colorado bilingual educator networks (Denver Public Schools bilingual pipeline, DPS teacher job board, Colorado League schools network); reach out to dual-language teacher preparation programs (UNC, CU Denver); post on MagicSchool teacher community; direct outreach through Chrissie Vroome Knous's DLS and Colorado bilingual educator networks; Montessori-specific channels for Lead Teacher — K–2 (AMS/AMI networks, Montessori job boards)	ED + Head of Learning
Application review	January–February 2027	Screen applications for: Colorado licensure + bilingual endorsement (required for lead teachers); alignment with outdoor/place-based and multi-age philosophy; prior experience with MTSS, IEP implementation, or MLL services	ED + Head of Learning
Interviews and selection	February–March 2027	6-step selection process (detailed below); finalist presentations to ED and Head of Learning; reference and background checks	ED (final hiring authority)

Offers and accepts	March–April 2027	Written offers issued; employment agreements signed; Board notified of new hires	ED
Pre-service onboarding	August 3–11, 2027	Culture institute and pre-service training (7 days); curriculum planning; Infinite Campus SIS training; safety and emergency procedure training; Conscious Discipline foundation training	ED + Head of Learning

Six-Step Selection Process for Instructional Roles

Step	Focus	What Gran Via Is Evaluating
Step 1: Application Screening	Mission alignment; instructional evidence; commitment to diverse learners	Does this candidate demonstrate bilingual proficiency? Evidence of strong instruction? Explicit alignment with outdoor, multi-age, or project-based approaches?
Step 2: Values Interview	Philosophy; collaboration; family partnership; bilingual proficiency	Can this person work in a small team without the support of a large department? Do they see families as partners? Can they explain their approach to multilingual learners without prompting?
Step 3: Demonstration Lesson	Small-group instruction; language scaffolding; differentiation; classroom culture	Does this person teach the way Gran Via teaches? Can they run a small-group rotation? Do they build language objectives into content instruction?
Step 4: Scenario-Based Case Task	MTSS response; accommodation implementation; family communication; SEL approach	How does this person think about a student who is struggling? Do they look for instructional causes before assuming disability? Do they communicate proactively with families?
Step 5: Reference and Background Checks	Prior performance; licensure verification	Three professional references contacted; Colorado CBI background check; licensure status confirmed through CDE license lookup; bilingual proficiency self-assessment cross-checked
Step 6: Final Interview and Offer	Role expectations; evaluation framework; start date	Evaluation framework and rubric shared before offer accepted; specific accommodation and MTSS obligations reviewed; compensation and start date confirmed in writing

Employment Relationship and At-Will Status

All Gran Via employees are employed at-will, consistent with Colorado employment law. At-will employment provides flexibility for both employee and school to respond to evolving enrollment, program needs, and staffing capacity. At-will status does not mean informality: Gran Via will maintain clear expectations, documented coaching cycles, and formal performance improvement processes so that staff receive meaningful support before employment decisions are made. All employment terms, including compensation, benefits, and role expectations, are documented in written offer letters and the Staff Handbook, adopted by the Board no later than July 15, 2027.

I7 **Staffing for Exceptional Students — Adequate, qualified staffing for exceptional students; staffing models; ratios; agreements or MOUs**

Staffing for Exceptional Students

Student Population	Service Model	Staffing Approach	Ratio Standard	Contract/MOU Status
Students with IEPs — mild/moderate	Contracted SPED Coordinator provides IEP case management,	Primary: Lead Teacher (in-class); Contracted SPED Coordinator (case	Contracted SPED Coordinator caseload not to exceed 15 active	Contracted SPED provider identified by March 31, 2027; MOU or service

	evaluation coordination, service delivery oversight; Lead Teachers implement accommodations in-class; contracted SLP/OT/PT deliver related services minutes	management and compliance); contracted specialists (related services)	IEPs; related services contracted to match IEP-required minutes exactly	agreement submitted as I_Service Provider Agreements attachment
Students with IEPs — moderate/intensive	IEP-driven schedule; para support triggered by IEP requirements; contracted behavioral specialist for FBA/BIP; contracted SPED Coordinator for plan management	Para allocated per IEP minutes (para FTE added to budget when IEP requires > 20 hrs/week 1:1 support); contracted behavioral specialist activated by FBA indication	Para: 1:1 during high-support periods as specified in IEP; behavioral specialist: per FBA/BIP schedule	Para funding budgeted as a flex line triggered by IEP; school will not accept a student with moderate/intensive needs without confirming staffing and budget sufficiency
Section 504 students	Accommodations embedded in all instructional settings; no separate provider needed unless specialized equipment required	Lead Teacher implements all accommodations; 504 Coordinator (multi-hatted with Head of Learning) monitors fidelity quarterly	No separate ratio standard; accommodations are embedded, not pull-out	No MOU needed; 504 Coordinator designation formalized by May 31, 2027
Multilingual Learners (ELD services)	Dual-language model is the primary MLL instructional program; MLL Lead (Head of Learning) provides targeted ELD in intervention block; Level 1–2 MLLs receive additional targeted support	Head of Learning as MLL Lead; Lead Teacher as primary ELD instructor; bilingual para support during newcomer period	WIDA best practice: MLL Lead's caseload per coaching responsibilities; no formal MLL caseload cap under Colorado Title III, but Head of Learning monitors all MLL language plans	MLL services embedded in instructional model; no separate service agreement needed
READ Plan students	Intervention block delivery by Lead Teacher — Flex; READ Plan managed by Student Services Lead; biweekly progress monitoring	Lead Teacher — Flex (1.0 FTE) is the primary READ intervention provider; Student Services Lead (multi-hatted Year 1) manages documentation	IES recommended Tier 2 group size: 4–6 students; READ Plan groups in Gran Via's intervention block will not exceed 6 students	No external provider MOU needed; internal staffing covers READ Act intervention requirement
Gifted students	Enrichment within Project Block; ALP development by GT Designee (Student Services Lead, trained); community partner advanced opportunities	GT Designee (Student Services Lead role): ALP development, body-of-evidence coordination, community partner connection; Lead Teacher: in-class depth and complexity extensions	Colorado ECEA does not specify a GT student:GT Designee ratio; GT Designee completes CDE gifted education training by June 30, 2027	No external provider MOU; GT Designee training completed internally through CDE professional development series

I8	**School Leader Identification — Selection process; qualifications; alignment to school model and goals**

School Leader: William (Bill) Knous

Identification Process

William (Bill) Knous was identified as Gran Via's Executive Director through the school's founding process. The founding board evaluated the leadership requirements of a bilingual, multi-age, place-based public microschool in south Aurora and determined that the ideal ED would need: demonstrated public school leadership outcomes at the school level; deep fluency in Colorado's charter authorization environment; the ability to function as both instructional leader and compliance manager in a lean organizational structure; bilingual program leadership experience or direct proximity to it; and community roots in the south Aurora service area. Bill meets this profile directly. The board formally confirmed his appointment as Executive Director through a board vote in 2025, with the full conflict of interest disclosure and recusal procedures described in Section H in place.

