

2019 Call for New Quality Schools

New School Application

For new District-run and public charter schools intending to open in Fall 2020 or thereafter



Denver Public Schools

Portfolio Management Team

Emily Griffith Campus

1860 Lincoln Street, 12th Floor

Denver, CO 80203

CNQS@dpsk12.org

**Revised December 2018**

# 2019 Call for New Quality Schools

In the summer of 2014, the Board of Education passed the Denver Plan 2020, which set a goal that 80% of students will attend great schools, as defined by the School Performance Framework (“SPF”) by 2020 in all portions of the City.[[1]](#footnote-1) While the primary work of the District is to improve its existing schools, new schools and the **Call for New Quality Schools** (the “Call”) is also a key strategy for the District as it works to meet our Denver Plan 2020 goal.

DPS uses the Call for New Quality Schools to identify specific needs for new schools in our city, on the basis of enrollment demand or restart/turnaround needs. When such needs exist, DPS will provide facility support for new quality schools subsequently selected through community-based processes to meet those needs. Based on DPS’s most recent Strategic Regional Analysis, however, existing schools will meet enrollment needs at least through the 2020-2021 school year in all areas of our city. DPS also has not identified any schools for restart/turnaround under the Board of Education policy and process guiding those decisions. Given these realities,**DPS is not making the promise of facility support in this year’s Call for New Quality Schools.**

We simultaneously recognize that we have much work to do to meet our responsibility to provide high-quality schools in every neighborhood of our city, as well as our responsibility under Colorado law to consider new school applications annually. The 2019 Call for New Quality Schools introduces the rigorous Quality Authorizing Process DPS offers for developers of new District-un and charter schools and provides important contextual information that we encourage school developers and community partners to consider as they design new programs.  Private facilities remain an option for our charter operators, and we want to ensure that the enrollment and financial realities of our city in the present and near future play an appropriately sized role in school developers’ decision-making.

The Call document and applications are available here: <https://portfolio.dpsk12.org/applicant-supports/>.

We are pleased to offer a number of resources to potential new school applicants, which may include in-person and online workshops and informational screencasts. Please visit our website or contact the School Development Team to learn more.

It is our intention that the Call document, application and supports will help guide each applicant to thoughtfully and thoroughly design a school able to deeply support student learning and growth. Thank you for your interest in serving Denver students; we look forward to working with you.

Sincerely,

The School Development Team:

Angie McPhaul (Senior Manager, Authorizing), Evelyn Barnes (School Development Manager) and Max Tweten (School Development Associate)[[2]](#footnote-2)

Application Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| **Section of Application** | **Application Components** | **Applicant Checklist** | **Authorizer Checklist** |
| [Letter of Intent](#_Appendix_A:_Letter)  | [ ]  | [ ]  |
| [Executive Summary](#_Executive_Summary) | [ ]  | [ ]  |
| [English Language Learner Attestation](#_English_Language_Learner) | [ ]  | [ ]  |
| [Section I. School Culture](#_tyjcwt)  | 1. [Vision and Mission](#_3dy6vkm)
 | [ ]  | [ ]  |
| 1. [Target Student Population](#_1t3h5sf)
 | [ ]  | [ ]  |
| 1. [Student Recruitment and Enrollment](#_4d34og8)
 | [ ]  | [ ]  |
| 1. [Demonstration of Community Support and Demand for the Application](#_2s8eyo1)
 | [ ]  | [ ]  |
| 1. [School Culture and Student Voice](#_17dp8vu)
 | [ ]  | [ ]  |
| 1. [Student Discipline Policy](#_3rdcrjn)
 | [ ]  | [ ]  |
| 1. [Student Attendance and Satisfaction](#_26in1rg)
 | [ ]  | [ ]  |
| 1. [Parent/Guardian Involvement and Satisfaction](#_lnxbz9)
 | [ ]  | [ ]  |
| 1. [School Schedule and Calendar](#_35nkun2)
 | [ ]  | [ ]  |
| 1. [Supplemental Programming and Community Partnerships](#_1ksv4uv)
 | [ ]  | [ ]  |
| [Section II.](#_44sinio) [Educational Program](#_44sinio)  | 1. [Pedagogy and Instructional Strategies](#_2jxsxqh)
 | [ ]  | [ ]  |
| 1. [Curriculum](#_z337ya)
 | [ ]  | [ ]  |
| 1. [Scope and Sequence](#_3j2qqm3)
 | [ ]  | [ ]  |
| 1. [Culturally Responsive Education](#_1y810tw)
 | [ ]  | [ ]  |
| 1. [Assessments, Progress Monitoring, and Pupil Performance](#_4i7ojhp)
 | [ ]  | [ ]  |
| 1. [Promotion and Retention Policies](#_2xcytpi)
 | [ ]  | [ ]  |
| 1. [Intervention and Acceleration](#_1ci93xb)
 | [ ]  | [ ]  |
| 1. [Special Education Instruction](#_3whwml4)
 | [ ]  | [ ]  |
| 1. [Gifted and Talented Instruction](#_2bn6wsx)
 | [ ]  | [ ]  |
| 1. [English Language Acquisition](#_qsh70q)
 | [ ]  | [ ]  |
| 1. [Class Size](#_3as4poj)
 | [ ]  | [ ]  |
| [Section III.](#_1pxezwc)[Teaching](#_1pxezwc) | 1. [Teacher Recruitment, Hiring, and Retention](#_49x2ik5)
 | [ ]  | [ ]  |
| 1. [Teacher Coaching](#_2p2csry)
 | [ ]  | [ ]  |
| 1. [Teacher Evaluation](#_147n2zr)
 | [ ]  | [ ]  |
| 1. [Teacher Professional Development](#_3o7alnk)
 | [ ]  | [ ]  |
| [Section IV.](#_23ckvvd)[Leadership](#_23ckvvd) | 1. [Leadership Capacity and Sustainability](#_ihv636)
 | [ ]  | [ ]  |
| 1. [Organizational Structure](#_32hioqz)
 | [ ]  | [ ]  |
| 1. [Leadership Coaching and Evaluation](#_1hmsyys)
 | [ ]  | [ ]  |
| [Section V.](#_41mghml)[Governance, Operations and Budget](#_41mghml)  | 1. [School Accountability Committee and Collaborative School Committee](#_2grqrue)
 | [ ]  | [ ]  |
| 1. [Charter School Board Capacity and Structure](#_vx1227)
 | [ ]  | [ ]  |
| 1. [Charter School Oversight](#_3fwokq0)
 | [ ]  | [ ]  |
| 1. [Charter School Board Status and Compliance](#_1v1yuxt)
 | [ ]  | [ ]  |
| 1. [Employment Policies](#_4f1mdlm)
 | [ ]  | [ ]  |
| 1. [Operations – Transportation](#_2u6wntf)
 | [ ]  | [ ]  |
| 1. [Operations – Student Safety](#_19c6y18)
 | [ ]  | [ ]  |
| 1. [Operations – Insurance Coverage](#_3tbugp1) (Charter Schools Only)
 | [ ]  | [ ]  |
| 1. [Operations – Food Service](#_28h4qwu)
 | [ ]  | [ ]  |
| 1. [Facility](#_nmf14n)
 | [ ]  | [ ]  |
| 1. [Budget Narrative](#_37m2jsg)
 | [ ]  | [ ]  |
| [Section VI.](#_1mrcu09)[Waivers](#_1mrcu09) (Charter Schools Only) | 1. [District Policy Waivers](#_46r0co2)
 | [ ]  | [ ]  |
| 1. [State Statute Waivers](#_2lwamvv)
 | [ ]  | [ ]  |
| [Section VII. Third Party Service Providers](#_111kx3o)(*If Applicable)* | 1. [Third Party Service Provider Selection and Track Record](#_3l18frh)
 | [ ]  | [ ]  |
| 1. [Third Party Service Provider Legal Relationship](#_206ipza)
 | [ ]  | [ ]  |
| 1. [Third Party Service Provider Organizational Structure](#_4k668n3)
 | [ ]  | [ ]  |
| [Section VIII.](#_1egqt2p)[Multiple School Organizations](#_1egqt2p)(*If Applicable)* | 1. [MSO Human Capital](#_3ygebqi)
 | [ ]  | [ ]  |
| 1. [Shared Personnel and/or Central Management Organization (CMO) Personnel](#_2dlolyb)
 | [ ]  | [ ]  |
| 1. [MSO Finance](#_sqyw64)
 | [ ]  | [ ]  |
| 1. [MSO Long Term Planning](#_3cqmetx)
 | [ ]  | [ ]  |
| 1. [MSO Governance](#_1rvwp1q)
 | [ ]  | [ ]  |
| Appendices | Appx. A – [Letter of Intent (copy of LOI submitted)](#_Appendix_A:_Letter) | [ ]  | [ ]  |
| Appx. B – [Copy of Application Checklist](#_Appendix_B:_Copy) | [ ]  | [ ]  |
| Appx. C – [School Facility Questionnaire](#_Appendix_C:_School) | [ ]  | [ ]  |
| Appx. D – [Charter School Board Member Questionnaire](#_Appendix_D:_Charter) | [ ]  | [ ]  |
| Appx. E – Evidence of Support from Parents/Guardians, Community Groups, Teachers & Pupils | [ ]  | [ ]  |
| Appx. F – Discipline Policy | [ ]  | [ ]  |
| Appx. G – School Year Calendar  | [ ]  | [ ]  |
| Appx. H – Student Teacher School Day Schedules | [ ]  | [ ]  |
| Appx. I – Yearlong Course Scope and Sequence for Single Grade | [ ]  | [ ]  |
| Appx. J – Detailed Scope and Sequence for Single Unit and Grade | [ ]  | [ ]  |
| Appx. K – Teacher Evaluation Tools  | [ ]  | [ ]  |
| Appx. L – Job Descriptions for all Leadership Team Positions  | [ ]  | [ ]  |
|  | Appx. M – Resumes for all Identified Leadership Team Members  | [ ]  | [ ]  |
| Appx. N – School Organization Chart | [ ]  | [ ]  |
| Appx. O – Staff Roster | [ ]  | [ ]  |
| Appx. P – School Leader Evaluation Tool  | [ ]  | [ ]  |
| Appx. Q – Resumes of All Board Members | [ ]  | [ ]  |
| Appx. R – Articles of Incorporation & Bylaws *(charter schools only)* | [ ]  | [ ]  |
| Appx. S – Conflict of Interest Policy *(charter schools only)* | [ ]  | [ ]  |
| Appx. T – Grievance Policy *(charter schools only)* | [ ]  | [ ]  |
| Appx. U– Parent Complaint Process *(charter schools only)* | [ ]  | [ ]  |
| Appx. V – Personnel Policies or Employee Manual  | [ ]  | [ ]  |
| Appx. W – Memorandum of Understanding (if applicable)  | [ ]  | [ ]  |
| Appx. X – Financial Audit of Third Party Service Provider (if applicable)  | [ ]  | [ ]  |
| Appx. Y – License Authorizing Business in Colorado (if applicable)  | [ ]  | [ ]  |
| Appx. Z – Draft of Management Agreement (if applicable)  | [ ]  | [ ]  |
| Appx. AA – Shared Staff Organizational Chart & Staff Roster | [ ]  | [ ]  |
| Appx. BB – CEO/ED Evaluation Tool (*if applicable*) | [ ]  | [ ]  |
| Electronic copy of entire application | [ ]  | [ ]  |
| Electronic copy of completed budget template (ideal enrollment target) | [ ]  | [ ]  |
| Electronic copy of completed budget template (realistic enrollment target or contingency) | [ ]  | [ ]  |

# About the Call for New Quality Schools and Processes

## Quality Authorizing Process for New Schools

The DPS Quality Authorizing Process follows best practice and guidance established by the DPS Board of Education, State Board of Education, and National Association of Charter School Authorizers. DPS [utilizes](http://www.boarddocs.com/co/dpsk12/Board.nsf/goto?open&id=96FP3L629F7F) “a comprehensive application process that includes clear application questions and guidance; follows fair, transparent procedures and rigorous criteria; engages parents and external experts in the review of applications;” and only approves “applicants who demonstrate a strong capacity to establish and operate a quality school.”

Importantly, the DPS Quality Authorizing Process is open to all school developers, District-run and charter, in alignment with our commitment to equity across school types.

* A **District-run school** is a public school with a governance structure directly connected to DPS. Its employees are employees of the District. A District-run school may seek flexibilities around its mission, curriculum staffing terms, schedule and other fundamental aspects of their school design. Depending on the type of flexibilities that the school requires in order to implement its program, the school may later seek Innovation Status or join an Innovation Zone under the terms of the Innovation Schools Act.
* A **charter school** is a public school that is incorporated as a non-profit organization and that is overseen by the governing board of the non-profit organization. The governing board of the nonprofit organization holds a contract with the DPS Board of Education to operate the school. Charter schools are publicly funded, do not charge tuition and are open to the public without discrimination or selective criteria.

# Equity across the DPS Family of Schools

All DPS schools, regardless of governance type, have the same responsibility to serve all students and are held accountable in equitable ways. Denver refers to this commitment to equity across our family of schools as the “Three Equities”:

1. **Equity of Opportunity** means that the schools have access to equitable resources, most notably funding, support services from DPS and available facilities.
2. **Equity of Responsibility and Access** means that all schools must offer equitable and open access to all students -- regardless of socio-economic status, disability, home language or other status -- and share an equal obligation in District-wide responsibilities, such as:
* Access for students with more severe disabilities. Although these students historically lacked access to charter schools, numerous DPS charter schools now operate center programs to serve students with more significant disabilities, and such service is an expectation for all new schools.
* Enrollment practices. All DPS schools use a common enrollment system, SchoolChoice, which helps to ensure families have equitable access to all schools in the city. In addition, charter contracts document shared expectations around other enrollment issues, most notable serving students who do not participate in the Choice process (i.e., those who move in mid-year.)
1. **Equity of Accountability** refers to the shared accountability system that applies to all schools through the [School Performance Framework](http://spf.dpsk12.org/en/) and the [School Performance Compact](http://www.boarddocs.com/co/dpsk12/Board.nsf/goto?open&id=AMAMAP5A54D9). This system ensures a common set of expectations for academic performance across our family of schools.

DPS especially encourages first-time charter school developers or charter school developers from outside Denver to review recent DPS charter contracts, available on [BoardDocs](https://www.boarddocs.com/co/dpsk12/Board.nsf/Public), to better understand what it means to be a charter school in Denver.

# Application Instructions

## About the Application and Rubric

This application is divided into five domains that mostly align with the DPS School Quality Framework (SQF): (I) School Culture, (II) Educational Program, (III) Teaching, (IV) Leadership, and (V) Governance, Operations, and Budget; there are also additional requirements for particular applicants (e.g. charter applicants must submit their accompanying waivers in Section VI, which do not apply for District-managed schools). DPS's School Quality Framework was developed based on research and a study of best practices both nationwide and within other DPS departments that outline the factors that typically contribute to a successful school. The SQF is designed to be governance and model neutral so that it can apply to a range of school types. Each domain is separated into sub-sections. For example, domain II “Educational Program,” includes sub-sections “A. Pedagogy and Instructional Strategies” and “B. Curriculum.”

For each sub-section, the application provides “Standards of Quality,” which are the rubric criteria against which your application will be compared. As an authorizer of new schools, DPS considers each of these rubric points to be a component of a high-quality school. As long as your application abides by the formatting requirements (detailed below), you may address these Standards of Quality for each sub-section in whatever way you see fit. DPS considers not only whether an application addresses these rubric points, but also whether the application does so in a coherent, detailed way, and/or includes research supporting the applicants’ plan.

## Changes to this Year’s Application

This application is largely the same from prior years, as we know that school developers have likely been working on their application over a long period of time. That said, there is one key change throughout the document based on the shifting context of Denver Public Schools.

Denver Public Schools is now experiencing, and will continue to experience, significant decreases in the number of school-aged children in numerous parts of the city. While this change to the enrollment landscape in DPS has caused struggles for existing schools, which are largely funded based on the number of students they enroll, they have also impacted potential new schools. Given this, we want to ensure schools are planning realistically for their enrollment projections and any corresponding impacts on their school program. Therefore, throughout this application, there is the option for applicants to discuss both an ideal size and a realistic size. Realistic size is defined as a size which the school has confidence it can recruit students AND offer a high-quality program that is financially sustainable. This realistic enrolment will then be used, if schools are approved, to set enrollment conditions the school must meet in order to open. Holding new schools to meeting an identified enrollment target ensures that only those schools with sufficient enrollment to be financially and operationally sustainable open, and avoids the instability created for students by opening a school that is not sustainable.

Throughout the application, you will notice sub-sections that have been identified with a footnote as potential areas where adjustments could be necessary based on a school’s realistic enrollment versus its ideal enrollment level. However, we acknowledge that the impact of these enrollment shifts will vary by applicant so you may not have to make adjustments in every section identified and may need to address adjustments in others not identified. Wherever an adjustment would be needed based on only meeting your realistic enrollment target, please note the adjustment and provide a rationale.

## Quality Review Process

All new school applications are evaluated through the **quality review process**. The quality review process includes:

1. **Review of a written application against a public rubric that defines quality standards**

All school developers seeking to open a new school in Denver must submit a letter of intent and a written application on the timelines established by DPS (see the Call document for this year’s timeline). An Application Review Team (ART), comprised of internal and external experts, including parents/guardians, then evaluate applications against the publicly available rubric. The DPS rubric emphasizes excellence in School Culture, Teaching, Leadership, Education Program, and Governance/Finance and seeks to ensure a proposed new school has both the plans and capacity to serve students well from Day One. The work of the ART is confidential and deliberative, as it supports deliberations of the Superintendent in delivering a recommendation and body of evidence to the DPS Board of Education.

Applications also are reviewed by the District Accountability Committee (DAC), as is required by State law for charter schools. The DAC makes an independent recommendation to approve or deny an application directly to the DPS Board of Education. Learn more about the DAC [here](http://board.dpsk12.org/district-accountability-committee/).

A smaller group from the ART will ask a standard set of questions, along with any clarifying questions about your proposal. (Applicants may not introduce new evidence during the interview.) We recommend several experts from your founding team attend the interview, including the proposed leader(s). For charter applicants, the founding board’s president and treasurer also should be present. Representatives from the District Accountability Committee (DAC) will participate in interviews with charter applicants and will ask a series of interview questions.

School developers and community members can find DPS’s new school application and rubric [online](https://portfolio.dpsk12.org/applicant-supports/).

1. **Feedback from community members**

The new school application and rubric include important criteria related to community engagement in the development of an application and opportunities to present evidence of family support for the proposed new school. ***Applicants are responsible for engaging community and families and for meeting or exceeding the related standards defined in the application and rubric.***

To support the DPS Board of Education in making the ultimate determination to approve or deny a new school application, however:

1. DPS staff will host open meetings in each region of the city for which new schools are being proposed. Applicants will be asked to present at these meetings. DPS will promote these meetings broadly and collect feedback from community members on applicants. The Superintendent will include this community feedback as part of the body of evidence put forward to the DPS Board of Education with the recommendation.
2. The DPS Board of Education will host a Public Comment session as part of its normal meeting schedule, during which stakeholders may provide testimony regarding new school applicants directly to Board members.
3. **A public vote by the DPS Board of Education**

Before casting votes to approve or deny a new school, the DPS Board of Education will consider the quality recommendation and body of evidence from the Superintendent, the recommendation of the DAC (in the case of charter schools), and public testimony. Applicants also will have the opportunity to present directly to the DPS Board of Education before votes are cast.

## Formatting Requirements

The electronic and hard copies of the application must adhere to the following formatting requirements:

1. Font and Page Format
	1. Limit your proposal narrative to **125 pages total** (not including the executive summary or any appendices).
	2. Use Tahoma 11-point font and one-inch margins on all sides.
	3. Number every page of the application.
	4. Use the headings we’ve provided for each major section and sub-section (e.g., “School Culture” or “Curriculum”), but do not include the questions or rubric.
	5. Each domain should begin at the top of a new page (e.g., “School Culture” should begin at the top of the page, not in the middle of a page).
	6. If a particular question or sub-section does not apply to your proposal, please respond, “Not Applicable” and provide a brief statement as to why the section is not applicable (e.g. a District-run school would reply N/A in the Charter Governance sub-sections because they do not have a governing board).
2. Appendices
	1. Include all applicable appendices referenced throughout the application; appendices are noted in bold parenthetical text. Submit only the appendices that are referenced in this application. Additional material beyond the narrative and appendices referenced in the application will not be evaluated.
	2. Complete all the required appendices (note: some appendices are optional).
	3. Observe appendices page limits (where applicable).
	4. Electronic copies of the appendices should be saved as separate PDF files and use the following naming convention for each file: “Appendix A – Letter of Intent”.
3. Hard Copy Submission
	1. Print 3 copies of the narrative and appendices of the application and compile the application into a 3-ring binder.
	2. The binder cover and spine must include the name of the proposal.
	3. Each major section in the binder must be separated by labeled tabs (e.g. “Section I: School Culture”).
	4. Each major section should begin at the top of a new page.
4. Electronic Submission
	1. Compile an electronic copy of your entire application including the following files (as PDFs unless otherwise noted):
		1. Executive Summary labeled as:
		<Your School Name>\_ExecutiveSummary2019
		2. Narrative of the Application (not to exceed 125 pages) and labeled as:
		<Your School Name>\_Narrative2018
		3. Two Excel budget files (do not submit the budget as a PDF) and labeled as: <Your School Name>\_IdealBudget2019

*and*

<Your School Name>\_RealisticBudget2019

*or*

<Your School Name>\_ContingencyBudget2019

* + 1. A folder including each appendix labeled using the aforementioned naming convention for each file. The folder should be labeled:
		<Your School Name>\_Appendices2019

## Submission Requirements

Submit Letters of Intent to CNQS@dpsk12.org by 5PM on Friday, February 8, 2019. Complete applications are due on Monday, April 1, 2019 by 12:00 P.M. MST. **Late submissions will not be accepted.** Applicants must submit an electronic copy and hard copies of the application by this time. The following information provides detailed instructions for submission.

