

COLORADO CHARTER SCHOOL

Standard Application, Checklist, and Review Rubric

January 2011



COLORADO LEAGUE of
CHARTER SCHOOLS
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BUILDING CHARTER
SCHOOL QUALITY

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Introduction

THE “COLORADO CHARTER SCHOOL STANDARD APPLICATION, CHECKLIST, AND REVIEW RUBRIC” WAS DEVELOPED TO PROVIDE GUIDANCE IN THE WRITING AND REVIEW OF NEW CHARTER SCHOOL SUBMISSIONS. THE TARGET AUDIENCE FOR THIS DOCUMENT IS BOTH THE FOUNDING GROUP (THE APPLICANT) AS THEY DEVELOP A CHARTER SCHOOL APPLICATION AND THE POTENTIAL AUTHORIZER (THE SCHOOL DISTRICT OR CHARTER SCHOOL INSTITUTE (CSI)) AS THEY REVIEW AND EVALUATE THE QUALITY AND COMPLETENESS OF THE APPLICATION.

This standard application is the result of collaboration between the Colorado Department of Education (CDE), the Colorado League of Charter Schools (the League), and the Charter School Institute (CSI). This document is intended to communicate the minimum standard for producing a comprehensive, high-quality, and complete charter school application. **Using the format presented in this document is not a guarantee for charter approval.** Authorizers are encouraged to build upon this format as a template. Use of this document as a template for applications will have policy implications for authorizers and should be reviewed and adapted accordingly. Applicants must research the expectations of the potential authorizer to ensure compliance with requirements. For example, individual school districts may choose to weight certain items in the application differently, may have additional requirements, or may have adopted an entirely different format.

This standard application is divided into 19 application components. The components appear in this document in the same order that they appear in the Colorado Revised Statutes (C.R.S. 22-30.5-106.1). It is important to remember that each of these components may require upfront training and education to meet the quality standard expected by the state and the potential authorizer.

Each component is divided into three sections: a **Component Description**, a **Checklist for a Comprehensive Application**, and an **Evaluation Criteria**. The Component Description is a narrative designed to give the applicant background information, reference to statute, and general explanation of the component. The Checklist for a Comprehensive Application may be used by both the applicant and the authorizer to monitor the completeness of the application. The Evaluation Criteria provides the authorizer with means of determining the quality of the application component, but may also be used by the applicant when targeting a high-quality school program. An Evaluation Rubric accompanies this document as Appendix B.



The format for the standard application is necessarily compartmentalized into the different application components. However, it is important to remember that each of the components relate to one another. Curriculum is not complete without consideration of assessment. Facilities cannot be sufficiently addressed in isolation from budgetary decisions. The completed application should tell a story that relates the application components into one comprehensive package. The vision and mission should be evident throughout the application, and all program elements and resource allocations should be in alignment with the proposed budget and school program. It is important to also consider that online school applications, or other unique programs, may not conform precisely to all components of this standard application. In these cases communication with the potential authorizer is imperative.

The companion to this standard application is the Charter School Application Flow Chart which presents an outline of the charter school application process. The flow chart can be found at www.startacoloradocharter.org.



Application Components

A. Executive Summary

Although an executive summary is not required by the Colorado Charter Schools Act, it serves as a concise explanation of the proposed charter school and identifies who is submitting the charter application.

This section should be two to three pages long and include:

- The proposed school’s name, grade levels to be served, proposed opening date (month and year), grade levels upon opening and growth plan (if the school does not plan to initially open with all grade levels).
- Size of the school at build-out including the number of classes per grade level and the number of students per class.
- Vision and mission statements including a brief explanation of how they were created.
- A short explanation of the key programmatic features the school will implement in order to accomplish its vision and mission.
- How the proposed school will be more effective than the schools currently serving the targeted student population.
- Any other unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.
- Student body to be served, such as key demographic data, targeted geographical area, etc.
- Evidence of a community need for a school of this nature.

B. Vision and Mission Statements

1. COMPONENT DESCRIPTION

A charter school application must have a mission statement for the proposed school. Many schools have both a vision and a mission statement. The vision statement is a statement of how the charter school will look once it is operating (the big picture view). The mission statement is how the school intends to make that vision a reality.