Qualifications Against the Leadership Profile

Leadership Requirement	Bill's Qualification	Relevance to Gran Via's Model
Demonstrated public school leadership outcomes	College View High School: highest Median Growth Percentile in the Southwest region among comparable high schools; Centers of Excellence Award at DSST	Leadership that produces measurable student growth outcomes in a high-FRL, high-MLL school is directly applicable to Gran Via's accountability expectations
Colorado charter authorization fluency	Current Senior Director, Colorado League of Charter Schools: daily professional work with CSI authorization, charter contract requirements, and new school development	Gran Via's authorizer relationship with CSI is an operational function Bill manages from the school's founding through its ongoing operation
Instructional and compliance leadership in a lean org	Led College View and DSST with streamlined administrative teams; currently advises small charter schools navigating compliance without large administrative departments	A lean administrative structure in Year 1 must function without a VP of Operations. Bill's track record in resource-constrained environments is the right preparation
Bilingual program proximity	Not personally bilingual; partners with Chrissie Vroome Knous (bilingual, MTSS Coordinator at Denver Language School) as Head of Learning; explicit acknowledged gap addressed through team design	Bill's role is instructional coherence and compliance leadership; bilingual program expertise is Chrissie's domain. The co-founder team design addresses this gap deliberately
South Aurora community roots	Lives in the 80013 ZIP code; attended Denver Public Schools; built HSE program with Aurora families since 2020	Community trust in south Aurora's bilingual families is the school's enrollment foundation. Bill's 6-year relationship with these families is an operational asset

I9a **Leader Support, Development, and Evaluation — Annual evaluation plan; tools; alignment to school goals**

Executive Director Support, Development, and Evaluation

The complete ED evaluation framework is submitted as Attachment I_School Leader Evaluation. The following summarizes the key elements. The framework is consistent with Colorado SB 10-191's requirements for evaluating school leaders and is aligned to the CSI charter contract's performance expectations.

Evaluation Phase	Timing	Process	Output
Annual goal-setting	July (before school year)	ED proposes 4–6 goals across academic, financial, operational, and leadership domains; Board adopts goals in July Board meeting; baseline metrics established for each goal	Signed goal document; shared with Finance Committee (financial goals) and Academic Accountability Committee (academic goals)

Informal mid-quarter check-in	October	Board Chair meets with ED for 30-minute conversation; no formal rating; identifies any early concerns	Brief written summary filed in ED personnel record
Formal mid-year evaluation	January (executive session)	Full board reviews ED self-evaluation and Board Chair summary; rates progress on all goals; identifies coaching priorities; ED presents to board in executive session	Written mid-year evaluation with ratings; coaching plan if any goals are off-track
Informal late-year check-in	April	Board Chair meets with ED; focuses on Year-end trajectory and any staffing or operational concerns	Brief written summary
Annual evaluation and compensation review	June (executive session)	Full board evaluates ED against all goals; determines annual rating; makes compensation recommendation; sets next-year goals	Written annual evaluation; compensation decision; next-year draft goals; filed in permanent ED personnel record

ED Support and Development

- Colorado League of Charter Schools professional development network: Bill's active role at the League gives him direct access to peer ED networks, charter compliance updates, and leadership development programming
- CSI new school support process: CSI's Year 0 support structure includes regular check-ins with the founding team and ED; this is an active support mechanism, not a passive resource
- Head of Learning coaching relationship: Chrissie Vroome Knous provides the instructional leadership coaching that a non-bilingual ED needs; the co-founder relationship is also a professional partnership
- Annual board retreat: July retreat includes strategic planning that supports the ED in setting the school's direction with full board input

I9b **Teacher Support, Development, and Evaluation — Ongoing support; professional development; evaluation; alignment to school goals**

Teacher Support, Development, and Evaluation

Weekly Support Structure

Support Structure	Format	Frequency	Owner
1:1 Coaching Meeting	30-minute ED-Teacher meeting focused on student data, instructional planning, accommodation implementation, and any concerns	Weekly	Executive Director
Whole-Team Collaboration	90-minute Friday team meeting: MTSS data review, planning, shared PD, compliance updates, community building	Weekly (Fridays 3:30–5:00 PM)	ED facilitates; Head of Learning leads instructional topics
Data Cycle Review	Formal 6-week MTSS data review: all teachers review student progress data, adjust groupings, revise intervention plans	Every 6 weeks	Student Services Lead facilitates; ED reviews outcomes
Instructional Coaching Observation	ED conducts informal walkthrough with brief written feedback; not part of formal evaluation	2–3x per month	Executive Director
Bilingual Instruction Coaching	Head of Learning provides targeted coaching on language objectives, sheltered instruction, and WIDA-aligned differentiation	Monthly minimum; additional as needed	Head of Learning

I10 **Evaluation Process — Comprehensive evaluation for leaders and educators; aligned to mission, model, and SB 10-191; criteria, metrics, feedback mechanisms**

Educator Evaluation Process

The complete educator evaluation process is submitted as Attachment I_Educator Evaluation. Gran Via's educator evaluation framework meets the intent of Colorado SB 10-191 (C.R.S. 22-9-101 et seq.) by combining professional practice evidence with multiple measures of student growth and progress. The framework is adapted for Gran Via's bilingual, multi-age, outdoor learning model — the evaluation rubric names specific instructional practices that are unique to this model (bilingual language objective implementation, multi-age facilitation, prepared environment design, outdoor learning facilitation) rather than applying a generic rubric that would not capture what high-quality instruction looks like in this context.