1. **Drop-Off your hard copies at the Emily Griffith Campus located at 1860 Lincoln St., Denver, CO 80203.** Members of the Portfolio Management Team will be in the lobby of the Emily Griffith Campus from 9-12. on Monday, April 1st, to accept your hard copies. Note, you must have arrived and be with a team member in the lobby when the clock strikes 12 p.m. Please allow time (and change) for parking. If you want to drop off materials at an earlier time, please contact Evelyn Barnes to arrange this.
2. You have two options in submitting the electronic copy of the application:
	1. Bring a flash drive on the day of the submission with your application files loaded on it, or
	2. Upload your files to the Google Folder link provided to you by a member of the Portfolio Management Team.
3. **Application Completeness Check.** When you drop off the application, members of the Portfolio Management Team will review your application for completeness using the Application Checklist. Please allot at least 15 minutes for this check. Once completeness is confirmed, we will provide you with a written confirmation of receipt.

## Applicant Supports

1. **General Resources**
2. See the “[Additional Information for Applicants](#_Additional_Information_for)” portion of this application, where the School Development Team provides links and directions to various informational resources for new school applicants. You can also find additional resources, including several screencasts on topics related to the Call for New Quality Schools and application, on our prospective applicants page under the resource bank at: <https://portfolio.dpsk12.org/applicant-supports/>. It is your responsibility to collect all the compliance and regulatory information necessary to open and operate a school in the state of Colorado and in the City and County of Denver. The resources provided are for your assistance, but are not comprehensive.
3. **Point of Contact for Questions**
	1. For answers to individual questions about the application, the application process, or other related topics, please contact Evelyn Barnes.
4. **Prospective Applicant Workshops**
5. The School Development Team may conduct several workshops and Q&A sessions, both in-person and online prior to the application due date. Subjects will include the overall application process, English Language Acquisition, Special Education, and Finance. Visit our [website](http://portfolio.dpsk12.org/) or contact Evelyn Barnes for more information about these events.
6. **Communications on the DPS website**
7. Applicants can access previously submitted applications and related materials on the [Portfolio Application Hub](https://portfolio.dpsk12.org/application-hub/).
8. **Post-submission communications via Email and Phone**
	1. Once an applicant submits a Letter of Intent with the correct contact information for their application team, the School Development Team will send email and occasionally phone reminders to the applicant about deadlines, opportunities to present to the community, interviews and opportunities to speak with the DPS Board of Education.
	2. These communications are restricted to logistical coordination only. The School Development Team will not communicate any feedback regarding the quality of the application after it has been received on April 1st. Applicants may request to meet for feedback following the Board of Education’s votes to approve or deny an application.

#

# Executive Summary

The purpose of the executive summary is to provide an overview for internal and external stakeholders. Denver Public Schools will utilize the executive summary as part of our authorizing practice. The executive summary will also be publicly posted as a separate document from the remainder of the application. For example, we may collect feedback from the Student Board of Education, families, community members, community groups, and community organizations using the executive summary. Please limit your executive summary to 3000 words.

Complete and return this portion of the application as a separate PDF.

## Applicant Contact Information

|  |  |
| --- | --- |
| **Name of Proposed School**  |  |
| **Grade Configuration (Full Build)** |  |
| **Proposed Neighborhood/Region** |  |
| **Model or Focus (e.g. Dual Language, etc.)** |  |
| **Primary Contact (name, email, mobile phone)** |  |
| **Applying to another district/authorizer? (Y/N. List district/authorizer if Y)** |  |

## Enrollment Projections

## *Delete unnecessary rows and/or provide additional columns if necessary to show enrollment at full build-out.* If you are not choosing to set a realistic enrollment target and want conditions to be based on ideal enrollment, delete each labeled column as well. More information about realistic enrollment projections and how they will be used is provided in the introduction to this document.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **GRADES[[3]](#footnote-3)** | **2020-2021** | **2021-2022** | **2022-2023** | **2023-2024** | **2024-2025** |
|  | **Ideal** | **Realistic** | **Ideal** | **Realistic** | **Ideal** | **Realistic** | **Ideal** | **Realistic** | **Ideal** | **Realistic** |
| **ECE** |  |  |  |  |  |  |  |  |  |  |
| **K** |  |  |  |  |  |  |  |  |  |  |
| **1** |  |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |  |  |  |  |
| **5** |  |  |  |  |  |  |  |  |  |  |
| **6** |  |  |  |  |  |  |  |  |  |  |
| **7** |  |  |  |  |  |  |  |  |  |  |
| **8** |  |  |  |  |  |  |  |  |  |  |
| **9** |  |  |  |  |  |  |  |  |  |  |
| **10** |  |  |  |  |  |  |  |  |  |  |
| **11** |  |  |  |  |  |  |  |  |  |  |
| **12** |  |  |  |  |  |  |  |  |  |  |
| **Total # students** |  |  |  |  |  |  |  |  |  |  |

## Student Demographics

Provide your estimated student demographics below. Please ensure they are aligned with the projections included in the Call document.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **FRL %** | **SPED %** | **ELL %** | **Hispanic/ Latino %** | **African American %** | **White %** | **Other  %** |
| **Student Demographics** |  | 11%[[4]](#footnote-4) |  |  |  |  |  |

## Third Party Service Providers (TPSP)

Applicants seeking services from a third party service provider[[5]](#footnote-5) must indicate the extent to which the school may employ services through these organizations or corporations. *Note: Colorado State Statute prohibits schools from operating as for-profit corporations.*

1. Does the school expect to contract with a third party service provider or other organization for a substantial portion of school management/operation? **(Y/N)**
2. Is the applicant an existing operator applying to replicate its current school(s)? **(Y/N)** If so, list all the schools currently or previously operated by the third party service provider:

|  |  |  |
| --- | --- | --- |
| **Schools Operated by TPSP**  | **Location (City/State)** | **Dates of Operation** |
|  |  |  |
|  |  |  |
|  |  |  |

## Executive Summary Narrative

Address the following briefly in a narrative format. Please use the outline numbering and headers provided below.[[6]](#footnote-6)

1. School Culture:
	1. Summarize the vision and mission of the proposed school and briefly describe the focus of the school culture.
	2. Describe the need that the proposed school intends to address (including if the school will meet a need outlined in the Call for New Quality Schools).
	3. Describe how you have engaged with parents/guardians and community members to craft your application.
	4. Summarize your evidence of community support for this school, including the number of completed Intent to Enroll Forms you have collected to date.
2. Educational Plan:
	1. Provide a brief overview of the educational program of the proposed school, including major instructional strategies, key program components and curriculum or curricular focus.
3. Teaching:
	1. Briefly describe your school’s plan to recruit, train, and support high quality teachers.
4. Leadership:
	1. *If you have not yet identified a school leader:* Briefly describe the critical qualifications, credentials and attributes you have identified for your school leader and why.
	2. *If you have already identified a school leader:* Provide a short bio for that leader, including how they possess the critical qualifications, credentials and attributes to lead your proposed school.
5. Governance:
	1. Briefly describe the role of the School Accountability Committee/Collaborative School Committee in overseeing the school.
	2. *Charter schools only:* Briefly describe the role of the board in regards to school governance, academic oversight and fiscal oversight.
	3. If your application provides both ideal and realistic enrollment targets, please provide a brief explanation about how lower enrollment impacts your program and how you set the targets.

Summary Budget for New School Applicants[[7]](#footnote-7)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **2020-21** | **2021-22** | **2022-23** | **2023-24** | **2024-25** |
| **Number of Students** |  |  |  |  |  |
| Local Revenue  |  |  |  |  |  |
| State Revenue |  |  |  |  |  |
| Federal Revenue |  |  |  |  |  |
| Private Grants / Foundation Revenue / Gifts & Contributions |  |  |  |  |  |
| Other Revenue Sources |  |  |  |  |  |
| **Total Revenue** |  |  |  |  |  |
| Total Instructional Expenses |  |  |  |  |  |
| Total Supporting Services Expenses |  |  |  |  |  |
| **Total Expenses** |  |  |  |  |  |
| **NET INCOME** |  |  |  |  |  |
| For any grants or private funds identified above, indicate whether the funding has already been secured and any plans to secure future funding. |

#

# English Language Learner Attestation

In order to accurately evaluate each application, we are requiring each applicant to affirm which English Language Acquisition model they are intending to use.

|  |  |
| --- | --- |
| Name of Proposed School  |  |
| Grade Configuration (Full Build) |  |
| Model or Focus (e.g. Dual Language, etc.) |  |
| Primary Contact (name, email, mobile phone) |  |

1. I understand that all schools, regardless of program, model, or governance type, are required to offer at least 45-minutes of English Language Development per day for English Language Learners.

|  |
| --- |
| **(Initial)** |

1. I affirm this application is designed to meet the following criteria for an ELA program and should be evaluated as such (choose one):

|  |
| --- |
| ☐ **Bilingual or Dual Language Instruction:** My school will use two (or more) languages to instruct all students to promote bilingualism for all students.☐ **Native Language Instruction/Transitional Native Language Instruction (TNLI):** My school will provide native language instruction in Spanish in alignment with the District’s Language Allocation Guidelines.☐ **Native language support:** My school will strategically provide Spanish instruction, curricular resources, paraprofessional support, and other appropriate strategies to support English Learners.☐ **English as a Second Language (ESL/ELA-E):** My school will meet the minimum requirements for providing services to English Language Learners, including Supported English Content Instruction and daily English Language Development. |

Signature:

|  |  |  |
| --- | --- | --- |
| /s/ |  |  |
| Signature of Primary Contact  |  | Date  |

*/s/ First MI Last\* By typing his/her last name into this document, the individual is certifying that he/she intends to sign the document and agrees to use of electronic records for this transaction.*

# Section I. School Culture

## Overview

The purpose of this section is to describe how your program is tailored to the specific needs of the community your school intends to serve, including why the proposed program will meet the needs of your intended students, how parents/guardians and community members have been and will continue to be engaged in the school, and what structures will be in place to support the overall school culture.

## A. Vision and Mission

1. Provide the vision and mission statements for the proposed school.[[8]](#footnote-8)

|  |
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| Standards of Quality |
| 1. **The vision statement provides the entire school community, as well as external stakeholders, a clear description of how the applicant(s) envision the school and its impact in the future.**
 |
| 1. **The mission statement defines how the school will accomplish the vision and its objectives.**
 |
| 1. **The mission and vision are evident throughout all sections of the application and the application describes how the mission and vision will be used to drive decision-making, including around hiring, academic program, finance, and the school’s systems and structures.**
 |

## B. Target Student Population

1. Describe your target student population.

|  |
| --- |
| Standards of Quality |
| 1. **The application includes detailed research of the student population and demonstrates an understanding of the student population, including a clearly identified neighborhood/region, grade levels, and expected demographics (% FRL, % ELL, % SPED, race, ethnicity).**
 |
| 1. **The application includes detailed research around the targeted student population’s academic performance history, including a rationale for how this demonstrates a need for the proposed school.**
 |
| 1. **The application includes a coherent, detailed plan and/or research and supporting rationale for how the specific school model would meet the needs of the target student population.**
 |

## C. Student Recruitment and Enrollment

1. Describe your plan to recruit and enroll students.[[9]](#footnote-9)
2. If your application includes both ideal and realistic enrollment targets, please articulate how you set these targets and why you believe it is realistic for your school to attract this number of students.

|  |
| --- |
| Standards of Quality |
| 1. **The application details a marketing and recruitment plan, including strategies, activities, events, responsible parties, and benchmarks, and details how this plan will result in meeting the school’s realistic enrollment target in Year 1 (or ideal enrollment if not providing a realistic enrollment target). The costs associated with achieving these goals are reflected in the budget.**
 |
| 1. **The application specifies that enrollment is available to all students, specifies any admission priorities, and affirms that enrollment will be determined by the DPS SchoolChoice Process.**
 |
| 1. ***If Applicable*: The application describes how the school set both its realistic and ideal enrollment targets, including a rationale for why each enrollment target is a realistic number of students to attract.**
 |
| 1. ***IF DESIGNING A TNLI PROGRAM:* The application identifies the desired ratio of ELLs to non-ELLS and the strategies to recruit this ratio.**
 |

## D. Demonstration of Community Support and Demand for the

##  Application[[10]](#footnote-10)

1. Describe the evidence of parent/student demand and community support for your school.[[11]](#footnote-11)

***(Appendix E – Evidence of Support from Parents/Guardians, Community Groups, Teachers & Pupils – no page limit)***

1. Complete the Intent to Enroll Forms Summary table included below (customizing to match your school’s proposed grade configuration) using the information provided by families on their forms. Indicate the number of students intending to enroll at each grade level you will serve in Year 1, with each row containing all the students that live within the boundary for a particular zoned school. Make sure to also indicate the number of students that submitted forms but will not be served by the school in Year 1. Please ensure you are providing intent to enroll forms that are reflective of the enrollment zone you are planning to serve.

|  |  |  |
| --- | --- | --- |
| Designated Boundary School  | # of Intent to Enroll Forms | Projected Grade Level for Year 1 |
| *Example: School A* | *25*  | *6th Graders: 12**7th Graders: 5**8th Graders: 3**Won’t Serve in Year 1: 5* |
| *School B* | *12* | *6th Graders: 6**7th Graders: 4**8th Graders: 0**Won’t Serve in Year 1: 2* |
| *School C*  | *2* | *6th Graders: 2**7th Graders: 0**8th Graders: 0**Won’t Serve in Year 1: 0* |
| *Totals* | *39 Intent to Enroll Forms* | *6th Graders: 20**7th Graders: 9**8th Graders: 3**Won’t Serve in Year 1: 7* |

|  |
| --- |
| Standards of Quality |
| 1. **The application includes evidence of meaningful community involvement, including letters of support, and documentation from community gatherings (i.e. sign-in sheets), and demonstrates that both a central group of founders, parents and students, and a broader array of engaged stakeholders were involved in the development of the application.**
 |
| 1. **The application fully summarizes intent to enroll forms gathered, showing at least 50% of ideal intended enrollment in each grade offered in Year.**
 |
| 1. **The application provides a detailed accounting of the schools for which these students are zoned (i.e. 25 intent to enroll forms for students zoned for School A, 30 intent to enroll forms for students zoned for School B, etc.)**
 |

## E. School Culture and Student Voice[[12]](#footnote-12)

1. Describe the planned culture for your school, the systems and structures that will support it, and how you will invest your students in the school’s culture, including opportunities for student voice.

|  |
| --- |
| Standards of Quality |
| 1. **The application describes the planned culture for the school including shared attitudes, values, goals, expectations and/or practices that characterize the school.**
 |
| 1. **The application describes systems and structures that will be put in place at the school to define the cultural expectations for teachers and students. The application describes systems and structures that can be implemented on day 1 and beyond.**
 |
| 1. **The application describes a school culture that aligns with the proposed vision and mission of the school.**
 |
| 1. **The school culture described is clearly designed to promote a positive, rigorous, and inclusive academic environment and positive social and emotional development for students.**
 |
| 1. **The application describes how the school leader(s) will consistently collect data to progress monitor their culture systems and adjust systems or implementation based on findings.**
 |
| 1. **The application includes a plan for meaningfully investing students in the culture of the school and promoting student voice.**
 |
| 1. ***IF DESIGNING A TNLI PROGRAM:* The application articulates how the school promotes bilingualism and the use of the targeted languages throughout the school day.**
 |

## F. Student Discipline Policy[[13]](#footnote-13)

1. Describe the school’s discipline structures and systems[[14]](#footnote-14), including how they will be culturally sensitive, equitable, and how they will be in alignment with DPS Discipline Policies JK and JK-R.[[15]](#footnote-15)

***(Appendix F – Discipline Policy – 10 page limit)***

|  |
| --- |
| Standards of Quality |
| 1. **The application describes discipline structures and systems which include intervention strategies to manage conflicts and redirect negative behavior, administrative strategies, and/or therapeutic strategies in alignment with DPS Discipline Policies JK and JK-R**
 |
| 1. **The application describes how discipline at the school will be culturally sensitive and details how the school will equitably and proportionally meet the needs of students of color, students with disabilities, language learners, students identified as gifted and talented, and other students traditionally “at risk” for discipline disproportionality.**
 |
| 1. **The application includes a plan to analyze discipline data by demographic groups and the steps that will be taken to address any disproportionality.**
 |
| 1. **The application identifies the staff members directly responsible for oversight of the discipline program and disciplinary records.**
 |
| 1. **The application describes discipline structures and systems that align with the school’s proposed culture.**
 |
| 1. ***If the school is seeking to waive DPS policies JK and JK-R:* The application provides a replacement discipline policy that meets the standards and procedures outlined in the DPS discipline policy, including an explanation of how expectations will be communicated to parents/guardians and students. The replacement policy maintains all policies and procedures related to expulsion, dismissal, and appeal processes. The waiver for these policies is also included in section VI of this application.**
 |

## G. Student Attendance and Satisfaction

1. Describe the strategies the school will implement to promote student attendance and satisfaction.
2. Identify the school’s goals for student attendance and student satisfaction.

|  |
| --- |
| Standards of Quality |
| 1. **The application sets goals for student attendance that meet or exceed standards on this section of the School Performance Framework (SPF).**
 |
| 1. **The application describes specific steps the school will take to promote attendance.**
 |
| 1. **The application describes how attendance data will be monitored, who will be responsible for monitoring it, and defines a process for improving attendance, should goals not be met.**
 |
| 1. **The application sets goals for student satisfaction that meet or exceed standards on this section of the School Performance Framework (SPF).**
 |
| 1. **The application describes specific steps the school will take to promote student satisfaction.**
 |
| 1. **The application describes how student satisfaction data will be monitored, who will be responsible for monitoring it, and defines a process for improving student satisfaction, should goals not be met.**
 |

## H. Parent/Guardian Involvement and Satisfaction

1. Describe the school’s expectations and plan for ongoing parent and community involvement.[[16]](#footnote-16)
2. Identify the school’s goals for parent satisfaction and how those results will be used.

|  |
| --- |
| Standards of Quality |
| 1. **The application describes robust methods that will build family-school partnerships to strengthen support for learning and encourage parental involvement in the school’s culture and operations. This includes strategies to engage parents in their home language.**
 |
| 1. **The application sets goals for parent satisfaction that meet or exceed standards on this section of the School Performance Framework (SPF).**
 |
| 1. **The application describes how parent satisfaction data will be monitored, who will be responsible for monitoring it, and defines a process for improving parent satisfaction, should goals not be met.**
 |
| 1. ***IF DESIGNING A TNLI PROGRAM:* The application identifies front office staff, a school leader or designee who can communicate services offered in the school to parents in the parent’s language. The application also describes how parent communication will be provided in the parent’s language indicated at registration.**
 |
| 1. ***IF DESIGNING A TNLI PROGRAM:* The application describes a Parent Advisory Committee that meets all requirements of the Consent Decree, including its composition, structures, and the roles it will play in evaluating ELL programming.**
 |

## I. School Schedule and Calendar[[17]](#footnote-17)

1. Provide the school’s calendar and daily teacher and student schedule. Explain how each was intentionally crafted to meet the needs of students.

***(Appendix G – School Year Calendar – 2 page limit)***

***(Appendix H - Student and Teacher School Day Schedules – 2 page limit)***

|  |
| --- |
| Standards of Quality |
| 1. **The application includes the total number of days and hours of instruction that students will receive and the length of the school day, including start and dismissal times.**
 |
| 1. **The application includes the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade for core subjects.**
 |
| 1. **The application includes a compelling explanation for how the school schedule and calendar were intentionally crafted to optimize student learning for all students, including those needing English language development, acceleration or intervention.**
 |
| 1. **The school year calendar and schedule (Appendix G and H) aligns with the intended educational program and will support the stated goals of the educational program.**
 |
| 1. **Appendix G and H provides a student schedule that meets or exceeds the minimum state requirements for instructional time.**
 |
| 1. **The student schedule (Appendix G) includes the daily required, minimum 45-minute ELD block, and notes specific times for interventions and accelerations that do not compromise a student’s ability to access the core curriculum.**
 |
| 1. ***IF DESIGNING A TNLI PROGRAM:* The daily schedule and calendar are aligned with the Language Allocation Guidelines proposed.**
 |

## J. Supplemental Programming and Community Partnerships *(If Applicable)[[18]](#footnote-18)*

1. *If applicable:* Describe any academic related supplemental programming that the school will offer.
2. *If applicable:* Describe any whole child/social-emotional related supplemental programming that the school will offer.
3. *If applicable:* Describe any extra-curricular activities that the school will offer.
4. *If applicable:* Describe any partnerships the school will have with community organizations, businesses, or other educational institutions to support families and students. *(Note: As evidence of confirmed partnerships, include in* ***Appendix E*** *letters of support from each organization, business or educational institution that specify exactly what the organization will provide as a partner.)*

|  |
| --- |
| Standards of Quality |
| 1. ***If applicable:* The application describes academic related supplementary programs and includes a coherent, detailed plan and/or research and supporting rationale for how these programs will address the academic needs of the target student population. The application states who will conduct these programs, what community resources (if any) will be leveraged to offer these programs, and defines which will be optional (if any). Any program costs and staffing are reflected in the budget.**
 |
| 1. ***If applicable:* The application describes whole child or social emotional related supplementary programs for students to promote improved mental, emotional and physical health that will address the needs of the target student population and includes a coherent, detailed explanation and/or research and supporting rationale for selecting these programs. The application states who will conduct these programs, what community resources (if any) will be leveraged to offer these programs, and defines which will be optional (if any). Any program costs and staffing are reflected in the budget.**
 |
| 1. ***If applicable:* The application provides an outline for extra-curricular activities, including a description of any activities offered, and details how often they will occur, who will manage or oversee activities and how will they be funded (including if there will be a fee for student participation). All costs are reflected in the budget.**
 |
| 1. ***For schools offering summer school:* The application includes a plan for summer school, including a description of enrollment, any selection criteria for participation, what specific student needs will be addressed, the schedule (including number of hours and weeks offered), funding, and how the school will staff the program. All costs are reflected in the budget.**
 |
| 1. ***If the application describes community partnerships to support students and families:* The application includes in Appendix E** **letters of support from potential partner organizations describing the nature, purposes, terms, and scope of services they will provide. The application also describes how these partnerships are aligned with the school model.**
 |

# Section II. Educational Program

## Overview

The purpose of this section is to describe the educational program that your school will implement, including pedagogical approach, curriculum, and assessments, as well as how your proposed program will meet the needs of every student.

## A. Pedagogy and Instructional Strategies

1. Describe the school’s pedagogical approach and aligned instructional strategies.[[19]](#footnote-19)

|  |
| --- |
| Standards of Quality |
| 1. **The application describes a pedagogical approach that is aligned to the mission and vision.**
 |
| 1. **The application explains how this pedagogical approach will meet the needs of the school’s target student population.**
 |
| 1. **The application identifies school-wide instructional strategies that will promote rigor and high expectations for all students and includes a coherent, detailed explanation and/or research and supporting rationale for selecting these instructional strategies.**
 |
| 1. **The application describes how these school-wide instructional strategies are aligned with the school’s pedagogical approach.**
 |
| 1. **The application describes culturally responsive instructional strategies specific to the needs of the target student population including the research and supporting rationale for selecting these strategies.**
 |

## B. Curriculum

1. Describe the school’s curriculum or plan for curriculum development in English, math, science, and social studies. If applicable, also include all curriculum for TNLI programming.[[20]](#footnote-20)

|  |
| --- |
| Standards of Quality |
| ***If the curriculum is fully developed or has already been selected, see points 1-9:*** |
| 1. **The application describes a curriculum that is aligned with the school’s mission, vision, and pedagogical approach.**
 |
| 1. **The application includes a coherent, detailed explanation and/or research and supporting rationale for how its curriculum will produce strong academic outcomes for the target student population.**
 |
| 1. **The application describes curricula that are aligned with the Common Core State Standards (math and literacy) and the Colorado Academic Standards (including 21st Century Skills).**
 |
| 1. **The application describes how the school will ensure its curriculum includes topics related to student cultures, includes varied perspectives, and is modified as needed to ensure cultural representation.**
 |
| 1. **The application defines how the school will ensure horizontal (across content areas within a grade level) and vertical (across grade levels for core content areas) alignment.**
 |
| 1. **The application describes how the school will monitor the implementation of the curriculum and make adjustments, as well as who will be responsible for doing so.**
 |
| 1. **The application adequately details the specific instructional materials (including core content materials, intervention materials, and skill development activities) necessary to implement the school’s proposed curriculum and standards.**
 |
| 1. **The budget accounts for all proposed instructional materials.**
 |
| 1. ***IF DESIGNING A TNLI PROGRAM:* The application explicitly states which curriculum will be provided in Spanish (including Spanish World Language) and explains how the curriculum aligns to the Language Allocation Guidelines. The application addresses this Spanish curriculum throughout each of its responses to points 1-8.**
 |
| ***If the school plans to develop its own curriculum, see points 10-21:*** |
| 1. **The application provides a plan for curriculum development that explains how the school’s curriculum will align with the school’s mission, vision, and pedagogical approach.**
 |
| 1. **The plan for curriculum development includes a coherent and detailed explanation for how the school will ensure its curriculum will lead to strong academic outcomes for the target student population.**
 |
| 1. **The application describes how the school will ensure its curriculum includes topics related to student cultures, includes varied perspectives, and is modified as needed to ensure cultural representation.**
 |
| 1. **The application provides a realistic plan for curriculum development that identifies the person/people responsible for developing the curriculum and describes their curriculum expertise.**
 |
| 1. **The plan for curriculum development details the tools and resources that will be used to develop and implement the curriculum.**
 |
| 1. **The plan for curriculum development outlines how the curricula will align with the Common Core State Standards (math and literacy) and the Colorado Academic Standards (including 21st Century Skills), and includes a process for mapping standards to unit and lesson plans.**
 |
| 1. **The plan for curriculum development includes aclear timeline and benchmarks that will ensure the curriculum, as well as the full scope and sequence, is fully developed prior to opening.**
 |
| 1. **The application describes how the school will ensure horizontal (across content areas within a grade level) and vertical (across grade levels for core content areas) alignment.**
 |
| 1. **The application outlines staff responsible for curriculum design and their experience and/or training they will receive to prepare them for the design process.**
 |
| 1. **The application describes how the school will monitor the implementation of the curriculum, once developed, and who will be responsible.**
 |
| 1. **The budget provided accounts for any funds needed for this curriculum development process, as well as for any proposed instructional materials (including core content materials, intervention materials, and skill development activities).**
 |
| 1. ***IF DESIGNING A TNLI PROGRAM:* The application explicitly states which curriculum will be provided in Spanish (including Spanish World Language) and explains how the curriculum aligns to the Language Allocation Guidelines. The application addresses this Spanish curriculum throughout each of its responses to points 10-21.**
 |

## C. Scope and Sequence

1. Provide a yearlong scope and sequence document for each core subject (math, literacy, science, social studies) for a single grade that the school would serve in year 1.
2. Provide a more detailed unit overview of a single unit for each core subject.

***(Appendix I – Yearlong Scope and Sequence for Single Grade– 15 page limit)***

***(Appendix J – Detailed Unit Overview for Single Unit and Grade– 15 page limit)***

|  |
| --- |
| Standards of Quality |
| 1. **The application provides scope and sequence documents for each core subject that include yearlong learning objectives and standards covered in each unit.**
 |
| 1. **Each scope and sequence document is aligned to grade-level Common Core State Standards (math and literacy) and the Colorado Academic Standards.**
 |
| 1. **The application provides a more detailed unit overview of a single unit for each core subject that includes key learning objectives, standards, and end of unit performance tasks.**
 |

## D. Culturally Responsive Education

1. Describe how the school defines culturally responsive education and the role it will play in all aspects of the school, including culture, teaching, and educational program.[[21]](#footnote-21)

|  |
| --- |
| Standards of Quality |
| 1. **The application coherently identifies the theoretical framework or research that informs the school’s definition of culturally responsive education and what it means in the context of the school and the school community.**
 |
| 1. **The application describes specific practices and mindsets that demonstrate how culturally responsive education and culturally responsive teaching are a part of the school’s educational program, including how the school will facilitate rigorous instruction that validates and authentically incorporates its diverse students’ lived and historical experiences.**
 |
| 1. **The application describes how the school will create a school culture that promotes the recognition of students’ cultural backgrounds, celebrates the difference and diversity in the school community, and cultivates meaningful relationships between students, families and staff.**
 |
| 1. **The application describes structures it will put in place to guarantee that the school and work environment is open to and accepting of diversity and free from discriminatory behavior and practices.**
 |

## E. Assessments, Progress Monitoring, and Pupil Performance Standards

1. Describe the assessments the school will utilize and how it will use results to inform its program.[[22]](#footnote-22)
2. Identify and provide a rationale for the school’s performance goals.[[23]](#footnote-23)

|  |
| --- |
| Standards of Quality |
| 1. **The application identifies valid and reliable, grade-level appropriate assessments (including baseline, interim, and summative assessments) the school will use that align with the school’s curriculum, standards, performance goals, school-specific targets/indicators, and state standards.**
 |
| 1. **The application provides a clear rationale for the selection of these assessments, including how they are aligned to the school model.**
 |
| 1. **The application describes how the school will utilize data from these assessments to refine and improve instruction.**
 |
| 1. **The application affirms the school will administer each of the state mandated assessments for its grade configuration (e.g. CMAS, WIDA-ACCESS, PSAT, SAT, READ Act assessments, etc.)[[24]](#footnote-24)**
 |
| 1. ***If applicant is an Elementary or ECE-8 school that plans to phase in one grade at a time:* The application clearly explains how K-2 assessments will be used, as well as the steps that will be taken in the event that the school does not meet proposed goals in the first years of operation.**
 |
| 1. **The application describes the tools and protocols that will be used for data analysis, includes a clear schedule for their use, and identifies the person or groups that will be responsible for collecting and analyzing assessment data.**
 |
| 1. **Annual Goals: The application includes reasonable and rigorous academic performance goals for student achievement (including growth, proficiency, and academic gap metrics[[25]](#footnote-25)) that meet or exceed the standards on the DPS School Performance Framework (SPF).[[26]](#footnote-26) The application sets goals for the first three years of operation, at a minimum.**
 |
| 1. **Interim Goals: The application identifies specific interim performance goals and assessments that the school will use to confirm that students are on track during the first year of operation.**
 |
| 1. **The application describes procedures for taking corrective action if student performance falls below described goals, as well as the person/persons responsible for implementing these actions.**
 |
| 1. **The application includes a clear communications plan to regularly report and explain assessment data and progress towards school goals to the school community, specifically parents/guardians.**
 |
| 1. ***IF DESIGNING A TNLI PROGRAM:* The application explicitly states which assessments will be provided in Spanish and explains how the assessments align to the language of instruction.**
 |
| 1. ***IF DESIGNING A TNLI PROGRAM:*** **The application explicitly describes how Spanish language assessments will be used to adjust programming as needed.**
 |
| 1. ***IF DESIGNING A TNLI PROGRAM:* The application describes how the school’s ISA/CH-ISA Team will monitor Spanish language proficiency.**
 |
| 1. ***IF DESIGNING A TNLI PROGRAM-DISTRICT RUN SCHOOLS ONLY:* The application affirms READ Act assessments and 3rd Grade CMAS will be administered in Spanish for students enrolled in the TNLI program.**
 |

## F. Promotion and Retention Policies

1. Describe the school’s policies and standards for student promotion, retention, and graduation.

|  |
| --- |
| Standards of Quality |
| 1. **The application includes clear promotion criteria, including an explanation if any policies differ from the District in any grade level. If the school decides to waive the District’s promotion criteria (Policy IKE/IKE-R), the waiver is included in section VI of this application.**
 |
| 1. **The application includes a description of the role of parents/guardians in determining promotion and retention decisions.**
 |
| 1. ***If the school will serve grade levels covered by the READ Act[[27]](#footnote-27) (K-3rd Grade)*: The promotion and retention policies and practices will comply with the READ Act, including administering appropriate assessments, developing and implementing READ Plans, and meeting the needs of students with significant reading deficiencies.**
 |
| 1. ***If the applicant is a high school:* The application articulates how the school will meet DPS and Colorado Department of Education graduation requirements, including the school’s exit standards for graduating students. If the school is planning to seek a waiver from the DPS graduation policy, a replacement policy is provided in Section VI.**
 |
| 1. ***If the applicant is a high school:* The application clearly articulates how the school will ensure all students meet their graduation requirements on-time.**
 |
| 1. ***If the applicant is a high school:* The application clearly describes the systems and structures the school will implement for students at risk of dropping out of high school and/or not meeting the proposed graduation criteria.**
 |

## G. Intervention and Acceleration

1. Detail your MTSS (Multi-Tiered System of Supports) plan, including the use of academic and social-emotional supports.**[[28]](#footnote-28)**

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| --- |
| Standards of Quality |
| 1. **The application details a MTSS plan that includes evidence-based practices, family, school and community partnering, team-driven leadership, data-based problem solving, and a layered continuum of supports for all students, including students in need of intervention and special populations (English Language Learners, students with disabilities, and Gifted and Talented students).**
 |
| 1. **The application describes specific strategies to support the academic and social-emotional needs of students in Tiers I, II, and III, and includes a coherent, detailed explanation and/or research and supporting rationale for use of those specific strategies and supports.**
 |
| 1. **The application describes how the school’s assessment system and any other processes will be used to regularly identify students (i.e., IEPs, 504s, ALPs, READ Act) in need of academic and social emotional supports through intervention or acceleration, as well as the process for adjusting or exiting students from tiers of support.**
 |
| 1. **The application describes how MTSS will inform the process of identifying students for special education.**
 |
| 1. **The application describes the specific interventions that the school will implement prior to and after retention to accelerate achievement.**
 |

## H. Special Education Instruction[[29]](#footnote-29)

**Recruitment/Enrollment, Identification and Monitoring.**

* 1. Affirm the school will not consider a student’s specific needs as a factor for offering admission to the school.
	2. Describe the processes the school will use to identify, monitor, and assess students with disabilities.
	3. Describe the methods the school will use to monitor and evaluate the effectiveness of the school’s special education program overall.

**Staffing and Professional Development.**

* 1. Describe your staffing structure, staffing ratio, and budget allocation to serve students with mild and moderate disabilities.[[30]](#footnote-30)
	2. Describe the professional development and training the school will provide to special education teachers and general education teachers to serve students with mild/moderate disabilities.

**Program Plan.**

* 1. Describe the programs, practices, and strategies the school will employ to meet the needs of students with mild and moderate disabilities in all settings.

**Serving Students with Severe Disabilities (providing services above mild/moderate needs).**

* 1. Affirm the school’s willingness to host a center-based program to serve students with above mild/moderate intensity of supports, should the District request it.[[31]](#footnote-31)
	2. If applicable, describe the proposed leadership team’s experience with center programs.

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| Standards of Quality |
| **Recruitment/Enrollment, Identification and Monitoring.** |
| 1. **The school affirms its responsibility to serve all students, regardless of that student’s specific needs, in accordance with the IDEA principle of Zero Reject.**
 |
| 1. **The application describes a thorough process using a body of evidence to identify students with disabilities in a non-discriminatory manner and includes the staff members responsible for the identification process.**
 |
| 1. **The application includes a system to ensure the school avoids misidentification and overrepresentation of student groups.**
 |
| 1. **The application describes a system for regularly assessing IEP goals and supports, including frequent normative and diagnostic assessments and progress monitoring.**
 |
| 1. **The application describes quality methods to regularly monitor and evaluate the effectiveness of the special education program, including the staff responsible.**
 |
| **Staffing and Professional Development.** |
| 1. **The application includes a student/staff ratio that adequately provides special education staff (special education teachers, paraprofessionals, psychologists, social workers, nurses) to serve students with disabilities, both as the school phases in and at full build. These expenses are included in the budget.**
 |
| 1. **The application includes a plan to ensure that all special education staff are qualified and are appropriately licensed and endorsed to serve students with mild and moderate disabilities.[[32]](#footnote-32)**
 |
| 1. **The application describes a professional development plan that will sufficiently prepare special education and general education teachers to serve the needs of students with mild and moderate disabilities.**
 |
| **Program Plan.** |
| 1. **The application describes a program plan with a continuum of services that will ensure students’ access to the general education curriculum and grade-level content in the least restrictive environment (LRE) that meet IDEA and FAPE requirements.**
 |
| 1. **The application demonstrates a clear understanding of the school’s obligation to students with mild and moderate disabilities, and details appropriate resources and schedule adjustments to meet the needs of those students.**
 |
| 1. **The application includes a communication plan for the Special Education teacher(s) and General Education teacher(s) to identify students’ needs, supports, and progress.**
 |
| **Serving Students with Severe Disabilities.** |
| 1. **The application affirms the school’s obligation to host a center program to serve students with severe disabilities (above and beyond mild/moderate) in the future, should the District request it. If applicable, the application describes the proposed leadership team’s experience with center programs.**
 |

## I. Gifted and Talented Instruction

1. Explain how the school will identify[[33]](#footnote-33) and serve gifted and talented students in order to meet both their academic and social/emotional needs.[[34]](#footnote-34)

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| Standards of Quality |
| 1. **The application describes an understanding of the systems to identify gifted/talented and academically advanced students in DPS in alignment with ECEA rules, including the criteria that will be used to determine exceptional ability or potential.**
 |
| 1. **The application identifies the staff member(s) that will be accountable for identifying gifted/talented and academically advanced students and completing ECEA required Advanced Learning Plans for all identified gifted and talented students.[[35]](#footnote-35)**
 |
| 1. **The application includes methods the school will use to improve the representation of traditionally underrepresented student cohorts in its G&T programs.**
 |
| 1. **The application describes programs and/or services it will provide for gifted students (e.g. co-teaching model, pull-out program, acceleration, etc.), including a coherent, detailed explanation and/or research and supporting rationale for how they will effectively meet the academic and social/emotional needs of G&T students.**
 |
| 1. **The application includes any additional appropriate resources that are accounted for in the budget and any adjustments in the schedule, as necessary.**
 |
| 1. **The application includes a plan to ensure that sufficient staff are qualified to serve G&T students.[[36]](#footnote-36)**
 |
| 1. **The application describes methods to regularly evaluate the effectiveness of the gifted and talented program and the responsible parties.**
 |

## J. English Language Acquisition[[37]](#footnote-37)

**ELA Services are provided in alignment with the Life Cycle of an English Language Learner.**

* 1. Describe how the school will identify and support potential English Language Learners (ELLs).
	2. Describe how the school’s Instructional Service Advisory, or the charter version, (ISA/CH-ISA) Team will ensure that all ELLs are properly placed into services, redesignated and monitored using a body of evidence.

**The ELA program is designed to ensure that English Language Learners are acquiring both language and content.**

* 1. Identify how many ELLs the school expects to serve at full-build and describe the ELA program model that the school will implement.[[38]](#footnote-38)

***District-run schools only:***The type of English Language Acquisition program provided in district-run schools is determined by the number of ELL students at each school as defined by the Consent Decree. Based on the number of ELLs that you are projecting to serve, identify the ELA program model your school will implement in alignment with DPS designation standards.[[39]](#footnote-39)

* + - * 1. Describe the English Language Development (ELD) block the school will implement for all ELLs.
				2. Describe how the school will provide ELLs with grade level appropriate content instruction that is designed to enable them to perform at grade level.
				3. Describe the system the school will use to monitor the progress of ELLs (i.e. ISA/CH-ISA Teams).

***Charter schools only:*** Identify and provide a profile of the school’s ELA administrator or administrator-designee responsible for the management of the program.[[40]](#footnote-40)

* + - * 1. Describe how the school will ensure that all charter teachers gain their ELA qualifications, as well as how the school will ensure that ELD instructions “Meets” expectations on the ELD observation rubric and that content instruction “Meets” expectations on the Sheltering and Academic Language observation rubric from the Charter ELA Teacher Training channel.[[41]](#footnote-41)
				2. *Charter TNLI Programs Only:* Describe how the school will ensure that all charter teachers gain their ELA qualifications, as well as how the school will ensure that ELD instructions “Meets” expectations on the ELD observation rubric, and that content instruction “Meets” expectations on the Sheltering and Bilingual Connections observation rubric from the Charter ELA Teacher Training channel. If applying as a TNLI provider, please include how you will ensure ELA –S teachers demonstrate Spanish language proficiency prior to hire.

**Families of English Learners are informed.**

* 1. Per the Consent Decree, describe how the school will support families in understanding all essential information about ELA programming.[[42]](#footnote-42)

**District-Run schools only:** Describe the school’s ELA Parent Advisory Committee (PAC).

**There is a TNLI program design that meets expectations.**

* 1. Describe how you will provide native language instruction, including the time taught in native language and the associate subjects.

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| Standards of Quality |
| **ELA Services are provided in alignment with the Life Cycle of an English Language Learner.** |
| 1. **The application describes how the school will use the DPS Home Language Questionnaire and Parent Permission Forms as part of the registration process to identify potential ELLs, and identifies the person who will be responsible for collecting those forms.**
 |
| 1. **The application describes an assessment plan that includes W-APT administration as students enter the school to ensure that all ELLs are identified within the required window of time, and identifies the person who will administer that assessment.**
 |
| 1. **The application describes how the ISA/CH-ISA Team will make decisions about identification, redesignation and monitoring based on a body of evidence consistent with DPS standards.[[43]](#footnote-43)**
 |
| **The ELA program is designed to ensure that English Language Learners are acquiring both language and content.** |
| 1. **The application accurately identifies the projected number of ELLs the school will serve at full-build.**

***District-run schools only:* The application describes an ELA program model in alignment with the Consent Decree and projected number of ELLs the school is projected to serve.*****Charter schools only:* The application describes a research-based model the school will use to facilitate English language development for ELLs (e.g., ESL, structured sheltered instruction, early or late transition, dual language education). This model is aligned to Chapter 8 of the Consent Decree and to the chosen ELA model, as specified in the attached ELA Program Attestation.** |
| 1. **The application includes a coherent, detailed explanation and/or research and supporting rationale for the ELD methodology and curriculum the school will use to support the language development of ELLs.**
 |
| 1. **The application includes the scheduling of ELD for all ELLs that meets or exceeds the minimum requirement of 45-minute instruction daily or 225-minutes weekly. This ELD block is reflected on the master schedule.**
 |
| 1. **The application describes how the school will provide ELLs with supported English Content Instruction in core subject areas, and articulates specific instructional strategies that teachers will utilize to support ELLs in content classrooms (i.e. sheltering, language supports, academic language instruction, etc).**
 |
| 1. **The application describes how ELLs will be progress monitored for both content and language development, including a summary of annual performance objectives, timeframes for progress monitoring, grade(s) to be monitored, performance standards, and expected performance level(s), as well as method(s) for informing parents about students’ growth in English and the content areas.**
 |
| 1. **The application describes the process the school will use to identify ELLs in need of additional support and/or intervention, including the role of the ISA/CH-ISA Team or other committee in this process.**
 |
| 1. ***Charter schools only:* The application identifies a school administrator or an administrator designee responsible for the management of ELA programming, their responsibilities and qualifications, including certifications, relevant language proficiency, and knowledge of the history and culture of the ELLs in the program. The application includes a plan for this administrator to provide oversight of the ELA program and evaluate its effectiveness.**
 |
| 1. ***Charter schools only:* The application identifies that the designated ELA administrator for the school possesses ELA qualifications demonstrating ELA expertise. If this person does not yet have their ELA qualifications, the application outlines how they will acquire them prior to the school opening.**
 |
| 1. ***Charter schools only:* The application provides a plan for how it will meet the requirements for the Charter ELA Teacher Training Channel and ensure that all charter teachers acquire their ELA qualifications within two years of hire. This plan identifies an individual who will serve as the school’s ELA Trainer, describes how the school will embed the modules for the ELA Teacher Training within the professional development plan for teachers, and explains how the school will coach and evaluate teachers on the ELA Teacher Training Channel rubrics.**

**The application articulates how the school will ensure the majority of classroom teachers “Meet Expectations” on the ELD rubric from the Charter ELA Teacher Training Channel.****The application articulates how the school will ensure the majority of classroom teachers “Meet Expectations” on the Sheltering and Academic Language rubrics from the Charter ELA Teacher Training Channel.** |
| 1. ***Charter Schools only-If designing a TNLI Program:* The application articulates how the school will ensure the majority of classroom teachers “Meet Expectations” on the Sheltering and Academic Bilingual Connections rubrics from the Charter ELA Teacher Training Channel. The application articulates the steps the school will take to track teachers’ Spanish language proficiency as measured by the Berlitz test.**
 |
| **Families of English Learners are informed.** |
| 1. **The application describes how the school will provide families of ELLs with appropriate and sufficient information, in a language and/or manner that parents can understand, about all essential information that allows parents to make well-informed decisions about participation in the school’s programs and services. This includes a process the school will use at registration to inform parents about ELA programming options both within the school and across the district, translation of all essential information, and the provision of interpretation services at all parent meetings and conferences.**
 |
| 1. ***District-run schools only:* The application describes the school’s ELA Parent Advisory Committee (PAC), including how it will provide information regarding the implementation of the ELA Program, increase communication between ELL parents and the District, and address concerns of parents. The application identifies who will be in charging of running the PAC, how often the PAC will meet, how topics will be chosen for PAC meetings, and who will support PAC members in attending the District Advisory Committee (DAC) meetings.**
 |
| **TNLI PROGRAM DESIGN (ONLY IF DESIGNING TNLI PROGRAM)** |
| 1. ***Charter schools only:* The language allocation guidelines include time taught in native language in alignment with the District’s Language Allocation Guidelines and articulates which subjects will be taught in native language. At the elementary level, the application includes how students will develop Spanish language literacy skills. These allocations are included in the daily schedule.**
 |
| 1. ***District-run schools only:*** **Spanish Language Instruction is implemented according to the District Language Allocation Guidelines meeting the minimum time requirements in each subject area.**
 |