Evaluation Component	Weight (Intent)	Evidence Sources	SB 10-191 Alignment
Professional practice (instructional quality)	~50%	Formal observation (2x/year minimum; 4x/year for non-tenured); informal walkthrough notes; self-evaluation; peer feedback in collaboration cycles	SB 10-191 requires multiple measures of professional practice; Gran Via's observation rubric uses a school-designed instrument aligned to bilingual/Montessori instructional standards
Student academic growth	~30%	MAP Growth (class-level MGP reviewed in teacher evaluation); DIBELS 8 / IDEL benchmark attainment rates for teacher's student group; standards mastery evidence from portfolio reviews and curriculum-embedded assessments	SB 10-191 requires student academic growth as a meaningful component; Gran Via uses class-level growth data rather than individual VAM scores, which is appropriate for a school too small for statistically reliable individual VAM
Professional responsibilities and collaboration	~20%	Attendance at collaboration meetings; data cycle participation; IEP/504/READ Plan implementation fidelity; family communication quality; contribution to school culture and community	SB 10-191 includes professional responsibilities as a component; Gran Via's model makes collaboration and family partnership especially high-leverage

Evaluation Timeline

Phase	Timing	Activity
Goal-setting	September (within first 3 weeks of school)	ED and teacher establish 2–3 professional goals aligned to instructional model priorities and student data; goals documented in writing and signed by both
Informal observations	October–May (ongoing)	ED conducts 2–3 informal walkthroughs per month per teacher; brief written feedback provided within 48 hours; no formal rating
First formal observation	October–November	45–60 minute formal observation; pre-observation conference (15 min) and post-observation conference (30 min); written summary with ratings on all rubric dimensions
Mid-year review	January	ED and teacher review goal progress; review student data together; adjust goals or coaching focus if needed; brief written summary
Second formal observation	February–March	Same format as first formal observation
End-of-year evaluation	May–June	ED and teacher review full-year evidence (observations, student data, professional responsibilities); ED issues written annual

		evaluation with ratings; teacher signs or may respond in writing; compensation decision made consistent with board-adopted schedule
Improvement plans	As needed	Teachers whose evaluation indicates significant concerns receive a documented improvement plan with specific goals, coaching support, check-in schedule, and timeline; improvement plans are distinct from normal coaching and represent a formal HR process

I11 **Start-Up Plan — Detailed, actionable; tasks, timelines, and responsibilities; readiness for school opening**

Master Start-Up Plan: Year 0 (July 2026 – August 2027)

Gran Via enters Year 0 with a demonstrated operating track record: through its HSE precursor program, the organization has served 100–plus families, built reserves close to $50,000 against an original $3,700 projection, secured a VELA Education Fund grant (one of eleven awarded in Colorado over five years), and maintained clean financial reporting and segregation of duties appropriate for a pre-opening organization. Year 0 planning builds directly on this foundation. The Board holds a clear roadmap of Year 0 milestones, detailed in the table below, and will supplement it with the specific milestones and accountability metrics CSI provides to newly authorized schools; those CSI milestones become the Board's operating map for the year, not a parallel or competing framework. Executive Director Bill Knous's background in charter school start-ups gives the Board access to additional human and published resources — experienced practitioners, published start-up frameworks and playbooks — that the team will draw on to manage Year 0 execution should Gran Via receive authorization.

> *This start-up plan integrates all operational milestones committed to across Sections D (curriculum and calendar), E (student services), F (board governance and accountability), G (financial go/no-go), and H (board composition and legal compliance). It is designed as the single source of truth for Year 0 readiness. The I_Startup Plan attachment presents this in a format suitable for board tracking.*

Milestone	Owner	Target Date	Cross-Section Reference	Status at Application
Board bylaws adopted	Board Chair	Complete	Section H	DONE
Conflict of Interest Policy adopted; all member disclosures signed	Board Chair	Complete	Section H	DONE
Board Member Agreements signed by all current members	Board Chair	Complete	Section H	DONE
D&O insurance obtained for board	Executive Director	By September 30, 2026	Section H	In progress
Board Seat 7 (legal/facilities) recruited and seated	Governance Committee	By June 30, 2027	Section H	Actively recruiting
Board Seat 6 (parent representative) recruited and seated	Governance Committee	By September 30, 2027	Section H	To begin after opening
First annual board self-evaluation completed	Board Chair	By June 30, 2027	Section F	Planned
SAC established; first meeting held	Executive Director	By October 31, 2027 (within 60 days of opening)	Section H	Planned
Accounting software platform selected and contracted	VAO Collaborative + ED	By March 31, 2027	Section G	In selection
Chart of accounts configured in accounting system	VAO Collaborative	By April 30, 2027	Section G	Pending system selection

Annual budget adopted by Board for 2027–28	Board + Finance Committee	By June 30, 2027	Section G	To be developed Spring 2027
Audit firm selected through competitive process	Finance Committee	By June 30, 2027	Section G	To begin Spring 2027
VELA grant funds documented and restricted fund account established	VAO Collaborative + ED	By September 30, 2026	Section G	Grant awarded; implementation in progress
80% of Year 1 funded FTE (34+ LOIs) confirmed	Executive Director	By March 31, 2027	Section G	28 EOIs currently; LOI campaign launching
42+ funded FTE LOIs confirmed for opening	Executive Director	By June 30, 2027	Section G	Target
Enrollment lottery conducted (if oversubscribed)	Admin Support + ED	By May 31, 2027	Section H enrollment policy	Planned
Facility shortlist (3–5 options) with initial walkthroughs complete	Facilities Project Lead	By September 15, 2026	Section I14/I15	In progress (Oxford Vista, Plains Conservation Center, Quincy Corridor sites)
Zoning and allowable use confirmed for preferred site	Facilities Project Lead	By October 15, 2026	Section I15	Pending site selection
Occupancy classification and ADA review complete	Facilities Project Lead	By December 15, 2026	Section I15	Pending site selection
Lease executed	Executive Director + Board Chair	By January 31, 2027	Section G go/no-go gate	Target; triggers Q1 go/no-go confirmation
Tenant improvement scope and contractor selected	Facilities Project Lead + Finance Committee	By February 28, 2027	Section G	Pending lease
Tenant improvements complete; Certificate of Occupancy obtained	Facilities Project Lead	By June 30, 2027	Section I15	Pending TI completion
Security and visitor management system installed	Admin Support	By May 15, 2027	Section I16	Pending facility
Testing environment plan (CMAS/ACCESS) confirmed	Admin Support + Academic Lead	By May 15, 2027	Section I16	Pending facility
Contracted SPED provider identified and service agreement executed	Executive Director	By March 31, 2027	Section E; Section I7	Actively pursuing provider relationships
504 Coordinator formally designated	Executive Director	By May 31, 2027	Section E	To be designated (Head of Learning, Year 1)
GT Designee training completed (CDE gifted education series)	Student Services Lead / Head of Learning	By June 30, 2027	Section E	To be enrolled in CDE series
SIS (Infinite Campus) configured and data entry roles assigned	VAO + Admin Support	By April 30, 2027	Section I1	Planned
IEP/504/READ Plan tracking modules configured in Infinite Campus	Student Services Lead	By June 15, 2027	Section I1	Planned