## K. Class Size[[44]](#footnote-44)

1. Describe the school’s planned class size and structure.

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| Standards of Quality |
| 1. **The application describes a learning environment with a class size and structure (i.e. mixed grade classrooms, departmentalized instruction, etc.) for both core and elective subjects that will ensure student needs are met and is aligned with the school model.**
 |
| 1. **The application provides a rationale for the desired class size and structure for both core and elective subjects.**
 |

#

# Section III. Teaching

## Overview

## The purpose of this section is to describe how the school will hire, support, and train its teachers.

## A. Teacher Recruitment, Hiring, and Retention

1. Describe the school’s teacher recruitment, hiring, and retention criteria and practices.

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| Standards of Quality |
| 1. **The application states the school will ensure that all teachers will hold a valid teaching license unless the school requests a waiver from C.R.S. 22-63-201.[[45]](#footnote-45) If requesting a waiver from state statue, the application includes the rationale and replacement policy in Section VI of the application.**
 |
| 1. **The application thoroughly describes the pre-requisite qualifications that will be used in hiring teachers and other school staff, including special education and G&T teachers. The selection criteria described gives appropriate consideration to the school’s unique design, target student population, mission and vision, and cultural competencies required of key staff positions.**
 |
| 1. **The application describes a teacher recruitment and selection process that articulates a diversified approach to publicizing open positions, a clear timeline and thorough interview process for selecting teachers, and a clear decision making process to ensure a robust pipeline and good hiring decisions.**
 |
| 1. **The application indicates that the school has strategies to promote teacher retention (e.g. new teacher support systems, mentoring programs, methods to promote distributive leadership and develop teacher leaders, etc.) and includes a coherent, detailed explanation and/or research and supporting rationale for selecting those specific strategies.**
 |
| 1. **The application describes how staff retention factors into the school leader’s evaluation.**
 |
| 1. **The application describes recruitment and marketing strategies used to attract teachers who reflect the diversity of the target student population.**
 |
| 1. ***IF DESIGNING A TNLI PROGRAM:* The application describes specific strategies for recruiting qualified, bilingual teachers.**
 |

## B. Teacher Coaching[[46]](#footnote-46)

1. Describe the school’s plan to coach and support teachers in effectively implementing the proposed school model.

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| Standards of Quality |
| 1. **The application includes a plan to conduct observations and provide feedback to all staff on a clear and consistent schedule using a protocol with transparent criteria. The application provides a coherent, detailed explanation and/or research and supporting rationale for the use of these criteria.**
 |
| 1. **The application clearly states which personnel will be involved in teacher coaching and includes an adequate coach to teacher ratio to fully implement the plan.**
 |
| 1. **The application describes a data driven process to ensure teachers are receiving relevant and differentiated coaching and feedback based on teacher needs.**
 |
| 1. **The application describes how teachers will be held accountable for implementing coaching feedback.**
 |
| 1. ***IF DESIGNING A TNLI PROGRAM:* The application articulates how the school will align teacher coaching and support to the language of instruction.**
 |

## C. Teacher Evaluation

1. Describe your teacher evaluation tools and processes, including the standards and criteria that will be used to evaluate teachers.

***(Appendix K –Teacher Evaluation Tools – 10 page limit)***

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| Standards of Quality |
| 1. ***District-run schools only:* The application describes use of LEAP evaluation tools, standards, and processes that meet the intent of Colorado SB 10-191, addressing what role student progress and achievement (at minimum 50% of evaluation based on academic growth) play in teacher evaluations.**
 |
| 1. ***Charter schools only:* The application describes use of evaluation tools, standards, and processes that meet the intent of Colorado SB 10-191, addressing what role student progress and achievement (at minimum 50% of evaluation based on academic growth) play in teacher evaluations.**
 |
| 1. **The application states who will have the primary responsibility to evaluate teachers and details how often/on what schedule the evaluations will occur. These evaluations will be conducted at least annually and the staffing plan is in alignment.**
 |
| 1. **The application addresses how evaluation criteria will be clearly communicated to teachers, how (if at all) evaluations will be tied to performance goals, and what steps or actions the school will take when teacher performance is unsatisfactory.**
 |
| 1. **The application describes how teacher evaluations factor into employment decisions.**
 |
| 1. **The application describes procedures and criteria for teacher dismissal, which include an opportunity for improvement.**
 |
| 1. ***IF DESIGNING A TNLI PROGRAM:* The process and tools described for teacher evaluation are aligned with the language of instruction.**
 |

## D. Teacher Professional Development

1. Describe the professional development (PD) that will be provided to teachers and staff to fully implement the educational program and meet the school’s proposed goals.

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| Standards of Quality |
| 1. **The application outlines a clear schedule for PD, including at least 8 hours monthly, and demonstrates that the school will offer sufficient PD to support teachers in implementing the complete educational program with fidelity.**
 |
| 1. **The application demonstrates how the PD is aligned with and will help teachers operationalize the mission, values, culture, and goals of the school.**
 |
| 1. **The school’s calendar, daily schedule, staffing plan, and budget are aligned with the PD plan.**
 |
| 1. **The application describes in detail how the school will develop the culturally responsive education of its staff, including how PD will support staff in developing the cultural responsiveness necessary to effectively serve linguistically and culturally diverse students, meet the needs of ELL students, G&T students, and student with disabilities.**
 |
| 1. **The application explains how PD content is informed and differentiated by data on student performance, teacher evaluations/coaching cycles, and teacher development needs and interests.**
 |
| 1. **The application and PD plan include time set-aside for teacher collaboration, planning, and data analysis.**
 |
| 1. **The application includes a clear process and responsible party for developing, leading, and evaluating each component of PD at the school.**
 |

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# Section IV. Leadership

## Overview

The purpose of this section is to describe not only the leadership personnel, but also the processes that will ensure school operational sustainability and achievement.

## A. Leadership Capacity and Sustainability[[47]](#footnote-47)

1. Provide a leader profile for the school leader and leadership team. For positions that have not yet been filled, provide the ideal profile for this position and describe the school’s process for filling it.
2. Describe the school’s leadership succession plan.

***(Appendix L – Job Descriptions for all Leadership Team Positions – 10 page limit)***

***(Appendix M – Resumes for all Identified Leadership Team Members – 10 page limit)***

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| Standards of Quality |
| 1. ***If the application identifies a leader:* The application details the skills, qualifications and characteristics of the identified leader and explains why this person is well qualified to lead the proposed school in achieving its mission and goals.**

 **The identified leader has a track record for improving student outcomes and there is sufficient data and evidence to demonstrate the leader’s ability to implement the school’s unique mission and serve the target student population well.** **OR** **The identified leader has not managed a school, but has related experience (such as being part of a principal leadership training program), has a strong organizational and academic track record in past roles, and demonstrates capacity to design, launch, and manage a high performing school with the proposed model/target student population.** |
| 1. ***If the application does not identify a leader:* The application provides a leader profile that details the skills, qualifications, characteristics, and essential duties/responsibilities necessary for a leader to effectively manage the school’s operations and lead the school.**

**AND** **The application provides a detailed plan for how the school will recruit and hire an individual that fits the described profile.** |
| 1. ***If the application identifies members of the leadership team:* The application explains why this leadership team is well qualified to lead the proposed school in achieving its mission and goals.**

 **The members of the leadership team that have been identified have track records of improving student outcomes and there is sufficient data and evidence to demonstrate their ability to implement the school’s unique mission and serve the target student population well.****OR****The identified leadership team members have not helped manage a school, but have related experiences and accomplishments that demonstrate their capacity to improve student outcomes and implement the school’s unique mission.** |
| 1. ***If the application does not identify members of the leadership team:* The application provides profiles for each open leadership team position that details the skills, qualifications, characteristics, and essential duties/responsibilities necessary for this person to effectively support the school’s operations and help lead the school.**

**AND** **The application describes a clear process and timeline to fill all positions.** |
| 1. **The application describes a proactive leadership succession plan to ensure consistency in implementing the mission and vision of the school during transition, including how the SAC/CSC and parent voice will be included in the succession planning process. The application includes a plan for developing and maintaining a leadership pipeline, including both internal candidate development and external partnerships for leadership development.**
 |

## B. Organizational Structure[[48]](#footnote-48)

1. As appendix N, provide an organizational chart for the school at its ideal enrollment (Year 0 – Year 5) that clearly illustrates the school’s staffing structure and identifies each employee.[[49]](#footnote-49)
2. As appendix O, provide a staff roster for the school at its ideal enrollment that details all staff positions for the school and which year they are added to the school.
3. Describe in narrative format how the school’s organizational structure will support the implementation of the educational program.

***(Appendix N – School Organization Chart – 2 page limit)***

***(Appendix O – Staff Roster – 2 page limit)***

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| Standards of Quality |
| 1. **The application describes how the organizational structure and staff roster support the effective implementation of the educational program, both as it phases in and at full build-out (e.g. years 0-5).**
 |
| 1. **The organizational structure has well-defined roles, clear lines of accountability, and complies with state and federal law.**
 |
| 1. **The organizational chart (Appendix N) provided clearly demonstrates the school’s staff structure as it phases in and at full build-out. The application notes any core operations that will be outsourced to third parties, consultants, network staff, or to the school’s third party service provider.**
 |
| 1. **The staff roster (Appendix O) distinguishes between full-time and part-time positions using FTE conventions, clearly indicates which positions are added each year (if applicable), and includes adequate staffing for ELL, Special Education, and G&T instruction, as well as for paraprofessionals and specialty teachers.**
 |
| 1. **The organizational structure and staff roster is financially viable and aligned with the budget.**
 |
| 1. ***IF DESIGNING A TNLI PROGRAM:* The application identifies a team of qualified ELA-S teachers and an ELA Administrator to monitor Spanish progress in English Language Acquisition. The application also identifies a Spanish-speaking staff member to support family communications. The application and staff roster includes a minimum of 1 bilingual teacher (via the Spanish Language Proficiency test or equivalent) per grade level.**
 |
| 1. ***IF DESIGNING A TNLI PROGRAM:* The application identifies a Spanish speaking counselor or role that will provide equivalent supports to students, including how parents will be notified of this person (high schools only).**
 |

## C. Leadership Coaching and Evaluation[[50]](#footnote-50)

1. Describe the school’s system for providing coaching and professional development for the school leader and leadership team.
2. Describe your leader evaluation tools and processes, including the standards and criteria that will be used to evaluate leaders.
3. Describe the next steps if the school leader does not meet accountability measures outlined in the school leader evaluation tool.

***(Appendix P – School Leader Evaluation Tool – 4 page limit)***

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| Standards of Quality |
| 1. **The application demonstrates the leader and leadership team will have sufficient leadership development and support, including a regular schedule for leader coaching and a system for identifying leader needs. The application describes the criteria and tools that will be used for leadership coaching.**
 |
| 1. ***Charter Schools only:* The application identifies the regular schedule for school leader evaluations (minimum annually), the criteria and tools that will be used for evaluation, and has designated a person (or persons) with primary responsibility for the leader evaluations.**
 |
| 1. ***Charter Schools only:* The school leader evaluation will be based on at least 50% student growth and other components required by SB-191. The criteria for leader evaluation include specific student progress measures that align to the mission and performance objectives for the school.**
 |
| 1. **The application describes the next steps the school leader and Board/District will take in the event the leader does not meet accountability measures. There are clear metrics and cut points that will trigger different courses of action, and the Board/District has specific metrics it will use to make termination decisions.**
 |
| 1. ***District-run schools only:* The application clearly describes the regular schedule for school leader evaluations using the DPS evaluation process and has designated a person (e.g. Instructional Superintendent) with primary responsibility for the leader evaluations.**
 |
| 1. ***District-run schools only:* The school leader is evaluated using the LEAD Framework based on 50% student growth.**
 |
| 1. ***IF DESIGNING A TNLI PROGRAM:* Standards and criteria for leader evaluation include an assessment of ELA programming implementation.**
 |

# Section V. Governance, Operations, and Budget

## Overview

The purpose of this section is to describe the policies, systems and structures that will provide oversight of school programming, ensure and monitor financial sustainability, and ensure the school is safe and secure for students and adults.

## A. School Accountability Committee and Collaborative School

## Committee

1. Describe the composition, roles and responsibilities of your Collaborative School Committee (“CSC”)/School Accountability Committee (“SAC”)[[51]](#footnote-51) and the structure(s) the school will put in place to support the group in the school’s oversight.[[52]](#footnote-52)

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| Standards of Quality |
| 1. **The application’s proposed CSC/SAC design meets statutory requirements in terms of composition, roles and responsibilities.**
 |
| 1. **The application provides a plan for how the school will ensure that parents/guardians, teachers, and community members are active participants in the school’s governance structure.**
 |
| 1. **The application describes a structure that will sufficiently support the SAC or CSC in their role supporting and providing regular input into the school’s oversight (e.g. budgets, evaluations, academic goals).**
 |

## B. Charter School Board Capacity and Structure

1. Describe the board’s current and desired size and capacity (i.e. skills, expertise, etc.), how you intend to increase the capacity of the board over time, and how the board will effectively support the success of the school.
2. Describe the board’s current and future structure, including board officer roles, any committees it will implement, and the process for conducting regular board meetings.
3. Describe the process for the recruitment and on-boarding of new board members.

***(Appendix Q – Resumes of all Board Members – no page limit)***

***(Appendix D – Charter School Board Member Questionnaire – no page limit; using template provided in Appendix D) [[53]](#footnote-53)***

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| Standards of Quality |
| 1. **The application provides resumes for all current board members, which represent the diversity of the school and includes a range of skill sets (i.e. legal, financial, governance, education, development, community etc. expertise). The application includes a strong board president, treasurer, members with knowledge of the target community, and members with previous non-profit board experience.**
 |
| 1. **The application thoroughly details the board’s current and desired size and capacity, identifying any gaps in key skills, areas of expertise, and/or constituencies that are not currently represented on the board.**
 |
| 1. **The application describes how the proposed composition of the board will effectively support the school to be successful academically and operationally and will ensure that key stakeholders and community members will be active in the governance of the school.**
 |
| 1. **The application provides a thorough development plan for building the capacity of the governing board, including a timeline and specific activities and/or supports (i.e. orientations, annual board trainings) that especially addresses the needs of the inaugural board, as well as for onboarding new board members.**
 |
| 1. **The application summarizes all board officer roles and any committees that will be used to support the school in carrying out its mission and vision. The application further includes a process to regularly evaluate board function and strengthen board practices.**
 |
| 1. **The application summarizes how the board will develop a schedule for regular board meetings that is in compliance with the Open Meetings law.[[54]](#footnote-54)**
 |
| 1. **The application includes a clear process, timeline, and qualifications for recruiting and appointing board members for both the inaugural board and going forward. Length of board terms and term limits are explicitly defined.**
 |

## C. Charter School Oversight

*The Governing Board is the entity legally responsible for holding the charter, entering into the contract with Denver Public Schools, and overseeing the operation and academic performance of the charter school. Governance also includes all financial planning, budgeting and oversight.*

1. Describe the board’s roles and responsibilities in overseeing the school.[[55]](#footnote-55)
2. Describe the systems, metrics, goals and benchmarks that the board will utilize in its evaluation and oversight of the school.

|  |
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| Standards of Quality |
| 1. **The application articulates how the board will use the school’s mission and vision to guide everyday practice and decision-making.**
 |
| 1. **The application includes a detailed description of the board’s primary responsibilities that demonstrate a thorough understanding of the differences between the roles and responsibilities of the board versus the school leader.**
 |
| 1. **The application describes how the board will interact with the SAC.**
 |
| 1. **The application identifies a clear system to evaluate the school leader.**
 |
| 1. **The application describes systems for how the board will regularly monitor key academic and operational metrics, including financial, student achievement, and school culture (i.e. discipline, attendance, etc.) metrics. There is a system and clear protocols for how the board receives this information and from whom.**
 |
| 1. **The board has established goals and benchmarks for year 1 and beyond addressing, but not limited to, the above academic and operational metrics (including solvency-related financial goals, as well as financial policies, processes, and procedures that the board and school leader will implement and follow).**
 |

## D. Charter School Board Status and Compliance

1. Describe how the board will maintain appropriate compliance by including drafts of Articles of Incorporation, Bylaws, policies and procedures for compliance with the Colorado Sunshine Law/Open Records Act, and grievance process and policy. If you do not have a draft for any one of these documents, provide a timeline for its development.
2. Note if the school or any board members are currently engaged in any litigation or arbitration proceedings.

***(Appendix R – Articles of Incorporation & Bylaws – no page limit)***

***(Appendix S – Conflict of Interest Policy – 4 page limit)***

***(Appendix T –Grievance Process – 2 page limit)***

***(Appendix U – Parent Complaint Process – 2 page limit)***

|  |
| --- |
| Standards of Quality |
| 1. **The application indicates that the school has obtained or plans to seek status as a Colorado nonprofit organization, has or will file Articles of Incorporation in a timely manner, and has clear consultation and legal support for this process. It is clearly stated whether the school will be a member or nonmember corporation and who the members will be.**
 |
| 1. **The application includes a draft of Articles of Incorporation, Bylaws, policies and procedures for compliance with the Colorado Sunshine Law/Open Records Act, and grievance process and policy that are in compliance with state and federal laws. If the school does not yet have these documents, a timeline is provided for their development.**
 |
| 1. **The Bylaws provide well-defined accountability policies and processes for the board, including any attendance and committee service requirements, clearly articulated board member actions that would trigger removal from the board, and a defined removal process that would take place. If the school does not yet have Bylaws, the application outlines these specific policies and processes.**
 |
| 1. **The application demonstrates a clear understanding of how the board will implement a grievance policy, including detailing the role of the board when a staff member or a parent has a grievance, as well as clearly articulated goals in terms of monitoring and resolving staff and parent complaints.**
 |
| 1. **The applicant is not currently engaged in any litigation or arbitration proceedings, or if it is involved in any litigation, there is confidence of a timely and positive resolution.**
 |

## E. Employment Policies

1. Explain the school’s employment policy[[56]](#footnote-56) and provide the school’s personnel policies or employee manual (or plan for their development).

***(Appendix V – Personnel Policies or Employee Manual – 20-page limit)***

|  |
| --- |
| Standards of Quality |
| 1. **The application provides an employment policy that codifies the relationship between the school and its employees, including employment status, use of employment contracts, salaries, hiring and dismissal, and other matters related to staffing. If not yet developed, the application describes the timetable under which they will be developed and the outline of its contents.**
 |
| 1. **The application clearly describes policies on equal employment opportunities, background checks for employees, conflicts of interest, maintenance of a drug-free workplace, and how grievances will be addressed. If these policies are not yet in place, the application describes the timetable under which they will be developed and the outline of their contents.**
 |

##

## F. Operations – Transportation[[57]](#footnote-57)

1. Provide a detailed plan for how the school will meet transportation needs for its students.[[58]](#footnote-58) If the school will not provide transportation for its students, describe why this will not be a barrier to access.[[59]](#footnote-59)

|  |
| --- |
| Standards of Quality |
| 1. **The application provides a plan that addresses the transportation needs of all students it seeks to serve, including low-income students and students with disabilities.**
 |
| 1. **The transportation plan is fiscally viable and aligned to the budget.**
 |
| 1. **The transportation plan accounts for the school’s calendar and schedule.**
 |
| 1. ***If the school does not plan to provide transportation for students:* The application provides evidence of viable transportation alternatives for use by students to access the school.**
 |

## G. Operations – Student Safety

1. Explain the school’s process to create and maintain the required Emergency Management Plan.[[60]](#footnote-60)

|  |
| --- |
| Standards of Quality |
| 1. **The application describes a process and a named staff member responsible to create and maintain the District-required Emergency Management Plan.**
 |

##

## H. Operations – Insurance Coverage (Charter Schools Only)

1. Provide a list of the types of insurance coverage the school will secure, including a description of the levels of coverage.[[61]](#footnote-61)

|  |
| --- |
| Standards of Quality |
| 1. **The application provides a list of types of insurance coverage the school will secure. Types of insurance include Worker’s Compensation, liability, property, indemnity, educator liability, directors and officers, errors and omissions, and automobile.**
 |
| 1. **The provided list has the correct level of coverage for each type of insurance.[[62]](#footnote-62)**
 |

## I. Operations – Food Service

1. Describe the school’s proposed food service program.[[63]](#footnote-63)

|  |
| --- |
| Standards of Quality |
| 1. **The application provides a description of a food program that will meet student needs and is financially viable.**
 |
| 1. **The application describes how the food program will comply with state and federal rules and regulations.**
 |

## J. Facility

1. Describe the school’s plan to secure a facility.[[64]](#footnote-64)
2. *If the school has already secured a facility:* If possible, include the lease agreement or Memorandum of Understanding detailing the agreement.

***(Appendix C – School Facility Questionnaire – required; using template found at the end of this application)[[65]](#footnote-65)***

***(Appendix W – Lease Agreement or MOU for Facility Rentals)***

|  |
| --- |
| Standards of Quality |
| 1. ***If the school has already secured a facility:* The application documents how the facility is or will be made appropriate for the instructional and programmatic needs of the school.**

***If the school has not yet secured a facility:* The application provides an adequate, realistic short term and long-term plan for acquiring a facility that is appropriate for the instructional and programmatic needs of the school. If the school plans to compete for an available District facility through the placement process, the application demonstrates a clear understanding of the Facility Allocation Policy.[[66]](#footnote-66)** |
| 1. ***Charter schools only:* The application documents in Appendix C the size, cost per square foot, zoning, and occupancy requirements for the planned facility or the 3 prospective facilities. The location of each facility is reasonable based on the targeted student population and transportation plan for the school.**
 |
| 1. ***Charter schools only:* The application outlines how the school will ensure the building is ADA compliant and includes designated space to provide physical/occupational therapy and nursing services, as required by a student’s IEP.**
 |
| 1. ***Charter schools only:* The application documents necessary facility costs including lease payments, renovations, and other expenses involved in preparing the building for school use, as well as identifying any potential grants and/or lending sources for financing any required facility upgrades.**
 |
| 1. ***Charter schools only:* The application provides evidence demonstrating that the facility estimate used in the budget is reasonable and viable.[[67]](#footnote-67)**
 |

##  K. Budget Narrative[[68]](#footnote-68)

*Note: All applicants are required to submit two completed budget forms as separate electronic documents in Excel (either an ideal enrollment and a realistic enrollment budget; or an ideal enrollment and a contingency budget). For more information on including realistic and ideal enrollment targets, see the* [*instructions page*](#pihpw2bo20hu) *of this application.* ***Applicants do not need to submit a hard copy of the budget form****. The budget template for both charter and district-run applications can be found on the DPS website at:* (<https://portfolio.dpsk12.org/applicant-supports/>).