McKinney-Vento liaison designated (ED in Year 1)	Executive Director	By July 31, 2027	Section E	Planned
Scope and sequence (K–5 ELA, math, bilingual literacy) completed and CAS-aligned	Head of Learning + Lead Guide	By June 30, 2027	Section D	In progress; Year 0 completion target
NAMC Language Arts curriculum materials confirmed and ordered	Head of Learning	By April 30, 2027	Section D	Pending curriculum selection confirmation
NAMC Mathematics bilingual materials ordered	Head of Learning	By April 30, 2027	Section D	Pending materials procurement
Amplify Caminos Spanish literacy scope and sequence finalized	Head of Learning	By June 30, 2027	Section D	In development
DIBELS 8 and IDEL accounts established; Admin Support trained as test coordinator	Admin Support + Head of Learning	By July 31, 2027	Section D, E	Planned
Job descriptions and compensation ranges adopted by Board	Board + ED	By November 30, 2026	Section I6	In development
Lead Teacher positions (all 3) filled	Executive Director	By April 30, 2027	Section I6	Recruitment launching
Admin Support position filled	Executive Director	By April 30, 2027	Section I6	Recruitment launching
Instructional Assistant positions filled	Executive Director	By June 30, 2027	Section I6	Planned
Staff Handbook completed and board-adopted	Executive Director + Board	By July 15, 2027	Section I6	In development
Staff pre-service institute complete (August 3–11, 2027)	Executive Director + Head of Learning	August 3–11, 2027	Sections D, E, I9b, I12	Planned; agenda in development
Emergency Operations Plan completed	Executive Director	By June 30, 2027	Section I16	Planned
Pre-opening fire and emergency drills conducted with staff	Admin Support	During pre-service, August 3–11, 2027	Section I16	Planned
First student fire drill conducted (within first week of school)	Admin Support	By August 25, 2027	Section I16	Planned

I12 **Professional Development — Year 0 and Year 1 plan; alignment to program and goals; addressing inequities**

Professional Development Plan

Year 0 Pre-Service Institute (August 3–11, 2027)

Day(s)	Focus	Content	Facilitator
Days 1–2 (Aug 3–4)	Mission, Culture, and Conscious Discipline Foundation	Gran Via mission and theory of action; Conscious Discipline Level 1 concepts; community circle protocols; belonging and restorative practices; outdoor safety routines and supervision protocols	Executive Director + Conscious Discipline-trained facilitator

Days 3–4 (Aug 5–6)	Bilingual Instruction and Language Planning	50/50 dual-language model rationale and implementation; language objective design in both English and Spanish; WIDA proficiency levels and differentiation by level; SIOP strategies for sheltered instruction; Amplify Caminos overview	Head of Learning
Days 5–6 (Aug 7–8)	Curriculum Deep Dive and Planning	NAMC Language Arts unit mapping to CAS; NAMC Mathematics bilingual unit planning; multi-age grouping design; prepared environment setup; assessment calendar review	Head of Learning + Lead Guide (Montessori)
Day 7 (Aug 9)	Student Services and Compliance	MTSS framework and data systems walkthrough; IEP/504/READ Plan implementation responsibilities; Child Find obligations; FERPA training; Infinite Campus SIS training for all staff; READ Act screening procedures	Student Services Lead + Executive Director
Days 8–9 (Aug 10–11)	Classroom Setup and Outdoor Logistics	Prepared environment physical setup; outdoor learning zones and gear system; student safety and supervision protocols; emergency procedures and first drill; family orientation preparation	Lead Guide + Admin Support + Executive Director

Year 1 Ongoing PD Structure

PD Type	Format	Frequency	Focus	Equity Connection
Whole-team Friday collaboration	90 minutes (3:30–5:00 PM)	Weekly	Rotating: MTSS data review (weeks 1–2 of each cycle); instructional planning and language objectives (weeks 3–4); compliance and student services (week 5); community building (week 6)	MTSS data reviewed disaggregated by subgroup every cycle; equity patterns flagged for team discussion
Bilingual instruction coaching	1:1 with Head of Learning	Monthly per teacher; additional as needed	Language objective design; WIDA-aligned scaffolding; cross-language literacy connections; sheltered instruction technique refinement	Focus on closing access gaps for Level 1–2 MLLs; address any observed pattern of over-scaffolding that reduces academic demand
Data cycle review and response	Whole team + individual teachers	Every 6 weeks	Review MTSS data by student and subgroup; adjust Tier 1–2–3 groupings; revise intervention plans; identify patterns for school-wide PD	Explicit equity lens: any subgroup showing persistent pattern different from school average triggers team analysis and documented response
SPED and student services compliance training	Whole team + SPED Coordinator	Quarterly	IEP implementation fidelity; accommodation delivery; documentation routines; MDR awareness; READ Plan update process	Particular focus on misidentification prevention for MLLs; accommodation delivery that does not reduce academic expectations
Outdoor and place-based learning PD	Whole team + community partners	Each project cycle (6-week cycles)	Place-based project design using partner sites; outdoor safety and risk assessment; community partner coordination; student choice and agency in outdoor contexts	Ensuring outdoor learning is accessible to students with mobility needs; designing projects that don't advantage students with prior outdoor experience
Year-end reflection and planning	Whole team	June (2 days)	Review full-year student outcomes data; reflect on instructional practices; design professional goals for Year 2;	Explicit review of subgroup equity: did the model serve MLLs, SWDs, and FRL-eligible

			plan curriculum adjustments based on student performance data	students equitably? What changes are needed?

PART 3 — FACILITIES (I13, I14, I15)

I13 **Facility Needs Assessment — Classrooms; space requirements; costs; compliance; safety; alignment to educational model**

Facility Needs Assessment

Gran Via is an outdoor-first microschool. This is not a rhetorical description; it means that outdoor environments serve as the third daily instructional setting alongside the two indoor multi-age learning studios. The facility's job is to anchor the outdoor model, not to replace it. Every space in the indoor home base must serve a specific operational function, and no space is carried that doesn't.

Required Indoor Space Program

Space / Function	Count	Min SF	Target SF	Why This Space Is Non-Negotiable
Multi-Use Learning Studio A	1	500	650	Primary indoor instructional space for K–2 multi-age band; bilingual materials walls, flexible seating, prepared environment layout; core academic instruction, weather backup, small-group rotations
Multi-Use Learning Studio B	1	500	650	Primary indoor instructional space for 3–5 multi-age band; same configuration as Studio A; together with Studio A, supports simultaneous indoor cohorts
Outdoor Classroom / Learning Zone	1 primary zone	Not counted in lease SF	Not counted	Serves as third daily instructional setting; standards-aligned science, place-based learning, movement, and observation; reduces indoor SF needs while advancing mission directly
Quiet / Confidential Flex Room	1	120	180	READ Act screening and intervention; SPED and MLL evaluations; assessments (CMAS, ACCESS, WIDA); private family meetings; de-escalation support; IEP and 504 meeting room; student health support
Reception / Secure Entry	1	120	180	Controlled access; visitor sign-in; student release verification; supervision of arrival and dismissal; required for public school visitor management
Shared Administrative Office / Staff Workroom	1	180	260	ED and Head of Learning work space; staff planning and data cycle preparation; FERPA-compliant secure student records storage; staff collaboration during team planning time
Storage, Gear, Cubbies, and Materials	1	250	400	Curriculum and assessment materials; student personal gear (coats, boots, outdoor equipment); seasonal gear; daily outdoor learning supplies; organized storage essential to the outdoor model's efficiency

Covered Transition / Mudroom / Wet Zone	1	140	220	Safe arrival and dismissal transitions; handwashing after outdoor learning; coat and boot drying; gear organization; essential for Colorado winter conditions and all-weather outdoor learning
Restrooms and Circulation	N/A	550	760	ADA-accessible; student and staff; adequate for 30-student enrollment; interior circulation supporting safe supervision
TOTAL INDOOR ENCLOSED SF		2,360	3,300	Budget target: 3,000 SF for Years 1–3, priced at $21/SF base plus $15/SF NNN and utilities ($108,000 annual occupancy); expands to 6,000 SF in Year 4 ($126,000 base rent). Space above 3,000 SF requires a corresponding lease and tenant improvement adjustment before commitment.

Cost, Compliance, and Site Requirements

Requirement	Specification
Base rent assumption	~$21/sq ft annually; NNN expenses approximately $15/sq ft additional; total occupancy cost approximately $108,000/year for 3,000 SF
Tenant improvement budget	~$115/sq ft for 3,000 SF = approximately $345,000; covers classroom buildout, ADA upgrades, safety and code compliance, education-use modifications
Zoning requirement	Education-use, assembly, or equivalent occupancy classification; faith-based and community facilities require verified school-use pathway and fire/life safety compliance
ADA compliance	Accessible entrance; ADA-compliant restrooms; accessible routes to all classrooms, services room, and outdoor learning zones; documented ADA review before lease execution
CMAS/ACCESS testing requirements	Space capable of testing conditions (controlled access, secure materials storage, no cross-room visibility); confidential flex room or studio configured for assessment windows
FERPA compliance	Secure records storage; locked file storage for student records; access log maintained; no student records visible in common areas
Outdoor access	Predictable access to open space within safe proximity; supervised outdoor route from indoor home base; accessible outdoor pathways for students with mobility needs
Parking and transportation	Adequate drop-off and pick-up zone; safe pedestrian routes from public transit stops; no parking requirements for students (K–5 family drop-off model)

I14 **Proposed Locations — Sites aligned to school design and population; rationale; ADA compliance plans**

Proposed Facility Locations

Location	Address	SF Available	Cost/SF (Est.)	Zoning	Renovatin Required	Alignment to Model	Key Concerns
Option A: Plains Conservation Center	21901 E Hampden Ave, Aurora, CO 80013	TBD pending partnership discussion	Below market (partnership model)	Open space/conservation; school-use pathway TBD	TBD	Highest programmatic alignment — outdoor learning anchor in target geography; established Gran Via partnership; south	Not a traditional leasable building; school-use occupancy pathway requires verification; ADA accessibility of indoor spaces TBD

						Aurora proximity to 80013 families	
Option B: Oxford Vista Campus (AmeriCorps NCCC co-location)	15001 E Oxford Ave, Suite B, Aurora, CO	Multi-building campus; 2,400–3,300 SF TBD	Nonprofit co-location rate (below market est.)	Mixed-use commercial campus with nonprofit tenants	Minor (existing commercial space, likely education-adjacent)	Multi-building nonprofit campus with mission-aligned tenants; potential for school-use pathway; Urban Land Conservancy ownership supports community-embedded approach	Requires school-use occupancy confirmation; fire inspection pathway; ADA review of selected spaces; AmeriCorps tenancy compatibility TBD
Option C1: Trinity Baptist Church	15555 E Quincy Ave, Aurora, CO 80015	TBD (weekday classroom space)	Community/faith-based rate (likely below market)	Religious institution; weekday school-use requires verification	TBD (likely moderate)	Near Quincy Reservoir corridor; south Aurora family access; potential cost-effective weekday space	Nondiscrimination compliance required for public school operation; ADA accessibility review; school-use occupancy and fire code verification required; faith-based context requires explicit public school operational independence
Option C2: Aurora Church and Reading Room	15700 E Quincy Ave, Aurora, CO 80015	TBD	TBD	Religious institution	TBD	Quincy corridor proximity; alternate candidate if C1 not viable	Same concerns as C1; smaller space may not meet full program SF requirements

Gran Via will not commit to any facility until the following are confirmed: (1) zoning and school-use occupancy classification feasibility; (2) ADA accessibility of all required spaces and outdoor routes; (3) fire inspection pathway and life-safety compliance; (4) for faith-based facilities: documented nondiscrimination compliance consistent with public school operation. These are non-negotiable gates, not preferences.