1. Charter Applicants
	1. Describe your School Finance Act revenue assumptions, including estimated percentage of students who are eligible for free lunch.
	2. Provide a summary of all year-0 start-up costs.
	3. Describe your anticipated private revenue sources, including contributions and grants.
	4. Provide an overview of how the allocation of resources supports the vision, mission, and education plan of the school.
	5. Describe any services to be contracted, including costs and criteria for selecting service providers.
	6. Describe the internal controls which will be in place to responsibly manage accounting, purchasing, payroll and financial reporting requirements, including an independent annual audit.
	7. ***If you are choosing to provide a realistic enrollment target:*** Describe how you set your realistic and ideal enrollment targets to ensure that offering a high-quality program is financially sustainable at both levels.
	8. ***If you are choosing to provide a realistic enrollment target:*** Describe each material budget cut that is reflected in your realistic enrollment budget compared to your ideal enrollment budget, how each cut impacts your school program, and how this realistic budget continues to provide your school’s core education program.
	9. **If you are choosing not to provide a realistic enrollment target**: Assume your enrollment falls short of your projection and you are only able to enroll 80% of your year-1 student enrollment projection. Detail your contingency plan and provide an additional budget file reflecting that contingency.
2. District-Run Applicants
	1. Describe your School Finance Act revenue assumptions including estimated percentage of students who are eligible for free lunch.
	2. Describe your anticipated private revenue sources (anything separate from DPS funding), including contributions and grants.
	3. Provide an overview of how the allocation of resources supports the vision, mission, and education plan of the school.
	4. Describe any services to be contracted, including costs and criteria for selecting such services.
	5. Describe any expenses the school expects to incur that are in addition to what DPS traditionally funds.
	6. Explain the policies and processes that will be implemented to ensure that sound financial management practices are followed and that the financial plan is executed with fidelity.
	7. ***If you are choosing to provide a realistic enrollment target:*** Describe how you set your realistic and ideal enrollment targets to ensure that offering a high-quality program is financially sustainable at both levels.
	8. ***If you are choosing to provide a realistic enrollment target:*** Describe each material budget cut that is reflected in your realistic enrollment budget compared to your ideal enrollment budget, how each cut impacts your school program, and how this realistic budget continues to provide your school’s core education program.
	9. **If you are choosing not to provide a realistic enrollment target**: Assume your enrollment falls short of your projection and you are only able to enroll 80% of your year-1 student enrollment projection. Detail your contingency plan and provide an additional budget file reflecting that contingency.

|  |
| --- |
| Standards of Quality |
| 1. **The budget templates balance, are transparent, and demonstrate an understanding of how revenues flow.**
 |
| 1. **The application includes realistic School Finance Act revenue assumptions that match the target region (if applicable) and target student population, including a rationale for use of these assumptions.**
 |
| 1. **Operating expenses are covered by continuous income streams and are not reliant upon private funding.**
 |
| 1. **The application describes private revenue sources, noting which are secured and which are anticipated, as well as how each revenue stream will be used in support of non-core operational expenses. This private revenue is labeled in each budget template. The application includes or discusses a contingency should anticipated revenues not be received.**
 |
| 1. **The budget aligns with all other aspects of the application, including the staff roster, education program (including curriculum costs), vision, and mission.**
 |
| 1. **The application describes, and the budgets reflect, any services that will be contracted (i.e. business services payroll and auditing services) and there are reasonable costs and rigorous criteria for selecting such services.**
 |
| 1. ***District-run schools only:* Any expenses beyond what DPS traditionally funds (e.g., additional curriculum materials, extended overnight field trips, additional professional development experience, etc.) are reflected in the budget.**
 |
| 1. **The application identifies who will be directly managing and overseeing the budget and describes a plan to ensure leadership monitors financial metrics, including budgets to actuals, cash flow, income statement, balance sheet, and financial reporting requirements on an ongoing basis.**

***If primary financial management is provided by external consultants:* The application identifies a member of the school staff who has the financial knowledge to understand and interpret financial information provided by an external consultant.** |
| 1. **The application describes strong systems, policies and procedures, including internal controls, in place to ensure sound financial management practices that are consistently followed. The application also describes a process for school leadership to review internal monthly financials (District-run schools) or prepare them for stakeholder review (charter schools).**

***Charter schools only:* The application includes detail on an appropriate process to ensure an independent annual audit is completed.** |
| 1. ***Charter schools only:* If the school is planning to secure the Colorado Charter School Program grant or other reimbursement grants in Year 0, the application includes a realistic plan to acquire cash in the year prior to opening.**
 |
| 1. ***If Applicable*: The application thoroughly describes how the school set both its realistic and ideal enrollment targets and how the school will be able to offer a high-quality, financially sustainable program at both enrollment levels.**
 |
| 1. ***If Applicable*: The application specifically details each material budget cut associated with the realistic enrollment budget, the dollar amount related to each adjustment, and how each choice would affect the school’s program. This realistic enrollment budget does not compromise the ability of the school to implement the core education program.**
 |
| 1. ***If Applicable*: The realistic enrollment budget file reflects the adjusted revenue due to the enrollment change, any changes to private revenue, and each individual cut described in the application.**
 |
| 1. ***If Applicable*: The application includes a realistic contingency plan and matching contingency budget file in the event of only 80% enrollment in year 1, including the overall financial impact on the budget and adjustments the school would make to the school plan to account for this reduction. The plan specifically details each budget cut, the dollar amount related to each adjustment, and how each choice would affect the school’s program. This contingency plan does not compromise the ability of the school to implement the core education program.**
 |

#

# Section VI. Waivers (Charter Schools Only)

## Overview

Per the Colorado Charter Schools Act, charter schools are able to waive and replace certain district and state policies. This section outlines the automatic waivers requested by Denver Public Schools for all charter schools and provides space for charter applicants to request additional waivers and provide replacement policies.

## A. District Policy Waivers[[69]](#footnote-69)

|  |  |
| --- | --- |
| **Type** | **Implication** |
| Not waivable | DPS would not approve a waiver for this policy |
| Type I | Automatic Waiver - Does not apply to charter schools  |
| Type II | Charter schools can waive this policy and DPS does not need replacement policy on file. |
| Type III | Charter schools can waive the policy, but DPS needs the replacement policy language on file and approved by the District. Otherwise, the DPS Board policy governs.  |

*Note: Please see the* [*Automatic Charter DPS Policy Waivers*](#_25b2l0r) *summary in the Information for Applicants section for a complete list of DPS policies that do not apply to charter schools and are therefore automatic. The Information for Applicants section also includes a list of waivers that are Not Waivable.*

**Type II District Policy Waivers**

Charter schools should review each [Denver Public Schools Policy](http://www.boarddocs.com/co/dpsk12/Board.nsf/Public?open&id=policies) and select the appropriate Type II waiver(s) below that aligns with the proposed school model. **Complete the following table and include it in your application.**

A Policies: Foundations and Basic Commitments

|  |  |  |
| --- | --- | --- |
| ☐ | AC | Nondiscrimination and Equal Opportunity |
| ☐ | AC-R1 | Procedures for the Investigation of Public Complaints of Discrimination or Harassment |
| ☐ | AC-R2 | Procedures for Public Requests for Reasonable Accommodations and Procedures for the Investigation of Public Complaints Regarding the Provision of Requested Accommodations |
| ☐ | ADC | Tobacco and Marijuana-Free Schools |
| ☐ | ADD | Safe Schools |
| ☐ | ADF/ADF-R | School Wellness |

B Policies: School Board Governance and Operations

|  |  |  |
| --- | --- | --- |
| ☐ | BDF-R4 | Collaborative School Committees |

D Policies: Fiscal Management

|  |  |  |
| --- | --- | --- |
| ☐ | DJ | Purchasing |
| ☐ | DJA | Purchasing Authority |
| ☐ | DJA-R | Regulations for Purchasing Authority |
| ☐ | DJB | Purchasing Procedures |
| ☐ | DJD | Cooperative Purchasing |
| ☐ | DJE | Bidding Procedures |
| ☐ | DJG | Vendor Relations |
| ☐ | DK | Stewardship of Funds |
| ☐ | DK-R | Propriety of Expenses Procedures |
| ☐ | DK-R1 | Travel Expenses |
| ☐ | DK-R2 | Food Purchases Procedure - Non-Student Meal Related |
| ☐ | DK-R3 | District Cell Phone Procedures |
| ☐ | DK-R4 | Payroll/Deductions/Direct Deposit/Expense Reimbursements |
| ☐ | DK-R5 | Gift Card Purchasing Procedures |

E Policies: Support Services

|  |  |  |
| --- | --- | --- |
| ☐ | ECA | Building Safety and Security Policy |
| ☐ | EFEA | Nutritious Food Choices |
| ☐ | EGAEA | Electronic Mail and Internet Policy |
| ☐ | EGAEA-R1 | Regulations of Use of Electronic Mail and Internet Systems |
| ☐ | EGAEA-R2 | Regulation of Social Media Use |
| ☐ | EHB | Records Retention |

G Policies: Personnel

|  |  |  |
| --- | --- | --- |
| ☐ | GBA | Equal Employment Opportunity and Nondiscrimination |
| ☐ | GBA-R1 | Procedures for the Investigation of Employee Complaints of Discrimination or Harassment |
| ☐ | GBA-R2 | Procedures for Employee Requests for Reasonable Accommodations and Procedures for the Investigation of Employee Complaints Regarding the Provision of Requested Modifications or Accommodations |
| ☐ | GBEBC | Gifts to and Solicitations by Staff |
| ☐ | GBGB | Personal Safety and Security |
| ☐ | GCF/GDF | Staff Recruiting/Hiring |

I Policies: Instructional Program

|  |  |  |
| --- | --- | --- |
| ☐ | IHAM | Health and Family Life/Sex Education |
| ☐ | IHAM-R | Regulation for implementing Health and Family Life/Sex Education |
| ☐ | IHBK | Preparation for Postsecondary and Workforce Success |
| ☐ | IHBK-R | Regulations for Preparation for Postsecondary and Workforce Success |
| ☐ | IKA | Grading/Assessment Systems |
| ☐ | IKA-R | Regulation for Grading/Assessment Systems |
| ☐ | IKE | Promotion, Retention and Acceleration of Students |
| ☐ | IKE-R | Procedure for the Promotion, Retention, and Acceleration of Students |
| ☐ | ILBC | Early Literacy and Reading Comprehension |
| ☐ | ILBC-R | Procedures to Implement the Colorado READ Act |
| ☐ | IMDB | Flag Displays |

J Policies: Students

|  |  |  |
| --- | --- | --- |
| ☐ | JICA | Student Dress Code |
| ☐ | JICDE | Bullying Prevention and Education |
| ☐ | JICEA | School-Related Student Publications |
| ☐ | JICEA-R | Regulation regarding School-Related Student Publications |
| ☐ | JICEC | Student Distribution of Noncurricular Materials |
| ☐ | JICEC-R | Regulation for Student Distribution of Noncurricular Materials |
| ☐ | JICF | Secret Societies/Gang |
| ☐ | JICG | Use of Tobacco by Students |
| ☐ | JICH | Drug and Alcohol Use by Students |
| ☐ | JICH-R | Regulations for Drug and Alcohol Use by Students |
| ☐ | JJH | Student Travel and Field Trips (if not waived, “superintendent” approval will be replaced by “charter school leader” approval) |
| ☐ | JJH-R | Regulation regarding Student Travel and Field Trips |
| ☐ | JLC | Student Health Services and Records |
| ☐ | JLCDA | Students with Food Allergies |
| ☐ | JLI | Student Safety |
| ☐ | JQ | Student fees, Fines and Charges (if not waived, “area superintendent approval” will be read as “charter school leader approval”) |
| ☐ | JRA/JRC | Student Records/Release of Information on Students |
| ☐ | JRA/JRC-R | Regulation Regarding Student Records and Release of Student Information |

K Policies: Instructional Program

|  |  |  |
| --- | --- | --- |
| ☐ | KB | Family Engagement (Including Title I Family Engagement) |
| ☐ | KB-R | Regulation for Family Engagement (Including Title 1 Family Engagement) |
| ☐ | KDB | Public's Right to Know - Freedom of Information |
| ☐ | KDB-R | Regulation regarding Public's Right to Know - Freedom of Information |
| ☐ | KFA | Public Conduct on School Property |
| ☐ | KFA-R | Regulation regarding Public Conduct on School Property |
| ☐ | KHB | Advertising in Schools |
| ☐ | KI | Visitors to Schools |

**Type III DPS Policy Waivers**

Charter schools should review each [Denver Public Schools Policy](http://www.boarddocs.com/co/dpsk12/Board.nsf/Public?open&id=policies) and select the appropriate Type III waiver below that will align with the proposed school model. Charter schools may seek the following non-automatic waivers. If seeking to waive Type III policies, please reach out to the Portfolio Management Team for a replacement policy template for example waiver language.[[70]](#footnote-70)

|  |  |  |
| --- | --- | --- |
| ☐ | GBEA | Conflicts of Interest |
| ☐ | GBEC | Drug, Alcohol and Tobacco-Free Workplace (Use by Staff Members) |
| ☐ | GBEC-R | Regulation for the Enforcement of the Drug, Alcohol and Tobacco-free Workplace Policy |
| ☐ | IKF-R | Graduation Requirements for Class of 2021 and Beyond - Supporting Details |
| ☐ | IKF | IKF - Requirements for Graduating class of 2021 and beyond |
| ☐ | IKF  | IKF - Graduation Requirements (Up to Class of 2020) |
| ☐ | JB | Equal Educational Opportunity and nondiscrimination |
| ☐ | JB-R1 | Procedures for the Investigation of Student Complaints of Discrimination or Harassment |
| ☐ | JB-R2 | Regulation for Implementing Section 504 of the Rehabilitation Act of 1973 ("Section 504") and Section 504 Grievance Procedures |
| ☐ | JIH | Student Interviews, Interrogations, Searches and Arrests |
| ☐ |  JK | Student Discipline (note: provisions related to expulsion cannot be waived) |
| ☐ | JK-R | Student Conduct and Discipline Procedures (note: provisions related to expulsion cannot be waived) |
| ☐ | JKA | Restraint of Students |
| ☐ | JKA-R | Restraint of Students Regulation |
| ☐ | JLCDB | Administration of Medical Marijuana to Qualified Students  |
| ☐ | JLCDB-E | Written Plan: Administration of Medical Marijuana to Qualified Students  |
| ☐ | JLF | Child Abuse and Reporting |
| ☐ | JLF-R | Reporting Child Abuse and Child Protection |

## B. State Statute Waivers

The state board offers automatic waivers to state statutes and state rules for Charter Schools. Below is a list of waivers that have been automatically granted to charter schools upon the establishment of a signed charter contract.

|  |
| --- |
| **Automatic Waiver List as of 12/20/18** |
| **State Statute Citation** | **Description** |
| *22-32-109(1)(f), C.R.S.* | Local board duties concerning selection of staff and pay |
| *22-32-109(1)(t), C.R.S.* | Determine educational program and prescribe textbooks |
| *22-32-110(1)(h), C.R.S.* | Local board powers-Terminate employment of personnel |
| *22-32-110(1)(i), C.R.S.* | Local board duties-Reimburse employees for expenses |
| *22-32-110(1)(j), C.R.S.* | Local board powers-Procure life, health, or accident insurance |
| *22-32-110(1)(k), C.R.S.* | Local board powers-Policies relating the in-service training and official conduct |
| *22-32-110(1)(ee), C.R.S.* | Local board powers-Employ teachers’ aides and other non-certificated personnel |
| *22-32-126, C.R.S.* | Employment and authority of principals |
| *22-33-104(4)* | Compulsory school attendance-Attendance policies and excused absences |
| *22-63-301, C.R.S.* | Teacher Employment Act- Grounds for dismissal |
| *22-63-302, C.R.S.* | Teacher Employment Act-Procedures for dismissal of teachers |
| *22-63-401, C.R.S.* | Teacher Employment Act-Teachers subject to adopted salary schedule |
| *22-63-402, C.R.S.* | Teacher Employment Act-Certificate required to pay teachers |
| *22-63-403, C.R.S.* | Teacher Employment Act-Describes payment of salaries |
| *22-1-112, C.R.S* | School Year-National Holidays |

**State Waivers Available Upon Request**

There are a number of State Statutes that are no longer considered Automatic. Schools who wish to acquire non-automatic waivers must request these waivers and prove adequate rationale and replacement policies using the table below. A list of commonly requested non-automatic waivers and sample replacement policy language can be found on the Colorado Department of Education’s website at: (<https://www.cde.state.co.us/cdechart/samplerrp>).

**Charter School’s Replacement Policies for Additional Waivers from State Statutes**

List any non-automatic state statutes that you are seeking to waive and provide your detailed replacement policy including a description of why these additional waivers are critical for the operation of your proposed school using the sample table provided below for **each** additional waiver request.

|  |
| --- |
| **Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan** |
| **Statutory Citation and Title** (*i.e. C.R.S. §22-9-106 Local Board of Education, Duties-Performance Evaluation System*) |
| **Rationale:** |
| **Replacement Plan:**  |
| **Duration of Waivers:** The duration of the contract.  |
| **Financial Impact:**  |
| **How the Impact of the Waivers Will Be Evaluated?**  |
| **Expected Outcome:**  |

|  |
| --- |
| Standards of Quality |
| 1. ***If the school program identified throughout the application would require waivers from district policies in order to implement the school plan:* The application adequately addresses the need to acquire district policy waivers and provides a rationale for pursuing such waivers.**
 |
| 1. ***If the school program identified throughout the application would require waivers from State Statutes in order to implement the school plan:* The application adequately addresses the need to acquire state statute waivers and provides a rationale for pursuing such waivers. The application provides an adequate replacement policy for each waiver identified.**
 |

#

# Section VII. Third Party Service Providers

## Overview

If the proposed school intends to contract with a nonprofit, not-for-profit, or for-profit third party service provider — including, but not limited to, an education management provider (EMP) or an education service provider (ESP) – to provide, manage, or oversee some or all of the educational services provided by the school, the application must also include the following items, per Colorado Statute ([C.R.S. § 22-30.5-106(1)(s)](http://www.cde.state.co.us/cdechart/chact)):

## A. Third Party Service Provider Selection and Track Record[[71]](#footnote-71)

1. Explain how and why the third party service provider was selected and provide summary information from reference checks conducted regarding that provider.
2. Provide additional information for schools served by the third party service provider that serve the same target student population as the proposed school, as well as evidence of a track record of academic and operational success and financial health for the third party service provider.
3. Disclose and explain any contract terminations (where a school has ended the contract with the third party service provider, but continued to operate) as well as any charter revocations, non-renewals or withdrawals/non-openings that schools contracting with the proposed third party service provider have experienced.

**(Appendix X – Financial Audit of Third Party Service Provider - 15 page limit)**

|  |
| --- |
| Standards of Quality |
| 1. **The application provides a clear description of how and why the third party service provider was selected to serve the school.**
 |
| 1. **The application includes a list of all schools operated by the third party service provider, contact information for each, and a summary of reference checks and any other relevant evidence of vetting of the services provided by the provider conducted by the applicant.**
 |
| 1. **The application provides sufficient additional information for each currently operating school served by the third party service provider that serve the same grade levels as and student populations demographically similar to the anticipated population of the proposed school, including the name of each school, the year opened, contact information, location, number of students, and contact information for the authorizer of each of those schools.**
 |
| 1. **The application provides thorough evidence of a clear track record of success for the third party service provider working with the targeted student population in these similar schools, including evidence of successfully improving student academic performance.**
 |
| 1. **The application provides student performance data, including disaggregated student performance data (and growth data where possible) for the above mentioned schools.**
 |
| 1. **The application provides thorough evidence of the third party service provider’s successful management of the non-academic school functions and addresses their success in serving the whole child (i.e. back office services, school operations, extracurricular activities, emotional wellness, and health services).**
 |
| 1. **The application provides thorough evidence of the financial health of the third party service provider.**
 |

## B. Third Party Service Provider Legal Relationships

1. Provide evidence that the board is self-governing and independent from the third party service provider and discuss any potential conflicts of interest between this provider and the school.
2. Provide evidence that the third party service provider is a corporate entity that is authorized to do business in Colorado and identify and separately document any agreements the applicant has made with this provider.