I15 **Facility Identification and Process — If not yet secured: detailed process, roles, brokers, renovation plans, timelines, financing partners**

Facility Identification Process

Gran Via has not executed a long-term lease as of this application. This is intentional: committing to a lease before charter authorization would expose the organization to financial liability without confirmed enrollment or funding. Once authorized, facility work accelerates immediately through a criteria-driven, gate-based process.

Readiness Gate	Target Date	Evidence of Completion	Contingency if Gate Not Met
Gate 1: Shortlist finalized (3–5 viable options); initial walkthroughs complete	September 15, 2026	Facility shortlist memo with compliance notes for each option	Expand search to additional building types; activate BluePrint Education Partners for commercial RE support
Gate 2: Zoning and school-use feasibility confirmed for preferred site	October 15, 2026	Written zoning confirmation from Aurora Building Department or equivalent	Pivot to alternate option; run feasibility check in parallel on backup sites
Gate 3: Occupancy classification and fire/life-safety pathway confirmed	November 15, 2026	Fire Marshal pre-inspection or equivalent professional assessment	If no viable option passes Gate 3 by December 1: Board convenes to assess delay risk
Gate 4: Tenant improvement scope and	January 15, 2027	Signed contractor estimate; TI scope aligns	Negotiate reduced scope; seek alternative space with lower TI requirement

cost confirmed with contractor		to budget assumption in G_Budget	
Gate 5: Lease executed	January 31, 2027	Signed lease; Board approval (if lease exceeds ED authority threshold)	This is the Q1 go/no-go trigger: no lease by March 31, 2027 = Board delay decision
Gate 6: TI complete; Certificate of Occupancy obtained	June 30, 2027	CO/inspection approval; facility walkthrough with ED and Admin Support	Phased move-in with outdoor model primary until full CO obtained; delay interior-dependent instruction if needed

Roles and Partners in Facility Search

- Facilities Project Lead: Admin Support (or contracted facilities project manager if search complexity requires)
- Decision Owner: Executive Director (with Board Finance Committee oversight for any lease above $25,000/year or multi-year commitment)
- Board Oversight: Board Chair + Finance Committee; Board approval required for lease execution
- External advisor: BluePrint Education Partners (charter school facility financing consultant) engaged for market analysis and lease negotiation support
- Renovation: General contractor to be selected through competitive process once preferred site is identified; scope driven by TI requirements per site

PART 4 — SAFETY, TRANSPORTATION, AND FOOD SERVICES (I16, I17, I18)

I16 **Safety and Security Plan — Comprehensive plan; personnel, technology, policies, implementation strategies**

Safety and Security Plan

Gran Via's safety plan is inseparable from its outdoor learning model. A school that conducts 30–40% of daily instruction outdoors must design safety procedures for both indoor and outdoor environments. Gran Via does not treat outdoor learning as an operational risk to be managed — it treats safety systems as the infrastructure that makes outdoor learning sustainable at public school scale.

Personnel and Roles

Safety Role	Person	Responsibilities
Safety Coordinator (primary)	Executive Director	Owns the school's Emergency Operations Plan; ensures all safety procedures are adopted and practiced; reports to Board on safety compliance status; manages any safety incident requiring administrative response; contacts emergency services when needed
Drill Coordinator	Admin Support	Schedules and conducts all required drills per Colorado statute; maintains drill log; ensures all staff are trained on emergency procedures before school opens; coordinates with Aurora Fire Department and Aurora Police Department for required school safety contacts
Outdoor Safety Lead (instructional)	Lead Teacher (rotating per outdoor session)	Assigned adult responsible for student head count, supervision, and emergency communication during outdoor learning sessions; carries school emergency kit and communication device; makes go/no-go decision on outdoor conditions (air quality, weather, terrain)
Visitor Management	Admin Support (indoor); ED or designee (outdoor arrival/dismissal)	Enforces visitor sign-in policy; verifies authorized pickup at dismissal; contacts ED immediately for any unauthorized visitor or custody concern

Technology and Equipment

- Entry control: keypad-secured or buzzer-controlled entry at primary indoor access point; visitor sign-in log (paper + Infinite Campus SIS visitor module where available)
- Emergency communication: school-purchased two-way radios (minimum 4 units) for outdoor supervision and indoor-outdoor communication during transitions and emergencies
- Emergency kit: first aid supplies, epi-pen (per any student health plan), emergency contact binder, student roster with photos, and emergency procedure reference cards maintained in a portable kit carried during all outdoor sessions
- Security cameras: exterior camera at entry point; interior camera at reception area; footage retained per Colorado public school requirements
- Air quality monitoring: IQAir or equivalent real-time air quality monitor used to make daily outdoor learning go/no-go decisions; AQI threshold for modified outdoor schedule documented in EOP

Emergency Protocols

Emergency Type	Protocol	Outdoor-Specific Procedure	Drill Frequency
Fire / Building Evacuation	Alarm activates; all students and staff exit via designated routes to assembly area; Admin Support takes attendance against roster; ED contacts fire department; no re-entry until fire department clearance	If outdoors when alarm sounds: Lead Teacher (Outdoor Safety Lead) gathers all students to designated outdoor assembly point; radio contact with Admin Support; attendance verified	Monthly (Colorado statute); first drill within first week of school
Lockdown (Active Threat)	ALICE protocol (Alert, Lockdown, Inform, Counter, Evacuate) implemented by ED; indoor rooms secured; no student movement; law enforcement contacted	If outdoors when lockdown is ordered: Lead Teacher radios indoor staff; moves students to nearest shelter position away from building; follows ED direction via radio; parents notified through school communication system after law enforcement clearance	2x per year (fall and spring); staff trained during pre-service institute
Shelter-in-Place (Severe Weather, Air Quality)	Students move indoors immediately; windows and doors secured; monitor official channels for all-clear; families notified of delay if after-school pickup is affected	Outdoor sessions canceled per daily AQI/weather check (morning and ongoing); if event occurs during outdoor session, Lead Teacher brings students indoors via emergency route immediately	1x per year; air quality response procedure practiced separately
Medical Emergency	ED contacts 911 immediately; first aid initiated by trained staff member; other students supervised and isolated from incident; family contacted; ED documents incident	Portable emergency kit carried on all outdoor sessions; Lead Teacher initiates first aid; second adult contacts ED via radio; 911 called if needed	Staff first aid/CPR certification required before school opens; refreshed annually
Student Missing / Unauthorized Departure	Head count conducted at every transition (indoor/outdoor/return); if student unaccounted for: immediate radio alert to all staff; search of immediate area; 911 called if not located within 5 minutes; family contacted	Head count conducted before leaving building and upon return from every outdoor session; outdoor session attendance log matches morning roster	Procedure reviewed at pre-service institute; not a formal drill but embedded in every outdoor transition practice

I17 **Transportation Plan — Options for students; underserved populations; costs, insurance, routes, safety**

Transportation Plan: Option 1 Selected

> *Gran Via formally selects Transportation Option 1: Gran Via will not provide regular daily bus transportation to and from school in Years 1–3. This decision is made deliberately and transparently, with specific equity mitigation measures to ensure transportation is not a barrier to enrollment or attendance.*

Rationale for Option 1

- Financial: Daily bus transportation for 30 students would require a minimum $40,000–60,000 annual contracted transportation line item. At Year 1 enrollment, this would consume approximately 6–8% of total operating revenue and would crowd out instructional staffing. The model is not yet at the scale where per-pupil transportation costs are sustainable without reducing classroom quality
- Site dependency: Transportation routes cannot be finalized until a facility is secured. Building a transportation plan before site selection would produce a plan that may not serve the school's actual student geography
- Model alignment: Gran Via's outdoor learning model requires families who are active partners in the school's daily rhythm. Families who live within the service area and can drop off and pick up are the founding enrollment target; community proximity is by design, not oversight

Equity Mitigation Measures

Measure	Description	Funding Source
Transit pass assistance	Annual transit pass subsidy for FRL-eligible families who rely on public transportation; Aurora's RTD network serves south Aurora with multiple bus routes near the target facility corridor	Funded from the school's general operating margin on a case-by-case basis at approximately $150 per identified transit-dependent family. Gran Via anticipates 10–15 families in Year 1. Because the amount is small relative to the operating margin and depends on family circumstances that cannot be projected before enrollment, it is absorbed within general operating expense rather than carried as a discrete budget line.
Carpool coordination	School-facilitated carpool matching for families in same neighborhoods; published in Family Handbook; Admin Support maintains carpool board	Staff time only; no direct cost
Flexible arrival window	7:50–8:00 AM supervised arrival window allows families on variable work schedules to drop off early without being late	Staffing cost built into Admin Support role; no additional budget
Site selection priority	Facility selection criteria explicitly includes proximity to RTD bus routes and south Aurora family population centers to reduce transportation distances	Part of facility decision criteria; no direct cost

Off-Site Learning Transportation (Option 3 Elements Applied)

Gran Via's outdoor, place-based model requires regular off-site learning trips to community partner sites (Plains Conservation Center, Frontline Farms, Cottonwood Institute, and others). For trips requiring vehicle transport:

- Off-site trips are served by Gran Via's own fleet once vehicles are in service. Where trip size or destination exceeds fleet capacity, Gran Via contracts with licensed, insured providers; vendor selection requires proof of insurance, appropriate driver licensing, valid passenger vehicle certification, and a clean safety record
- Off-site learning transportation is budgeted as an instructional program cost, not student transportation: $5,500 of contracted field trip transportation in Year 1 (object 0513), replaced from Year 2 by fleet fuel and maintenance
- Insurance: Gran Via's commercial general liability policy includes coverage for contracted transportation activities; CSI will be named as additional insured on Gran Via's policy per charter contract requirements
- For walking-distance community partner sites (within 0.5 miles of facility), Gran Via will use designated walking routes with required adult-student ratio maintained throughout

Student Transportation Fleet

Gran Via's outdoor and place-based model requires regular transport to community partner sites. Rather than contracting per-trip charter transportation indefinitely, Gran Via acquires a small vehicle fleet funded entirely by the Great Schools Colorado start-up grant: two 12-passenger vehicles in Year 1 at approximately $50,000 each and three additional vehicles

in Year 2, with $10,000 of safety outfitting in each year. The fleet is capital funded by the grant and conditional on CDE verification of vehicle specifications and capacity requirements.

Recurring fleet costs sit in the operating budget: $7,000 of fuel and $7,500 of vehicle maintenance in Year 1, rising to $10,249 and $9,116 by Year 5. Contracted field trip transportation of $5,500 in Year 1 tapers to zero once the fleet is in service — the fleet's operating cost is lower than the charter transportation it replaces, which is what makes weekly off-site learning affordable at this scale.

The fleet is for field-based instruction, not home-to-school routes. Gran Via's selection of Transportation Option 1 above is unchanged: the school does not provide regular daily transportation to and from school in Years 1–3. Drivers are Gran Via staff holding the licensure required for the vehicle class, with driving records verified annually. Commercial automobile liability of no less than $1,000,000 is carried from the date any vehicle is placed in service, with CSI named as additional insured.

I18 **Food Services Plan — Options; vendor relationships; student support; federal/state compliance**

Food Services Plan: Option 1 Selected

> *Gran Via formally selects Food Services Option 1: Gran Via will not operate as a School Food Authority (SFA) or participate in the National School Lunch Program during the period covered by this application (Years 1–5). This decision is made based on a deliberate evaluation of program fit, operational focus, and responsible resource allocation during the startup period. Gran Via will evaluate food service expansion annually thereafter, as described in the SFA Expansion Plan below.*

Rationale for Option 1

- Operational complexity: Operating an SFA requires food procurement, daily food safety compliance, trained food service staff, adequate storage and serving infrastructure, and USDA program reporting. Launching these systems simultaneously with a new school's instructional program in Years 1–2 creates unacceptable operational risk in a 6.0-FTE organization
- Facility dependency: SFA participation requires food storage, refrigeration, and serving area infrastructure that cannot be planned until the facility is secured. Gran Via will not commit to food service infrastructure before site selection
- Financial: The startup costs and ongoing administrative burden of SFA participation would divert resources from instructional staffing and student services during the critical Year 1 establishment period