**(Appendix Y – License Authorizing Business in Colorado – 2 page limit)**

|  |
| --- |
| Standard of Quality |
| 1. **The application provides evidence that the school is independent of the third party service provider, including separate legal representation and arms-length negotiation processes.**
 |
| 1. **The application adequately addresses any perceived conflicts of interest between the third party service provider and the school.**
 |
| 1. **The application includes evidence that the third party service provider is a corporate entity that is authorized to do business in Colorado.**
 |
| 1. **The application identifies any agreements between the school and the third party service provider.**
 |
| 1. **If the charter school intends to enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement of other financing relationships with the third party service provider, the applicant provides evidence that such agreements are separately documented and are not a part of or incorporated in the third party service provider agreement. Such agreements must be consistent with the school’s authority to terminate the third party service provider agreement and continue operation of the school.**
 |

## C. Third Party Service Provider Organizational Structure[[72]](#footnote-72)

1. Provide a detailed description of the roles and responsibilities of the third party service provider.
2. Describe the scope, timeline for delivery, and costs of all services to be provided by the third party service provider.
3. Describe the methods that the Board will use to oversee the third party service provider.
4. Describe the financial responsibilities of the third party service provider.
5. Explain the duration of the management agreement, as well as the process for its renewal and termination.
6. Provide a copy of the actual or proposed performance contract between the governing board and the third party service provider.[[73]](#footnote-73)

**(Appendix Z – Draft of Management Agreement – 10 page limit)**

|  |
| --- |
| Standards of Quality |
| 1. **The application includes a clear delineation of roles and responsibilities between the school and the third party service provider and articulates any supervisory responsibilities of this provider, including which employees and how such responsibility will be successfully taken on.**
 |
| 1. **The application describes how the Board will oversee any third party service provider supervisory responsibilities.**
 |
| 1. **The application provides a detailed description of the scope of services, the timeline for delivery of services, and costs for all services to be provided by the third party service provider. The applicant’s budget captures these costs and these costs are reasonable in relation to the services being provided.**
 |
| 1. **The application includes a clear process for overseeing and evaluating the third party service provider based on measurable, clearly identified school-wide performance and student achievement metrics. These metrics are collected on an identified schedule and any possible external evaluator to be used to assess the third party service provider performance is named (if any).**
 |
| 1. **The application describes clear conditions, trigger points, standards, and procedures for board intervention and/or termination of the agreement if the management organization’s performance is deemed unsatisfactory.**
 |
| 1. **The application includes a description of the financial responsibilities for the third party service provider, including: the ownership of items purchased with public funds; which operating and capital expenditures each party will be responsible for; what types of spending decisions the management organization can make without obtaining board approval; and what reports, and on what schedule, the management organization must submit to the Board on financial performance.**
 |
| 1. **The application clearly states the duration of the management agreement and renewal process, including: how often the management agreement will be renewed; the conditions that both the third party service provider and the school must satisfy for the management agreement to be renewed; the procedures for determining whether the management agreement will be renewed; on what grounds the third party service provider or the school can terminate the management agreement for cause (including provisions for notice to the other party); under what conditions either party may terminate the management agreement without cause; and any indemnification provisions in the event of default or breach by either party.**
 |
| 1. **The application provides a copy of the actual or proposed performance contract between the governing board and the education management provider that specifies, at a minimum, the following material terms: (A) Performance evaluation measures; (B) The methods of contract oversight and enforcement that the governing board will apply; (C) The compensation structure and all fees that the proposed charter school will pay to the education management provider; and (D) The conditions for contract renewal and termination.**
 |
| 1. **The actual or proposed performance contract clearly states material terms, including, but not limited to: a detailed scope of work, timeline for services to be provided, fees to be paid to third party service provider, a dispute resolution process and bases for terminating the agreement.**
 |

# Section VIII. Multiple School Organizations

## Overview

The purpose of this section is to describe the relationship between the charter school and a charter school network, including out-of-state networks, or the district-run school and the innovation management organization or Innovation Zone.

## A. MSO Human Capital

1. Describe the MSO’s approach to human capital.

|  |
| --- |
| Standards of Quality |
| 1. **The application describes the MSO’s approach to a leadership pipeline, which is designed to ensure qualified principals and leaders from both internal and external sources.**
 |
| 1. **The application describes the MSO’s approach to teacher and leader evaluation, which has systems in place to ensure that teachers and leaders are regularly evaluated in compliance with SB-191.**
 |
| 1. **The application describes the MSO’s approach to teacher recruitment and selection, which has systems in place for teacher recruitment that result in a sufficient number of highly qualified, mission-fit candidates for all openings that are equitable distributed across sites.**
 |
| 1. **The application describes the MSO’s structures for intentional teacher retention.**
 |
| 1. **The application describes clear roles and responsibilities of the MSO’s central office staff, which has a well-defined structure and manageable supervisory relationship. The organization structure allows for effective implementation of the program.**
 |

## B. Shared Personnel and/or Central Management Organization

## (CMO) Personnel[[74]](#footnote-74) *(If Applicable)*

1. Describe the role of the central office or leadership team that will support all school(s), the decision rights framework (i.e. who will hire and coach principals), and how this structure will support individual schools and the network.
2. Provide a profile for the organization leader, explain how this person will be evaluated, and describe the succession plan for any shared leaders (i.e. CEO, Executive Director or Executive Principal).

 ***(Appendix AA–Shared Staff Organizational Chart & Staff Roster – 2 page limit)***

***(Appendix BB – CEO/ED Evaluation Tool, if applicable – 4 page limit)***

|  |
| --- |
| Standards of Quality |
| 1. **The application clearly articulates the central office organization in terms of function and structure and there is clear delineation of responsibilities between the central office and school-based staff.**
 |
| 1. **The application provides a decision rights framework that is clearly delineated and details which decisions are made centrally as opposed to by the school site, including who will hire and fire principals and other personnel, where instructional decisions are made, and what decisions regarding program and schedule are left to site-based personnel.**
 |
| 1. **The application describes well-defined roles and responsibilities for key members of central leadership team that demonstrates the network will have a high-quality, well-rounded team that will ensure its successful ongoing operations.**
 |
| 1. **The application provides an organizational chart for the central office that clearly demonstrates the network’s staff structure as the new school site phases in and at full build-out, noting any core operations that will be outsourced to third parties or consultants.**
 |
| 1. **The application describes an organizational structure for the central office that includes clear lines of accountability, a reasonable number of central vs. site-based personnel, and provides a rationale for how this structure will support the effective operation of each school and the successful expansion of the network.**
 |
| 1. **The application provides a staff roster for the central office that accounts for any new positions that will be added to effectively address the needs of the target student population. These new positions are financially viable.**
 |
| 1. **The application provides a profile for the leader of the organization that outlines the characteristics, qualifications, and credentials necessary for leading a multi-site system of schools and identifies a highly qualified person for this role.**
 |
| 1. **The application identifies not only the regular schedule for evaluations of the organization leader, but also the criteria and tools that the governing body uses or will use for the process. The application describes the next steps the organization will take in the event the leader of the organization does not meet accountability measures.**
 |
| 1. **The application describes a proactive, robust senior leadership succession plan, including a clear decision making process, strategies to develop internal candidates and/or a description of the pipeline for future senior leaders, that will ensure continuity in the event of a senior leadership transition.**
 |

## C. MSO Finance

1. Describe the MSO’s long-term fundraising plan and policy for allocating resources across schools.

|  |
| --- |
| Standards of Quality |
| 1. **The application outlines the MSO’s long-term fundraising plan; the school only budgets for revenues that are guaranteed.**
 |
| 1. **The application describes the MSO’s plan for allocating resources across schools in alignment with regulation and the needs of students.**
 |
| 1. **The application describes the MSO’s financial policies and procedures to document and monitor expenditures to ensure they are followed at both the central office and school sites.**
 |

## D. MSO Long Term Planning

1. Describe the MSO’s long term growth plan, strategic plan, and key organizational priorities.

|  |
| --- |
| Standards of Quality |
| 1. **The application describes the MSO’s strategic plan that outlines the organization's key priorities and is regularly updated.**
 |
| 1. **The application describes the MSO’s long term growth plan that includes realistic cost and revenue projections, as well as central office growth plans that can effectively support their planned growth.**
 |

## E. MSO Governance

1. Describe any specific changes that will be made to the governing or advisory board to oversee additional schools.[[75]](#footnote-75)
2. Describe the oversight role the governing or advisory board plays for individual school sites, as well as the entire organization.
3. Describe what will trigger the MSO’s governing or advisory board to intervene, if one or more schools are not meeting expectations, including which actions for addressing poor performance live at the school level versus the network or board level.

|  |
| --- |
| Standards of Quality |
| 1. **The application describes changes that will be made to the governing or advisory board. These changes will increase the capacity of the board to oversee additional schools.**
 |
| 1. **The application describes how the governing or advisory board monitors key academic, financial, and operational (enrollment, compliance, and parent satisfaction) metrics at the MSO and individual school level on a regular basis.**
 |
| 1. **The application describes what will trigger the MSO’s governing or advisory board to intervene if one or more schools are not meeting expectations. The application differentiates which actions for addressing poor performance live at the school level versus the network or board level.**
 |

# Appendix A: Letter of Intent

This letter of intent (LOI) will provide formal notice to the School Development Team in Denver Public Schools regarding an applicant’s intention to submit a new school proposal for the 2020-21 school year. Submit Letters of Intent to CNQS@dpsk12.org by 5PM on Friday, February 8, 2019.

*The information presented in the LOI is non-binding.*

|  |  |
| --- | --- |
| Proposed School Name:  |  |
| Grade Configuration: |  |
| Model or Focus:  |  |
| Primary Contact Person:Phone: Email: |  |
|  |
|  |
| Region and Neighborhood: |  |
| Proposed Leader (if known): |  |
| Replication: | Yes ☐ No ☐ |
| Contract with Third Party Service Provider: | Yes ☐ No ☐ |

**Ideal Enrollment Projections:** *Provide additional rows and columns if necessary.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **GRADES** | **2020-21** | **2021-22** | **2022-23** | **2023-24** | **2024-25** |
| **X** |  |  |  |  |  |
| **X** |  |  |  |  |  |
| **X** |  |  |  |  |  |
| **Total # students** |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FRL %** | **SPED %** | **ELL %** |
| Proposed Demographics |  |  |  |
| Mission of School: |  |
| Provide a brief overview of the education program of the proposed school: |  |

*Charter Schools only:* Complete the following table to list Board members for the school at this time.

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Current Professional Title and Organization | Board Role | Focus/Expertise |
|  |  |  |  |

#

# Appendix B: Copy of Application Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| **Section of Application** | **Application Components** | **Applicant Check** | **Authorizer Check** |
| [Letter of Intent](#_4bvk7pj)   |  |  |
| [Executive Summary](#_3znysh7)  |  |  |
| [English Language Learner Attestation](#_2et92p0) |  |  |
| [Section I. School Culture](#_tyjcwt)  | 1. [Vision and Mission](#_3dy6vkm)
 |  |  |
| 1. [Target Student Population](#_1t3h5sf)
 |  |  |
| 1. [Student Recruitment and Enrollment](#_4d34og8)
 |  |  |
| 1. [Demonstration of Community Support and Demand for the Application](#_2s8eyo1)
 |  |  |
| 1. [School Culture and Student Voice](#_17dp8vu)
 |  |  |
| 1. [Student Discipline Policy](#_3rdcrjn)
 |  |  |
| 1. [Student Attendance and Satisfaction](#_26in1rg)
 |  |  |
| 1. [Parent/Guardian Involvement and Satisfaction](#_lnxbz9)
 |  |  |
| 1. [School Schedule and Calendar](#_35nkun2)
 |  |  |
| 1. [Supplemental Programming and Community Partnerships](#_1ksv4uv)
 |  |  |
| [Section II.](#_44sinio) [Educational Program](#_44sinio)  | 1. [Pedagogy and Instructional Strategies](#_2jxsxqh)
 |  |  |
| 1. [Curriculum](#_z337ya)
 |  |  |
| 1. [Scope and Sequence](#_3j2qqm3)
 |  |  |
| 1. Culturally Responsive Education
 |  |  |
| 1. [Assessments, Progress Monitoring, and Pupil Performance](#_4i7ojhp)
 |  |  |
| 1. [Promotion and Retention Policies](#_2xcytpi)
 |  |  |
| 1. [Intervention and Acceleration](#_1ci93xb)
 |  |  |
| 1. [Special Education Instruction](#_3whwml4)
 |  |  |
| 1. [Gifted and Talented Instruction](#_2bn6wsx)
 |  |  |
| 1. [English Language Acquisition](#_qsh70q)
 |  |  |
| 1. [Class Size](#_3as4poj)
 |  |  |
| [Section III.](#_1pxezwc)[Teaching](#_1pxezwc) | 1. [Teacher Recruitment, Hiring, and Retention](#_49x2ik5)
 |  |  |
| 1. [Teacher Coaching](#_2p2csry)
 |  |  |
| 1. [Teacher Evaluation](#_147n2zr)
 |  |  |
| 1. [Teacher Professional Development](#_3o7alnk)
 |  |  |
| [Section IV.](#_23ckvvd)[Leadership](#_23ckvvd) | 1. [Leadership Capacity and Sustainability](#_ihv636)
 |  |  |
| 1. [Organizational Structure](#_32hioqz)
 |  |  |
| 1. [Leadership Coaching and Evaluation](#_1hmsyys)
 |  |  |
| [Section V.](#_41mghml)[Governance, Operations and Budget](#_41mghml)  | 1. [School Accountability Committee and Collaborative School Committee](#_2grqrue)
 |  |  |
| 1. [Charter School Board Capacity and Structure](#_vx1227)
 |  |  |
| 1. [Charter School Oversight](#_3fwokq0)
 |  |  |
| 1. [Charter School Board Status and Compliance](#_1v1yuxt)
 |  |  |
| 1. [Employment Policies](#_4f1mdlm)
 |  |  |
| 1. [Operations – Transportation](#_2u6wntf)
 |  |  |
| 1. [Operations – Student Safety](#_19c6y18)
 |  |  |
| 1. [Operations – Insurance Coverage](#_3tbugp1) (Charter Schools Only)
 |  |  |
| 1. [Operations – Food Service](#_28h4qwu)
 |  |  |
| 1. [Facility](#_nmf14n)
 |  |  |
| 1. [Budget Narrative](#_37m2jsg)
 |  |  |
| [Section VI.](#_1mrcu09)[Waivers](#_1mrcu09) (Charter Schools Only) | 1. [District Policy Waivers](#_46r0co2)
 |  |  |
| 1. [State Statute Waivers](#_2lwamvv)
 |  |  |
| [Section VII. Third Party Service Providers](#_111kx3o)(*If Applicable)* | 1. [Third Party Service Provider Selection and Track Record](#_3l18frh)
 |  |  |
| 1. [Third Party Service Provider Legal Relationship](#_206ipza)
 |  |  |
| 1. [Third Party Service Provider Organizational Structure](#_4k668n3)
 |  |  |
| [Section VIII.](#_1egqt2p)[Multiple School Organizations](#_1egqt2p)(*If Applicable)* | 1. [MSO Human Capital](#_3ygebqi)
 |  |  |
| 1. [Shared Personnel and/or Central Management Organization (CMO) Personnel](#_2dlolyb)
 |  |  |
| 1. [MSO Finance](#_sqyw64)
 |  |  |
| 1. [MSO Long Term Planning](#_3cqmetx)
 |  |  |
| 1. [MSO Governance](#_1rvwp1q)
 |  |  |
| Appendices | Appx. A – [Letter of Intent (copy of LOI submitted)](#_4bvk7pj) |  |  |
| Appx. B – [Copy of Application Checklist](#_2r0uhxc) |  |  |
| Appx. C – [School Facility Questionnaire](#_1664s55) |  |  |
| Appx. D – [Charter School Board Member Questionnaire](#_3q5sasy) |  |  |
| Appx. E – Evidence of Support from Parents/Guardians, Community Groups, Teachers & Pupils |  |  |
| Appx. F – Discipline Policy |  |  |
| Appx. G – School Year Calendar  |  |  |
| Appx. H – Student Teacher School Day Schedules |  |  |
| Appx. I – Yearlong Course Scope and Sequence for Single Grade |  |  |
| Appx. J – Detailed Scope and Sequence for Single Unit and Grade |  |  |
| Appx. K – Teacher Evaluation Tools  |  |  |
| Appx. L – Job Descriptions for all Leadership Team Positions  |  |  |
|  | Appx. M – Resumes for all Identified Leadership Team Members  |  |  |
| Appx. N – School Organization Chart |  |  |
| Appx. O – Staff Roster |  |  |
| Appx. P – School Leader Evaluation Tool  |  |  |
| Appx. Q – Resumes of All Board Members |  |  |
| Appx. R – Articles of Incorporation & Bylaws *(charter schools only)* |  |  |
| Appx. S – Conflict of Interest Policy *(charter schools only)* |  |  |
| Appx. T – Grievance Policy *(charter schools only)* |  |  |
| Appx. U– Parent Complaint Process *(charter schools only)* |  |  |
| Appx. V – Personnel Policies or Employee Manual  |  |  |
| Appx. W – Memorandum of Understanding (if applicable)  |  |  |
| Appx. X – Financial Audit of Third Party Service Provider (if applicable)  |  |  |
| Appx. Y – License Authorizing Business in Colorado (if applicable)  |  |  |
| Appx. Z – Draft of Management Agreement (if applicable)  |  |  |
| Appx. AA – Shared Staff Organizational Chart & Staff Roster |  |  |
| Appx. BB – CEO/ED Evaluation Tool (*if applicable*) |  |  |
| Electronic copy of entire application |  |  |
| Electronic copy of completed budget template (ideal enrollment target) |  |  |
| Electronic copy of completed budget template (realistic enrollment target or contingency) |  |  |

#

# Appendix C: School Facility Questionnaire

|  |
| --- |
| School Name: |
| Primary Contact for Facility Planning: |
| Telephone: | Email: |
| Grade levels and ideal student enrollment estimates for the first five years: |
|  | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| Grades |  |  |  |  |  |
| Enrollment |  |  |  |  |  |
| Region: |
| Description of the facility/ies under consideration including available square footage and quotes (for years 1-5) from property owners: |
| Facility #1:Facility #2Facility #3 |
| Are you interested in investigating the possibility of occupying a district-owned facility should a district-owned facility be available? ☐ Yes ☐ No ***Note:*** *DPS believes that both district-run and charter schools should have equity of opportunity in accessing district facilities.* ***Therefore, all applicants are subject to the Facility Allocation Policy (FAP).*** |

|  |
| --- |
| **Classroom Requirements Years 1-3:** |
| How many students will you have per classroom on average? \_\_\_\_**Number of full size classrooms you will need each year as you grow out – include core, special education, and elective classroom but not gym.** |
| **Year 1** | **Year 2** | **Year 3** |
|  |  |  |
| **Administrative/Support Spaces** |
| Main Office | ☐ Yes | ☐ No |
| If yes, list number of private offices needed (e.g., principal, AP, etc.): |  |
| Satellite Office | ☐ Yes | ☐ No |
| Work Room/Copy Room | ☐ Yes | ☐ No |
| Teacher Work Room(s) | ☐ Yes | ☐ No |
| If yes, list number of teacher work/planning rooms needed: |  |
| **Specialty Classroom Needs** |
| Number of science labs:  |  |
| Number of art rooms (with or without kiln): |  |
| Number of computer labs:  |  |
| Library Media Center (LMC) | ☐ Yes | ☐ No |
| Performance/Dance Room | ☐ Yes | ☐ No |
| Auditorium | ☐ Yes | ☐ No |
| Other (list room type and number): |  |
| **Physical Education/Athletic Requirements** |
| Gymnasium | ☐ Yes | ☐ No |
| Locker Rooms | ☐ Yes | ☐ No |
| Weight Room | ☐ Yes | ☐ No |
| Field(s) – soccer, football, multipurpose | ☐ Yes | ☐ No |
| Baseball Field | ☐ Yes | ☐ No |
| Softball Field | ☐ Yes | ☐ No |
| Other (please list):  |  |
| **Other Needs** |
| Playground(s) | ☐ Yes | ☐ No |
| Large space for class/school assemblies (e.g., morning meeting, cafeteria) | ☐ Yes | ☐ No |
| Spaces not addressed and/or special considerations: |

#

# Appendix D: Charter School Board Member Questionnaire

***(To be completed individually by each proposed board member for the Charter School)***

The purposes of this survey are: 1) to supply pertinent information to the application review team; 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and 3) to identify any potential conflicts of interest you may have as a board member.

**Conflict of Interest**

The information requested below is being requested to identify any potential conflicts of interest that you may have as a board member. This is in alignment with best practices in non-profit and charter school governance and is also DPS policy for its board members. If the charter school is approved, any conflicts of interest that are identified must be addressed by the charter school in alignment with its board conflict of interest policy.

**Background/Criminal History Checks**

Background checks are an important volunteer management tool for charter schools. The safety of students, employees, and board members is of utmost importance. Moreover, the judicious oversight of the school’s finances and operations is among the governing board’s main responsibilities.

In addition, it is DPS policy to conduct a background check on all volunteers who are working with our schools. In keeping with that policy, if the charter school is approved, DPS will request that the school conduct background checks with their volunteers, including board members.

**Contact Information**

|  |  |
| --- | --- |
| Name of charter school: |  |
| Your Name: |  |
| Home Address: |  |
| City/State/Zip: |  |
| Telephone: |  |
| Email: |  |
| Employer: |  |
| Employer Address: |  |
| Employer City/State/Zip: |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Are you a Colorado resident?** | ☐ | Yes | ☐ | No |
| **Will (or do) any of your children attend this public charter school?** | ☐ | Yes | ☐ | No |
| **If yes, how many?** |
| **Will you be able to attend regularly scheduled board meetings?** | ☐ | Yes | ☐ | No |
| **Check your highest education level:** |
| ☐ High School/GED ☐ Associate’s Degree ☐ Trade/Business School ☐ BA or BS Degree ☐ Master’s Degree ☐ MD, DO, JD, Ph.D., etc. |
| **Please check each area of expertise you would contribute to the board:** |
| ☐ Community Service ☐ Education ☐ Finance ☐ Fundraising ☐ Law ☐ Management ☐ Marketing ☐ Personnel ☐ Public Relations ☐ Parent Involvement Programs ☐ Other:  |

*As a reminder, board member resumes should be attached in Appendix D.*

**Conflict of Interest**

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School. ☐ Yes. ☐ No.

*If yes please list the board(s) and date(s) of service.*

1. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? ☐ Yes. ☐ No.

*If yes, please explain.*

1. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner? ☐ Yes. ☐ No.

*If yes, please describe.*

1. Do you or any immediate family members[[76]](#footnote-76) have any contractual agreements with the School?
 ☐ Yes. ☐ No.
 *If yes, please describe.*
2. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? ☐ Yes. ☐ No.

*If yes, please describe.*

1. Will you or any member of your immediate family be leasing or selling any real property to the School? ☐ Yes. ☐ No.

*If yes, please explain the arrangement in detail.*

1. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? ☐ Yes. ☐ No.

*If yes, please describe.*

1. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School)? ☐ Yes. ☐ No.

*If yes, please describe.*

1. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? ☐ Yes. ☐ No.

*If yes, please describe.*

1. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to $250 or 5% or more of the contract costs to the School, or the financial interest amounts to $5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School? ☐ Yes. ☐ No.

*If yes, please describe.*

1. Do you or an immediate family member know any individual(s) or entity (ies) that does or plans in the next year to engage in business or any exchange of services with the School? ☐ Yes. ☐ No.

*If yes, please describe.*

1. Other than your current board position, do you currently serve as an elected or appointed public official? ☐ Yes. ☐ No.

*If yes, please describe.*

1. Do you currently serve with any other board, group or corporation that has an interest in the actions you would take as a member of the board? ☐ Yes. ☐ No.

*If yes, please explain.*

1. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? ☐ Yes. ☐ No.

*If yes, please explain.*

1. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in an independent manner? ☐ Yes. ☐ No.

*If yes, please describe.*

**School Mission and Program:**

1. What is your understanding of the school’s mission and guiding beliefs?
2. What is your understanding of the school’s proposed educational program?
3. What do you believe to be the characteristics of a successful school?

**Governance:**

* + - 1. Why do you wish to serve on the board?
			2. What is your understanding of the appropriate role of a public charter school board member?
			3. Describe any previous experience you have that is relevant to serving on the charter school’s board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
			4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.
			5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
			6. How would you handle a situation in which you believe one or more members of the school’s board was acting unethically or not in the best interests of the school?

**Certification:**

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Denver Public Schools, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

|  |  |  |
| --- | --- | --- |
| /s/ |  |  |
| Signature  |  | Date  |

# Additional Information for Applicants

## School Design Resources

The Denver Public Schools School Development Team has compiled resources for school designers. This list includes policy documents from DPS and the Colorado Department of Education, information on assessments, and guidance on a number of compliance issues for which school leaders and board members (for charter schools) are responsible. This list is not exhaustive and school designers should expect to conduct research on their own.

## Section I: School Culture

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| **Resources**:* **Charter Schools Act**: Colorado Revised Statutes [§§ 22-30.5-101](http://www.cde.state.co.us/cdechart/csact_part1) [*et seq.*](http://www.cde.state.co.us/cdechart/chact) authorizes the creation of charter schools in Colorado and [§ 22-30.5-106](http://www.cde.state.co.us/cdechart/csact_part1) describes the state mandated contents of a charter application.
* **SchoolChoice Unified Enrollment System**: DPS operates a district-wide enrollment system (“SchoolChoice”) that provides a single streamlined enrollment process for all schools. With a single form, families can rank order the schools that they prefer for their students. For schools, the unified system minimizes administrative costs associated with managing school-based lotteries. More information on the DPS SchoolChoice process, enrollment guides, and timeline can be found at: (<http://schoolchoice.dpsk12.org/>).
* **School Performance Framework (SPF)**: All Denver public schools are held accountable using the grade level appropriate School Performance Framework (SPF). The SPF measures the performance of schools on an annual basis taking into account student performance status, student performance growth, attendance, college readiness, and parent satisfaction. See more at: (<http://spf.dpsk12.org/>). Be sure to carefully review the SPF cut-point rubrics ([traditional](https://drive.google.com/file/d/1muNRqre3fSlZUFoqfaJ_O3wRNGmfPnbu/view?usp=sharing) and [alternative](https://drive.google.com/file/d/1f38qIR21NZ-t3KToRBl98sm5oDv8AgL8/view?usp=sharing)) to ensure that your goals for student attendance, student re-enrollment, student satisfaction and parent satisfaction align to the performance expectations in these specific areas. (<http://spf.dpsk12.org/en/understanding-your-spf-report/>)
* **Student and Parent Satisfaction:** All schools in DPS must administer both parent and student satisfaction surveys on an annual basis. Parent and student survey information and results are published at: (<http://thecommons.dpsk12.org/Page/1777>).
* **Student Discipline:** District-run schools (both traditional and Innovation) must follow District discipline policies JK and JK-R found at: (<http://www.boarddocs.com/co/dpsk12/Board.nsf/Public?open&id=policies>). Charter schools that choose to waive JK and JK-R must still follow portions of those policies. Specifically, the District maintains full control over expulsion hearings and proceedings, including the definition of expellable offenses. DPS Policy JK-R includes a matrix of consequences that correlate with levels of offenses.
* **Student Attendance**: Refer to the Compulsory School Attendance Law, Colorado Revised Statutes [§ 22-33-104](http://www.cde.state.co.us/choice/homeschool_attendancelaw) for requirements on school attendance: (<https://www.cde.state.co.us/dropoutprevention/earss_resources>).
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Section II: Educational Program

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| **Resources:*** **DPS Curriculum**: The DPS core curriculum is available at: (<http://curriculum.dpsk12.org/>). District-run applicants are able to use DPS core curriculum and assessments, or select their own. However, if selecting non-DPS core curricula, District-run schools may only receive funding for certain contents each year through the Universal Flexibilities process. For more information about these “Universal Flexibilities,” go to: (<http://flexibility.dpsk12.org>).
* **DPS Academic Calendar:** The District calendar can be found at:(<http://www.dpsk12.org/calendars/index.shtml>).
* **Colorado Academic Standards:** All schools must employ standards that meet or exceed the Colorado P-12 Academic Standards. Review the standards at: (<http://www.cde.state.co.us/standardsandinstruction/coloradostandards>).
* **Graduation Requirements:** High schools approved by the DPS Board of Education will be expected to meet, at a minimum, the same graduation requirements as all other DPS high schools, set forth in [Policy IKF- Graduation Requirements](http://ed.denver.k12.co.us:8080/policy/FMPro?-db=policy.fp3&-format=detail.html&-lay=html&-sortfield=File&-op=cn&Title=graduation&-recid=32846&-find) posted at: (<http://www.dpsk12.org/policies/>).
* **Promotion and Retention:** DPS policies [IKE](http://www.dpsk12.org/policies/Policy.aspx?-db=policy.fp3&-format=detail.html&-lay=policyview&-sortfield=File&File=ike&-recid=32845&-find=) and [IKE/R](http://www.dpsk12.org/policies/Policy.aspx?-db=policy.fp3&-format=detail.html&-lay=policyview&-sortfield=File&File=ike&-recid=32949&-find=) detail the rationale and process for retaining a student and provide specific authority to the school and student families in determining whether a student can be retained. Find these policies posted at (<http://www.dpsk12.org/policies/>).
* **Colorado Higher Education Admission Standards:** Refer to the Colorado Department of Higher Education’s Admission Standards Policy for a list of courses required to enter four-year public institutions in Colorado: (<http://highered.colorado.gov/Publications/Policies/Current/i-partf.pdf>).
* **Colorado Standardized Tests:** All schools in Colorado must administer (at a minimum) the correct, state mandated assessments to monitor student progress. See: (<http://www.cde.state.co.us/dataandaccountability>).
* **Colorado Measures of Academic Success (CMAS):** The Colorado Science and Social Studies Assessments launched in Spring 2014. Please note: Both the Science and Social Studies assessments are computer-based and will only be available in paper format for students with accommodation needs that are outlined in their IEP. Learn more at: (<http://testing.dpsk12.org/resources/online_science_ss.html>).
* **Colorado Reading to Ensure Academic Development Act (READ Act**): The READ Act repealed the Colorado Basic Literacy Act (CBLA) as of July 1, 2013, keeping many of the elements of CBLA such as a focus on K-3 literacy, assessment, and individual plans for students reading below grade level. All elementary schools shall meet the requirements of the READ Act that seek to ensure all students by the 3rd grade have the literacy skills essential for success in school and life. ([C.R.S. 22-7-1201 *et seq.*](http://www.lpdirect.net/casb/crs/22-7-1201.html)). Review information at: (<http://www.cde.state.co.us/coloradoliteracy/ReadAct/index.asp>).
* **DPS Flexibilities:** Information regarding flexibilities for District-run schools can be found at: (<http://flexibility.dpsk12.org/>). Though District-run schools have the flexibility to select their own curriculum, curriculum-aligned professional learning, assessments, and small group instruction curriculum, schools will only receive funding for those areas identified through the Universal Flexibilities process each year.
* **Multi-Tiered Systems of Support (MTSS):** All schools are responsible for implementing the state requirements for MTSS. To learn more about MTSS and the requirements and implementation please visit: (<http://www.cde.state.co.us/mtss/>).
* **Special Education**: Find resources on special education law and programming at: (<http://portfolio.dpsk12.org/our-processes/call-for-new-schools/prospective-applicants/>).
* **Gifted and Talented (G&T)**: Schools must comply with the Exceptional Children’s Education Act (ECEA) regarding the provision of services to students with disabilities and gifted and talented (G&T) students. ([C.R.S. 22-20-101 et seq.](http://www.lpdirect.net/casb/crs/22-20-101.html)) Consult regulations at: (<http://www.cde.state.co.us/gt/lawsregs.htm>).
* **English Language Acquisition:** Consult the website of the Department of English Language Acquisition at DPS for guidance around the provision of services to ELL students: (<http://ela.dpsk12.org/>). Applicants should note that all schools in Denver operate under a federally-monitored Consent Decree regarding service to English Language Learners (ELLs). Review the Consent Decree for information on requirements for serving ELL Students in Denver Public Schools: (<http://ela.dpsk12.org/consent-decree>). Note that all schools must provide English Language Acquisition (ELA) program services by teachers who are fully qualified based on acceptable evidence-based standards such as completion of the District’s ELA training program or a District approved training program as designed by the school, or possession of a current English as a second language certification. As such, DPS has created the Charter ELA Training Channel to ensure that all charter schools meet this expectation: (<http://static.dpsk12.org/gems/osri/CharterELAtrainingchanneloverview6113.pptx>).
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Section III: Teaching

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| **Resources**: * **Teacher Effectiveness:** The Colorado League of Charter Schools can provide guidance to applicants on approaches to evaluating teacher effectiveness in charter schools. See: (<http://www.coloradoleague.org>). Within DPS, LEAP serves as the foundation for teacher evaluations in District-run schools; its tenants may prove useful to some applicants: (<http://leap.dpsk12.org/The-Framework/Overview>).
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Section IV: Leadership

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| **Resources**: * **Evaluating School Leaders:** The Colorado Department of Education provides extensive resources related to Senate Bill 191, including guidance on incorporating growth measures: <http://www.cde.state.co.us/educatoreffectiveness/overviewofsb191>.
* **Teacher Qualifications:** The CDE website provides guidance around teacher qualifications and in-field/out-of-field status, found at: (<http://www.cde.state.co.us/fedprograms/tii/a_hqt>).
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Section V: Governance, Operations, & Budget

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| * **Collaborative School Committees (CSCs)**: State law requires all schools to have a School Accountability Committee. In DPS, this requirement is satisfied through the District policy related to Collaborative School Committees. Information related to District CSCs is available at: (<http://face.dpsk12.org/wp-content/uploads/2016/11/2016-2017-CSC-District-Handbook-Final.pdf>). Information on SACs can be found on page 43 of the Charter Leader Guidebook (<https://drive.google.com/file/d/10iX0y-WRHzQ-WRBbbE-p7vqWGjr4X7pn/view>).
* **Transportation and Insurance:** Charter Schools Act, as part of the Colorado Revised Statutes [§ 22-30.5-106](http://www.cde.state.co.us/cdechart/chact) regarding state mandated contents of a charter application, particularly insurance coverage and transportation provisions.
* **Emergency Response and Crisis Management**: Consult the Emergency Response and Crisis Management web-site for important information about requirements for all schools in the District: (<http://ercm.dpsk12.org/about>).
* **Teacher Employment**: The Charter Schools Act, as part of the Colorado Revised Statutes [§ 22-30.5-106](http://www.cde.state.co.us/cdechart/chact) regarding state mandated contents of a charter application, particularly the relationship between the school and its employees and employment policies.
* **Board Training:** Training modules for governing board members and other supportive governance materials can be found at: (<http://www.coloradoleague.org/audiences/boards.php>).
* **Colorado Open Records Act (CORA)**: Information on the Colorado Open Records Act (CORA) can be found at: (<http://www.sos.state.co.us/pubs/info_center/cora.html>).
* **CDE Resources on Funding:**
1. Worksheet to calculate charter at-risk funding: (<http://www.cde.state.co.us/cdefinance/charteratrisk.htm>).
2. Per Colorado Revised Statutes [§ 22-44-105(4)](http://www.lpdirect.net/casb/crs/22-44-105.html), refer to CDE’s Chart of Accounts Handbook, found at: (<http://www.cde.state.co.us/cdefinance/sfCOA.htm>).
3. Financial Policies and Procedures: (<http://www.cde.state.co.us/cdefinance/sfFPP.htm>).
4. CDE provides guidance on Colorado school finance and categorical program funding, found at: (<http://www.cde.state.co.us/cdefinance/generalinfo.htm>).
* **Charter School Budget Considerations:**
1. Pension Contribution: Pursuant to [C.R.S. § 22-30.5-111(3)](http://www.cde.state.co.us/cdechart/chact), a District approved Charter School and its employees, must make the appropriate contribution to the Denver Public Schools retirement system, which was recently merged with PERA. The Denver Public Schools’ pension obligations are currently comprised of (1) the employer contribution to PERA and (2) the debt service on the pension certificates of participation (COPs). Please note that PERA contribution rates are set by law under Senate Bill 10-001 and can be found at: (<http://www.copera.org/pdf/5/5-123.pdf>). The 2014-2015 statutory rate, including both PERA and COPS, is set to be 21.5%. However, the rate quoted above will be adjusted based on the actual cost of the COPS transaction issued by the District in 2008 to fully fund its pension obligation. Actual rates paid for PERA and COPS may be less than the statutory rate.
2. TABOR Reserve: Per Article X, Section 20(5) each charter school shall reserve 3% or more of its fiscal year spending excluding bonded debt service. Unused reserves apply to the next year's reserve.
3. Charter schools that open in FY06 or later receive an adjusted PPR based on the school’s specific At-Risk percentage (free lunch population). The budget template provided with this application will automatically adjust your school’s PPR based on the value entered in the Projected Free Lunch (FL) Percentage cell. See the [Per-Pupil Funding page](#_Information_for_Applicants:) below for more information. Additional resources for determining your projected FL percentage will be posted on our website at: (<https://portfolio.dpsk12.org/applicant-supports/>).
* **DPS Salary Schedule**: The DPS website provides the salary schedule for teachers and can be referenced to help determine competitive salaries. The salary schedule can be found at: (<https://hr.dpsk12.org/wp-content/uploads/sites/37/DCTA-Traditional-Schedule-2018-19-2.pdf>). The DPS teacher salary structure is currently being negotiated and is subject to change.
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Section VI: Waivers

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| * **Colorado State Statutes:** All state statutes are available at [www.cde.state.co.us](http://www.cde.state.co.us) or through Lexis Nexis at <http://www.lexisnexis.com/hottopics/Colorado/>.
* **Automatic State Waivers** and **Sample Rationale and Replacement Plan for Waivers from State Statute:** Refer to list of automatic waivers from state statutes granted to all charter schools provided in this section, as well as other key information: (<http://www.cde.state.co.us/cdechart/waivers.htm>).
* **District Waivers:** Refer to “Information for Applicants: Automatic Charter DPS Policy Waivers” in the back of this application guide for a list of automatic waivers from District policies granted to all charter schools. The full compendium of District policies can be found at: (<http://www.dpsk12.org/policies/>).
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Section VII: Third Party Service Providers

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| * **Charting a Clear Course:** A Resource Guide for Building Successful Relationships between Charter Schools and School Management Organizations, available at: (<http://www.publiccharters.org/publication/?id=393>).
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ELA Glossary

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| * **Native language support** includes curricular resources in the native language, paraprofessional support in the native language, preview/review in the native language, and appropriate strategies to support the transition to English for ELLs. Native language support is not a substitute for native language instruction, where such instruction is required by the Program or the Consent Decree (CD).
* **English Language Development (ELD)** is the provision of direct instruction in English language usage including: content vocabulary development, survival vocabulary development, oral language development, listening comprehension, and the development of reading and writing skills in English.
* **Supported English Content Instruction** is instruction in core subject areas in sheltered English, which is the use of specialized strategies to make the content accessible to, and increase the likelihood that content in English will be comprehended by, ELLs. When content cannot be adequately explained in English, an explanation or feedback in the student’s native language may be given.
* **Native language instruction** includes the provision of instruction in one or more core subject areas in a student’s native language. The development of native language arts includes oral language development, reading, and writing. The purpose of native language instruction is to provide a foundation for literacy in English and/or opportunities for learning in core subject areas until instruction in English is appropriate. Native language instruction will follow the District’s research-based language allocation guidelines. At the Elementary level, the native language instruction portion of the day includes activities that promote literacy and cognitive development in a student’s first language in a manner comparable to their never-ELL District peers. At the Secondary level, the native language instruction portion of the day includes activities that promote content acquisition in science, social studies, and/or math.
* **English as a Second Language (ESL/ELA-E)** is the English Language Acquisition Program for providing services to English Language Learners that includes Supported English Content Instruction and English Language Development.
* **Transitional Native Language Instruction (TNLI**) is the program in which services, including native language instruction in Spanish, supported English Content Instruction, and ELD, are provided to ELLs. For purposes of this Consent Decree, dual language programs qualify as part of the TNLI program.
* **Native language support** includes curricular resources in the native language, paraprofessional support in the native language, preview/review in the native language, and appropriate strategies to support the transition to English for ELLs. Native language support is not a substitute for native language instruction, where such instruction is required by the Program or the Consent Decree (CD).
* **Supported English Content Instruction** is instruction in core subject areas in sheltered English, which is the use of specialized strategies to make the content accessible to, and increase the likelihood that content in English will be comprehended by, ELLs. When content cannot be adequately explained in English, an explanation or feedback in the student’s native language may be given.
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## Information for Applicants: Automatic Charter DPS Policy Waivers

The following DPS policies do not apply to charter schools and are therefore automatic:

A Policies: Foundations and Basic Commitments

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| A | Policy Framework for Accelerating Gains in Academic Achievement for All Students |
| ACE | Equitable and Inclusive Contracting Policy |
| AD | Educational Philosophy/School District Mission |
| ADE | Innovation in Education |

B Policies: School Board Governance and Operations

|  |  |
| --- | --- |
| BBA | School Board Powers and Responsibilities |
| BC | Board Member Conduct |
| BCB | Board Member Conflict of Interest |
| BDB | Board Officers |
| BDF | Advisory Committees/Councils |
| BDF-R1 | Career and Tech Ed Council |
| BDF-R2 | Preschool Program Council |
| BDF-R3 | Drug-Free Schools Advisory Council |
| BDFA | District Personnel Performance Evaluation Council |
| BDFA-R | Procedures for District Personnel Performance Evaluation Council |
| BDFB | Finance and Audit Committee |
| BDFB-E | Exhibit - Finance and Audit Committee Charter |
| BDFG | District Accountability Committee |
| BDFG-R | Procedures for District Accountability Committee |
| BE | School Board Meetings |
| BG | School Board Policy Adoption Process |
| BID/BIE | Board Fiscal Policy/Board Member Compensation and Expenses/Liability |

C Policies: General School Administration

|  |  |
| --- | --- |
| CBA/CBC | Powers and Responsibilities of Superintendent |
| CBI | Evaluation of Superintendent |

D Policies: Fiscal Management

|  |  |
| --- | --- |
| DEA | Mill Levy Distribution |
| DFA | Investment and Cash Management Policy |
| DFB | Debt Policy |
| DFC | Derivatives Policy |
| DH | Bonded Employees and Officers |
| DIA | Online Schools and Online Programs |
| DIE | Audits/Financial Monitoring |
| DJGA | Sales Calls and Demonstrations |

E Policies: Support Services

|  |  |
| --- | --- |
| EBAB | Hazardous Materials and Asbestos Management |
| EEA | Student Transportation |
| EEA-R1 | Regulation for Transportation of Students in School Buses |
| EEA-R2 | Student Transportation in Private Vehicles |
| EEAFB | Use of School Vehicles by Community Groups |
| EEAFB-R | Regulations of Use of School Vehicles by Community Groups |

F Policies: Facilities Development

|  |  |
| --- | --- |
| FB | Historical Designation of Facilities |
| FF | Naming of Facilities *(unless in District facility, then unwaivable)*  |

J Policies: Students

|  |  |
| --- | --- |
| JFABB | Admission of Foreign Exchange Students |
| JFABB-R | Regulation for Admission of Foreign Exchange Students |
| JIBA | Student Government |
| JIBA-R | Student Government (Student Board of Education) |
| JJIB | Interscholastic Sports |
| JICC | Student Conduct on Buses *(unless using DPS transportation, then unwaivable)*  |
| JICC-R | Regulation for Student Conduct on School Buses *(unless using DPS transportation, then unwaivable)* |

G Policies: Personnel

|  |  |
| --- | --- |
| G | DPS Employee Handbook |
| GBEBA | Staff Dress Code |
| GBEBA-R | Regulation for the Enforcement of the Staff Dress Code |
| GDQD | Dismissal of full-time Classified Employees, Specialized Service Providers, and Teachers in Schools with a Waiver of Statutory Dismissal Procedures |
| GDQD-R | Regulation regarding Procedures for Dismissal of full-time Classified Employees, Specialized Service Providers, and Teachers in Schools with a Waiver of Statutory Dismissal Procedures |

K Policies: School – Community Relations

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| KE | Public Concerns and Complaints |
| KF | Community Use of School Facilities *(unless in District facility, then unwaivable)* |
| KF-R | Regulation regarding Community Use of School Facilities *(unless in District facility, then unwaivable)* |
| KHBA | Sponsorship Programs |
| KCD | Public Gifts Donations to Schools |
| KCD-R | Regulation regarding Public Gifts/Donations and Grants |

Not Waivable for Charters

The following Board of Education policies are not available for waivers by charter schools:

|  |  |  |
| --- | --- | --- |
| AB | Active | School Performance Framework |
| ABA | Active | School Performance Compact |
| AF | Active | Charter Quality Authorizing Policy |
| FAP | Active | Facility Allocation Policy |
| FN | Active | Shared Campuses |
| FN-R | Active | Regulation regarding Shared Campuses |
| IHBHD | Active | Gilliam Center |
| JC | Revised | Student Assignment |
| JC-R | Revised | Regulation for Student Assignment |
| JF | Active | Admission and Denial of Admission |
| JFABD | Revised | Homeless Students |
| JFABD-R | Revised | Regulation for Implementation of Homeless Student Policy |
| JFABE | New | Students in Foster Care |
| JFABE-R | New | Students in Foster Care Regulation |
| JHB | Active | Student Attendance and Truancy |
| JHB-R | Active | Regulation for Student Attendance |
|  KDE | Active | Emergency Management |

## Information for Applicants: Per-Pupil Funding

**Per Pupil Revenue**. Each school founded after fiscal year 2003-2004 receives a per pupil revenue which is based on the school’s specific at-risk percentage (as measured by students who are eligible for free lunch). If a **school’s at-risk percentage** is above or below the **District average at-risk percentage** the school’s PPR will be correspondingly increased or decreased relative to the District PPR. CDE’s estimate for the current years’ (FY18-19) District average at-risk percentage is 57% and the FY18-19 District PPR amount is $8,513.87. The budget template provided to you will automatically calculate your school-specific PPR based upon your Projected Free Lunch (FL) Percentage entered into row 22. Once you’ve entered a value, check the “School’s PPR” tab to view your adjusted PPR.