Student Access to Food Without SFA

Measure	Description
Family-provided lunches (default)	Family-provided lunch is the school's standard Year 1 operating model. This expectation is communicated clearly in enrollment materials, the Family Handbook, and family orientation. Families receive guidance on allergen-safe packing, lunch storage, and the school's 'no child goes without food' policy
School snack program	Gran Via maintains a school-funded shelf-stable snack supply available to any student who needs it during the mid-morning transition, budgeted at $1,500 in Year 1 and rising with enrollment to $3,500 by Year 5. Families are asked to send a daily snack; the school supply ensures no child is without one. This is a needs-based supply, not a universal daily distribution, which keeps the cost proportionate to a Year 1 operating budget of this size.
Emergency food support	If a student arrives without a lunch, the school maintains a supply of shelf-stable emergency food (granola bars, crackers, shelf-stable protein) provided discreetly; no student will be identified to peers as food-insecure
Community food resource navigation	Admin Support maintains bilingual resource guide for families experiencing food insecurity: Colorado PEAK benefits, Aurora Food Bank, local WIC offices, and school-connected community food resources. Guide updated annually and shared at family orientation

Conditional SFA Expansion Plan

Gran Via will evaluate food service expansion annually and will pursue SFA participation if all four of the following conditions are met: (1) facility secured with adequate food storage, refrigeration, and serving area; (2) staffing and operational systems reach stable capacity supporting SFA administration; (3) qualifying grant or partnership funding available to offset SFA startup costs (e.g., Colorado School Meals for All program expansion, USDA equipment grants, CSI-connected SFA partnership); and (4) enrollment data and family feedback indicate food access is a documented barrier to attendance or readiness. Gran Via will not pursue SFA participation before these conditions are met.

PART 5 — FOUNDING TEAM OPERATIONS CAPACITY (I19)

I19 **Founding Team Capacity — Experience in staffing, professional development, operations, and facilities acquisition/management**

Founding Team Operations Capacity

> *I19 requires operations and facilities capacity — not instructional credentials. Those are addressed in Section D. This section focuses on the specific operational track record that demonstrates Gran Via's team can open, run, and scale a physical school.*

Operational capacity rests principally with Bill Knous, whose management of College View High School's full operational infrastructure (facilities, scheduling, staffing logistics, compliance systems, budget execution for a ~40-person staff) and current Colorado League advisory role give him direct exposure to the operational failure modes of new charter schools; and Shannon Gossard's VAO Collaborative, which has supported other small schools through opening years and provides the employer-of-record, payroll, and HR infrastructure Gran Via will rely on. No founding team member has previously opened a CSI-authorized school from scratch; this gap is mitigated through Bill's Colorado League network, CultivatED Colorado's launch support, BluePrint Education Partners' facility guidance, and a planned Board Seat 7 hire with legal/facilities expertise. Full team credentials are in the Executive Summary's Founding Team Capacity Matrix.

Appendices

Gran Via CSI Application_FINAL 26/27

Section A - Required Documents

Attachment Label	Title	Filename in Package
A1	APS Signed Release Request Letter	A1: District Notice and Release

Section B — Evidence of Need, Support, and Involvement

Attachment Label	Title	Filename in Package
B1	Letters of Support (14 letters, one folder)	B1: Letters of Support
B2	LOI Form (Interest Survey instrument)	B2: Gran Via School Interest Survey - Google Form Collection
B3	Supplemental: LOI/EOI response data (28 responses)	B3: Gran Via School Expressions of Interest
B4	Supplemental: Founding Team 4.0 Schools Impact Report	B4: Impact Report

B5	Supplemental: Community Visioning Session Deck (2025)	B5: Community Visioning
B6	Supplemental: Gran Via Enrollment Analysis	B6: Supplemental - Gran Via Enrollment Analysis

Section C — School Culture and Discipline

Attachment Label	Title	Filename in Package
C1	Discipline Policy	C1: Discipline Policy

Section D — Education Program

Attachment Label	Title	Filename in Package
D1	School Calendar, 2027–28	D1: SchoolCalendar
D2	Montessori Scope and Sequence	D2: Sample Scope and Sequence
D3	Student Schedule	D3: StudentSchedule
D4	Supplemental: Assessment Calendar	D4: Assessment Calendar
D5	Supplemental: Gran Via Framework	D5: Gran Via Framework

Section G — Budget and Finance

Attachment Label	Title	Filename in Package
G1	Budget - Six Year Forecast	G1: Budget
G2	FY26 Financials	G2: FY26 Financials (HSE Program)
G3	Gran Via Financial Policies and Procedures	G3: Financial Policies and Procedures

Section H — Governance

Attachment Label	Title	Filename in Package
H1	Conflict of Interest Policy	H1: Conflict of Interest Policy
H2	Board Matrix	H2: Board Matrix
H3	Resumes of Board Members (5)	H3: Resumes
H4	Board Member Agreement	H4: Board Agreement
H5	Bylaws	H5: Bylaws
H6	Articles of Incorporation	H6: ArticlesOfIncorporation

Section I — Operations

Attachment Label	Title	Filename in Package
I1	Enrollment Policy	I1: Policy_Enrollment
I2	Grievance Policy	I2: Policy_Grievance
I3	Waiver Request	I3: Waivers
I4	Organizational Chart	I4: OrgChart

I5	Service Provider Agreement Template	I5: Gran Via School_Contractor Agreement Template
	School Leader Resume (Bill Knous)	Staff: Knous; in H3: Resumes
I6	School Leader Evaluation	I6: School Leader Evaluation
I7	Educator Evaluation	I7: Educator Evaluation
I8	Start Up Plan	I8: Startup Plan
I9	Facility Documentation	I9: Gran Via Facilities Appendix
I10	Supplemental: ED, Lead Guide, Assistant Guide Job Descriptions	I10: Job Descriptions
I11/I11a	Supplemental: Staff Handbook 2025–26; HSE Family Handbook	I11: Gran Via Staff Handbook (25-26)/I11a HSE Family Handbook
I12	HSE Addendum	I12: HSE Addendum
I13	ESP Addendum	I10: ESP Addendum