<https://www.cde.state.co.us/cdefinance/charteratrisk>

**School Finance Act Formula Per-Pupil Revenue**

A. Base Funding

B. School-Specific At-Risk Formula Factor

C. Negative Factor

PPR

**Base Funding.** The state determines this District-wide figure based on a cost of living factor, a personnel cost factor and a size factor (all as measured or determined by the state).

**School Specific At-Risk Formula Factor** (alternate at-risk funding calculation). The alternate at-risk funding calculation applies to all charter schools that are:

1. Newly created as of FY 2004-05 or thereafter;
2. In a district that has retained exclusive chartering authority; and
3. In a district that has an at-risk percentage greater than 40%.

The intent of the alternate at-risk funding calculation is to provide at-risk funding based on the at-risk population served by the charter school.

The school-specific at-risk formula factor is provided by the CDE and is based on the following factors:

1. District Total At-Risk Funding
2. District Funded Pupil Count
3. District At-Risk %
4. District At-Risk Formula Factor

= District Total At-Risk Funding (a) / District Funded Pupil Count (b)

1. School Funded Pupil Count K-12 (K=.58)
2. School At-Risk Pupil Count K-12 (K=.5)

                Students eligible for free lunch

                Based on audited count submission to CDE

1. School K-12 Membership (K=.5)
2. School At-Risk %

                = At-Risk Pupil Count (f) / K-12 Membership (g)

i.   School At-Risk Formula Factor

                = District At-Risk Formula Factor (d) / (School At-Risk % (h) \* District At-Risk % (c)

**Negative Factor.** Starting in FY 2010-11, an additional factor was included in the school finance formula. This factor acts as a reduction to other existing factors and shall not reduce any base per pupil funding districts receive through the school finance formula.

## Information for Applicants: Mill Levy Funding

Denver Public Schools currently has four Mill Levy Overrides (MLOs) from which charters are able to receive funding: 1998, 2003, 2012, and 2016. Charters will receive their proportionate share of all Mill Levy Override Funds for which they are eligible in accordance with the District’s plan as required by C.R.S. § 22-32-108.5 beginning in the 2019-2020 school year.

Charters will have access to all components of these MLOs through either a distribution of funds or through a credit to the standard facility use rate charged by the District. The per pupil funding amounts for each component of each mill are determined by identifying the total eligible student count and then dividing funds evenly across eligible students. In these computations, kindergarten students count as a full 1.0 per student (rather than a funded count adjustment). Funds dedicated to instructional supports and kindergarten are prioritized for students qualifying for free and reduced lunch.

***The following calculations are estimates based on District projections (amounts are also listed in the budget template):***

|  |  |  |  |
| --- | --- | --- | --- |
| Year | Category | Students Funded | Per Pupil |
| 1998 | Student Literacy | Per K-12 Student | $126 |
| 1998 | Technology | Per K-12 Student | $34 |
| 1998 | Maintenance | Charter schools in a District facility will receive a discount on the standard Facility Use Agreement (FUA) rate, as the actual expenditures paid for with mill levy dollars will not be included in the calculation |
| 2003 | Improving High School Graduation Rates | Per High School Student | $78 |
| 2003 | Improving Academic Achievement | Per K-12 Student | $28 |
| 2003 | Elementary Arts | Per Student at Elementary and K-8 Schools | $144 |
| 2003 | Textbooks | Per K-12 Student | $40 |
| 2003 | Kindergarten/ECE | Per Kindergarten FRL Student | $28 |
| 2003 | Maintenance | Charter schools in a District facility will receive a discount on the standard Facility Use Agreement (FUA) rate, as the actual expenditures paid for with mill levy dollars will not be included in the calculation |
| 2012 | 21st Century Learning – Technology  | Per K-12 Student | $64 |
| 2012 | 21st Century Learning – Curricular Materials | Per K-12 Student | $64 |
| 2012 | Early Childhood Education – Kindergarten  | Per Kindergarten FRL Student | $1004 |
| 2012 | Enrichment & Student Support – Secondary Arts | Per Student at Middle and High Schools | $144 |
| 2012 | Enrichment & Student Support – Physical Education and Student Supports | Per K-12 Student | $124  |
| 2012 | Instructional Support – Small Group Instruction | Per K-12 Non-FRL Student | $124 |
| 2012 | Instructional Support – Small Group Instruction | Per K-12 FRL Student | $145 |
| 2012 | Career Technical Education (CTE) | Charters will have an opportunity to apply for these funds if they supply programs that provide career technical education  |
| 2016 | Early Literacy Supports | Per ECE-3rd Grade Student | $74 |
| 2016 | Ready for College and Career | Per 9-12 Student | $105 |
| 2016 | Classroom Technology | Per ECE-12 Student | $34 |
| 2016 | Great Teachers | Per ECE-12 Student | $53 |
| 2016 | Support for the Whole Child | Per ECE-12 Student | $54  |

## Information for Applicants: Sample Intent to Enroll Form

This confidential Intent to Enroll Form is used to demonstrate interest in having your child(ren) enroll at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Signing this Intent to Enroll does not obligate the student to attend \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child(ren) in this school in the event that Denver Public Schools approves the applicant’s proposal to open \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the fall of 2020.

Parents and guardians should understand that the DPS Board of Education must vote to approve any new school (regardless of school type) and such vote has not yet occurred for the school referenced herein.

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| --- |
| **School Information** |
| School Name: |
| Grades Served: |
| Proposed Regional Location: |
| Anticipated Opening Date: |
| School Leader/Contact: |
| **Parent/Legal Guardian Information** |
| Parent/Legal Guardian’s Name(s): |
| Primary Phone: |
| Email: |
| **Student’s Home Address** |
| Street Address: |
| City: | State: | Zip Code: |
| **Student(s) Information:** Please list each child whom you are interested in enrolling in the school. |
| Student’s Name:  | Age: | Grade in fall 2020: | Zoned School: |
| Student’s Name: | Age: | Grade in fall 2020: | Zoned School: |
| Student’s Name: | Age: | Grade in fall 2020: | Zoned School: |

Parent/Legal Guardian Name (Print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Legal Guardian (Signature) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_/\_\_\_\_\_\_/\_\_\_\_\_\_

1. <http://denverplan.dpsk12.org/wp-content/uploads/2014/02/Denver-Plan-2020-Final.pdf> [↑](#footnote-ref-1)
2. Contact information for the School Development Team: CNQS@dpsk12.org [↑](#footnote-ref-2)
3. DPS does not authorize Early Childhood Education (ECE) programs. If you are interested in having an ECE Center, please contact Lisa Roy, Executive Director of Early Childhood Education. [↑](#footnote-ref-3)
4. To ensure that all new schools are sufficiently prepared to serve students with disabilities, this application requires that all applicants design their application and budget for the District average special education population of 11% or higher. If your school is projected to serve a percentage higher than 11%, please list that number. [↑](#footnote-ref-4)
5. This application defines a third party service provider as a nonprofit, not-for-profit, or for-profit entity that contracts with a school to provide, manage, or oversee some or all of the educational services provided by the school (i.e. education management provider, education service provider, education management organization, etc). [↑](#footnote-ref-5)
6. Per C.R.S. 22-30.5-106(1)(a) the charter application must include an executive summary that outlines the elements of the application and provides an overview of the proposed charter school. [↑](#footnote-ref-6)
7. Please only provide a summary budget for your ideal enrollment. [↑](#footnote-ref-7)
8. A Vision and Mission Statement must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1) (b) and C.R.S. § 22-30.5-102). [↑](#footnote-ref-8)
9. An enrollment policy consistent with the requirements of section 22-30.5-104(3) must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1) (l)). [↑](#footnote-ref-9)
10. If only reaching your realistic enrollment target, and not your ideal enrollment target, would impact your response in this section, please explain how in alignment with the relevant standards of quality. [↑](#footnote-ref-10)
11. Demonstration of community support and parent/student demand for the proposed school must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1) (d)). [↑](#footnote-ref-11)
12. If only reaching your realistic enrollment target, and not your ideal enrollment target, would impact your response in this section, please explain how in alignment with the relevant standards of quality. [↑](#footnote-ref-12)
13. If only reaching your realistic enrollment target, and not your ideal enrollment target, would impact your response in this section, please explain how in alignment with the relevant standards of quality. [↑](#footnote-ref-13)
14. A discipline policy consistent with the intent and purpose of section [22-33-106](http://www.lpdirect.net/casb/crs/22-33-106.html) must be included in a charter application per Colorado Statute ([C.R.S. § 22-30.5-106 (1)(p)](http://www.cde.state.co.us/cdechart/chact)). [↑](#footnote-ref-14)
15. District-run schools (both traditional and Innovation) must follow the District’s discipline policies outlined in JK and JK-R see: (<http://www.boarddocs.com/co/dpsk12/Board.nsf/goto?open&id=ANJT5N75B604>). Charter schools may waive portions of JK and JK-R, but may not waive any procedures related to expulsion. If choosing to waive JK and JK-R, a charter school’s replacement discipline policy must still meet the intent of DPS policy and is subject to approval by the Portfolio Management Team and the Office of General Counsel. Please reach out to the Portfolio Management Team for a waiver template to help develop the replacement policy language. [↑](#footnote-ref-15)
16. The proposed expectations and plan for ongoing parent and community involvement, as well as the design of a School Accountability Committee, must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1)(k) and C.R.S. § 22-11-401). [↑](#footnote-ref-16)
17. If only reaching your realistic enrollment target, and not your ideal enrollment target, would impact your response in this section, please explain how in alignment with the relevant standards of quality. [↑](#footnote-ref-17)
18. If only reaching your realistic enrollment target, and not your ideal enrollment target, would impact your response in this section, please explain how in alignment with the relevant standards of quality. [↑](#footnote-ref-18)
19. For the purposes of this application, “pedagogy” is defined as the overall educational model (e.g. project-based learning, workshop model, etc.) that informs “instructional strategies,” defined as the specific teaching strategies and actions utilized in the classroom (e.g. direct instruction, student discourse, etc.). [↑](#footnote-ref-19)
20. A description of the educational program, student performance standards, and curriculum must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1) (e)). [↑](#footnote-ref-20)
21. Note that there are additional culturally responsive education components throughout this application. This section is intended to allow the applicant to explicitly address cultural competency as it applies to the school as a whole. [↑](#footnote-ref-21)
22. A plan for evaluating student performance across the curriculum, which aligns with the proposed charter school's mission and educational objectives and provides a description of measurable annual targets for the measures used to determine the levels of attainment of the performance indicators specified in section 22-11-204, and procedures for taking corrective action if student performance if the school falls below the described targets must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1)(f)). [↑](#footnote-ref-22)
23. The expected goals, objectives, and student performance standards must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106(1) (c)). [↑](#footnote-ref-23)
24. <https://www.cde.state.co.us/communications/stateandfederalassessmentrequirements> [↑](#footnote-ref-24)
25. The Academic Gaps indicator on the District’s School Performance Framework measures how effectively a school is serving students regardless of background, ethnicity or ability. Schools must score green or blue on the Academic Gaps indicator in order to score an overall blue or green status on the District’s School Performance Framework. [↑](#footnote-ref-25)
26. For more information about the 2018 Traditional SPF metrics, go to: (<https://drive.google.com/file/d/1muNRqre3fSlZUFoqfaJ_O3wRNGmfPnbu/view?usp=sharing>). For information on the Alternative SPF, go to: (<https://drive.google.com/file/d/1f38qIR21NZ-t3KToRBl98sm5oDv8AgL8/view?usp=sharing>). [↑](#footnote-ref-26)
27. <http://www.cde.state.co.us/sites/default/files/documents/coloradoliteracy/readact/download/colorado%20read%20act%20handout%2011%208%2012%20final%20for%20printing.pdf> [↑](#footnote-ref-27)
28. <https://www.cde.state.co.us/mtss/mtssessentialcomponentsdefinitionsjune2016> [↑](#footnote-ref-28)
29. A plan for serving students with special needs, including budget and staff requirements, must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1) (q)). [↑](#footnote-ref-29)
30. To ensure that all new schools are sufficiently prepared to serve students with disabilities, this application requires that all applicants design their application and budget for the District average special education population of 11%, unless a school is projected to serve a higher percentage than that. Applications must provide the appropriate number of staff to meet the required student to teacher ratio; this is, at a minimum, 1.0 FTE mild to moderate special education teacher. See pages 35-36 of the budget guidance manual for student to teacher ratios: (http://thecommons.dpsk12.org/cms/lib/CO01900837/Centricity/domain/31/financial%20services/resource%20center/guidelines%20and%20job%20aids/budget/2018-19%20Budget%20Guidance%20Manual%207.pdf). [↑](#footnote-ref-30)
31. In accordance with our value of Equity of Responsibility, all schools, regardless of governance type, must be willing to host a center-based program. If asked by the District, the school shall work with the District to develop a plan and program to host a center-based program to serve students with severe special needs. The District shall notify the school at least 12 months prior to the intended opening of the center-based program. The District and school shall work jointly to determine if the school is an appropriate host for one or more programs to serve students with severe special needs. [↑](#footnote-ref-31)
32. <https://www.cde.state.co.us/cdeprof/endorsementrequirements#spedteacher> [↑](#footnote-ref-32)
33. See (12.02(2)(c)) at: (<http://www.sos.state.co.us/CCR/GenerateRulePdf.do?ruleVersionId=6624&fileName=1%20CCR%20301-8>). [↑](#footnote-ref-33)
34. A plan for serving gifted and talented students must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1) (q)). [↑](#footnote-ref-34)
35. <http://www.cde.state.co.us/gt/alpguidance> [↑](#footnote-ref-35)
36. Currently, all District-run schools must have a minimum of .25 FTE who is properly endorsed and dedicated to G&T programming. Charter schools must identify a point of contact who oversees G&T services. For endorsement requirements, go to: (<https://www.cde.state.co.us/gt/endorsements>). [↑](#footnote-ref-36)
37. A plan for serving English Language Learners (ELLs) must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1) (q)). [↑](#footnote-ref-37)
38. See ELA Glossary at end of application for program model definitions. [↑](#footnote-ref-38)
39. See page 3 of the [ELA Handbook for DPS](http://thecommons.dpsk12.org/cms/lib/CO01900837/Centricity/domain/107/ela_department_page/principal%20resources/ELA-Handbook-for-Schools.pdf) for ELA program model designation standards. [↑](#footnote-ref-39)
40. In alignment with Chapter 8, Part B of the 2012 Modified Consent Decree, a charter school’s ELA Administrator must possess ELA qualifications demonstrating ELA expertise. See page 11 of the [ELA Guidebook for Charter Schools](https://drive.google.com/file/d/17uZg9sfrK_4JxIYZQUaykXjiGPReGd7f/view) for more information on ELA qualifications. [↑](#footnote-ref-40)
41. See pages 16-23 of the [ELA Guidebook for Charter Schools](https://drive.google.com/file/d/17uZg9sfrK_4JxIYZQUaykXjiGPReGd7f/view) for more information about the ELA Teacher Training Channel and teacher certification. [↑](#footnote-ref-41)
42. <https://www.justice.gov/iso/opa/resources/321201341619724582524.pdf> [↑](#footnote-ref-42)
43. See pages 36-38 of the ELA Guidebook for Charter Schools for more information about DPS standards. [↑](#footnote-ref-43)
44. If only reaching your realistic enrollment target, and not your ideal enrollment target, would impact your response in this section, please explain how in alignment with the relevant standards of quality. [↑](#footnote-ref-44)
45. “Colorado law (C.R.S. 22-63-201) requires that a teacher hold a valid license or authorization before they can be hired to teach in a public school, including a charter school, unless the school or district has received a waiver from this provision. Waivers are not applicable to Special Education teacher qualification requirements.” For more information, go to: (<http://www.cde.state.co.us/fedprograms/tii/a_hqt>). [↑](#footnote-ref-45)
46. If only reaching your realistic enrollment target, and not your ideal enrollment target, would impact your response in this section, please explain how in alignment with the relevant standards of quality. [↑](#footnote-ref-46)
47. If only reaching your realistic enrollment target, and not your ideal enrollment target, would impact your response in this section, please explain how in alignment with the relevant standards of quality. [↑](#footnote-ref-47)
48. If only reaching your realistic enrollment target, and not your ideal enrollment target, would impact your response in this section, please explain how in alignment with the relevant standards of quality. If your organizational chart and/or staff roster will be different from your ideal enrollment, provide a revised version with the corresponding appendix. [↑](#footnote-ref-48)
49. Note: General education teaching positions can be included as one box on the organizational chart; however, special education and ELL positions should be listed separate from general teaching. [↑](#footnote-ref-49)
50. If only reaching your realistic enrollment target, and not your ideal enrollment target, would impact your response in this section, please explain how in alignment with the relevant standards of quality. [↑](#footnote-ref-50)
51. The proposed expectations and plan for ongoing parent and community involvement, as well as the design of a School Accountability Committee, must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1)(k) and C.R.S. § 22-11-401). [↑](#footnote-ref-51)
52. To learn more about the CSC/SAC go to: (<http://face.dpsk12.org/wp-content/uploads/2016/11/2016-2017-CSC-District-Handbook-Final.pdf>). [↑](#footnote-ref-52)
53. All board members are required to fill out the “Charter School Board Member Questionnaire,” found in Appendix D. These completed questionnaires should be included in the application as Appendix D. [↑](#footnote-ref-53)
54. <https://www.colorado.gov/pacific/sites/default/files/Open%20Meeting%20Requirements%20of%20the%20Colorado%20Sunshine%20Law.pdf> [↑](#footnote-ref-54)
55. A description of the governance and operation, including the nature and extent of parental, professional educator, and community involvement in the governance and operation must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1)(h)). [↑](#footnote-ref-55)
56. Employment Policies must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1) (i)). [↑](#footnote-ref-56)
57. The following Operational Items are legally required as part of the new application and will be used to confirm compliance with state and federal laws. Should an applicant be approved these operational items may require revisions and site-specific information, depending on facilities and location. [↑](#footnote-ref-57)
58. If only reaching your realistic enrollment target, and not your ideal enrollment target, would impact your response in this section, please explain how in alignment with the relevant standards of quality. [↑](#footnote-ref-58)
59. A statement of whether the proposed charter school plans to address the transportation or food service needs of its students while they are attending the school per C.R.S. § 22-30.5-106 (1)(m). [↑](#footnote-ref-59)
60. For more information on Emergency Management, go [here](http://thecommons.dpsk12.org/Page/1176). [↑](#footnote-ref-60)
61. Insurance levels of coverage should meet the following benchmarks: 1) Comprehensive general liability: $2,000,000; 2) Officers, directors and employees errors and omissions: $1,000,000; 3) Property insurance: replacement cost basis in an amount not less than the value of the property; 4) Motor vehicle liability (if appropriate): $1,000,000; 5) Bonding (if appropriate): Minimum amounts $25,000, Maximum amounts: $100,000; 6) Workers' compensation: As required by state law; 7) Sexual Abuse, Molestation or Misconduct: $100,000; 8) Excess/Umbrella Liability: $1,000,000; 9) Commercial Crime: $1,000,000. [↑](#footnote-ref-61)
62. Ibid. [↑](#footnote-ref-62)
63. A statement of whether the proposed charter school plans to address the transportation or food service needs of its students while they are attending the school per C.R.S. § 22-30.5-106 (1)(m). [↑](#footnote-ref-63)
64. A facility plan that details viable facility options and the reasonable costs of those facilities, which are also reflected in the proposed budget, must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1)(n)). [↑](#footnote-ref-64)
65. All applicants are to fill out the School Facility Questionnaire, located in Appendix C. [↑](#footnote-ref-65)
66. DPS believes that both district-run and charter schools should have equity of opportunity in accessing district facilities. Therefore, all applicants are subject to the Facility Allocation Policy (FAP): (<http://www.boarddocs.com/co/dpsk12/Board.nsf/goto?open&id=A5V5KC05296F>). [↑](#footnote-ref-66)
67. All applicants planning to open in a private facility must provide a budget using demonstrably reasonable estimates of private facility costs. [↑](#footnote-ref-67)
68. Per C.R.S. 22-30.5-106(1)(g) the plan must include evidence that the plan for the proposed charter school is economically sound, including a proposed budget for a term of at least 5 years. [↑](#footnote-ref-68)
69. Per C.R.S. 22-30.5-106(1)(o) the plan must include a list of waivers of statute, state rule, and school district policy the proposed charter school is requesting. [↑](#footnote-ref-69)
70. Click [here](https://drive.google.com/file/d/1p47hfqVe-pPpyG4ITWkcGQdButsWbNu4/view?usp=sharing) for a Type III replacement policy template for IKF and IKF-R. [↑](#footnote-ref-70)
71. If only reaching your realistic enrollment target, and not your ideal enrollment target, would impact your response in this section, please explain how in alignment with the relevant standards of quality. [↑](#footnote-ref-71)
72. If only reaching your realistic enrollment target, and not your ideal enrollment target, would impact your response in this section, please explain how in alignment with the relevant standards of quality. [↑](#footnote-ref-72)
73. By law, the application must include a copy of the actual or proposed performance contract between the governing board and the third party service provider that specifies, at a minimum, the following material terms: (A) Performance evaluation measures; (B) The methods of contract oversight and enforcement that the governing board will apply; (C) The compensation structure and all fees that the proposed charter school will pay to the education management provider; and (D) The conditions for contract renewal and termination. (C.R.S. § 22-30.5-106(1)(s)(IV)). [↑](#footnote-ref-73)
74. If only reaching your realistic enrollment target, and not your ideal enrollment target, would impact your response in this section, please explain how in alignment with the relevant standards of quality. [↑](#footnote-ref-74)
75. For Innovation Management Organizations, please address these questions in regards to its advisory committee (if applicable). [↑](#footnote-ref-75)
76. “Immediate Family Member” is defined as a “party related to a director,” and “shall mean a spouse, a descendent, an ancestor, a sibling, the spouse or descendent of a sibling, an estate or trust in which the director or a party related to a director has a beneficial interest, or an entity in which a party related to a director is a director, officer, or has a financial interest.” [↑](#footnote-ref-76)