The vision and mission statements should be succinct, easy to understand and easy to remember. Many schools post their vision/mission statement throughout their building and use it in their printed materials (e.g. Parent/Student Handbook and Employee Handbook). Resist the temptation to please everyone with these statements. Instead, define your school for potential students, parents and staff. Be as clear as possible and don’t use education “jargon.” Again, be clear so as to lend clarity to those who will ultimately implement the vision over the life of the charter school.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

- ✓ The vision and mission statements describe the purpose for the charter school with a focus on outputs rather than inputs.
- ✓ The vision and mission statements are the driving force and rationale behind all other components of the application. It’s obvious that the school’s goals, educational program, operations, etc., align with and support the fulfillment of the vision and mission statements.
- ✓ The vision and mission statements express the ideal, long-term impact, scope and scale of the school. The vision articulates what the school hopes to be. The mission statement explains how the school will reach that goal.

3. EVALUATION RUBRIC

Excellent Vision and Mission Statements will have the following characteristics:

- Are clear, focused and compelling.
- Likely to produce high-quality education outcomes.
- Express clear guiding principles.
- Have priorities reflected throughout the application.



C. Goals, Objectives and Pupil Performance Standards

1. COMPONENT DESCRIPTION

Accreditation is the process by which school districts and public schools receive certification from the State Board of Education. Accreditation rules are established to foster greater accountability from public schools and school districts for the betterment of public education. This section should be based on the state Accreditation Indicators, which can be found at the Colorado Department of Education (CDE)'s website at www.cde.state.co.us/index_accredit.htm. The authorizer may use this section of the charter school application as a basis for the accreditation plan it creates with the approved charter school. The application should reflect an understanding of the accreditation requirements of the chartering authority with a clear plan from the charter school applicants outlining how data will be obtained, and how that data will be provided to the chartering authority for their accreditation contract requirements with CDE.

It is understood that there are not actual baseline test scores, attendance rates or other data before the school is established. A charter applicant can either use the district average as a baseline and/or state that a baseline will be established in the first year of operation.

In Colorado, there are multiple forms of accountability by which public schools, including public charter schools, are measured. The State Board of Education has approved accreditation contracts with each of the school districts and the Charter School Institute (CSI). School districts and the CSI, in turn, accredit each of their public schools. The process for individual public schools to be accredited oftentimes mirrors the authorizer's accreditation plan. Reviewing the authorizer's accreditation plan is essential before writing this section.

In addition to Accreditation Indicators required by state law, a charter school may choose to have other measures for which they wish to be held accountable. Those indicators may include school climate or culture. Be sure to only include

measures that the charter school is willing to be held accountable for over time, as these additional indicators would become a part of the school's accountability plan.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

- ✓ Provide goals that align with District/CSI Accreditation Indicators.
- ✓ Specified goals for making Adequate Yearly Progress (AYP).
- ✓ Goals are written "SMART" (Specific, Measurable, Attainable, Reflective of the school's mission and Time-phased) which includes objectives and benchmarks (or state that a baseline will be established and how/when).
- ✓ Goals, in addition to Accreditation Indicators, match the proposed school's mission and are based on valid and reliable methods to measure progress in non-Accreditation Indicator areas of school performance.
- ✓ Outline of how data will be obtained and how that data will be provided to the authorizer and CDE.

3. EVALUATION RUBRIC

An excellent Goals, Objectives and Pupil Performance Standards Plan will have the following characteristics:

- Alignment with the school's vision/mission and the four Accreditation Indicators.
- Goals that are clear, specific, measurable, attainable, reflective of the school's mission and time-phased.
- Objectives that clearly support the goals.
- A clear plan for the school to meet AYP.
- Plan for measuring student longitudinal growth, in addition to the state model, including data for GT, ELL and Special Education.
- Clear, realistic strategies for improving student achievement and closing achievement gaps for all groups of students.
- Understanding of, and strategy for, complying with state achievement and reporting requirements including those related to accountability reporting and Accreditation.



D. Evidence of Support

1. COMPONENT DESCRIPTION

A charter school application should include the aggregate number of students interested in the charter school at the different grade levels. Individual student and/or family information should NOT be included. Do NOT include copies of the Letters of Intent completed by prospective parents. Reference the figures used in the Intent to Submit Form and update the numbers if necessary. If appropriate to further demonstrate support, disaggregate the number of prospective students by zip code, school of attendance, gender or type of current school (home, private, public). After the charter school is approved, the founders will go through an enrollment process and verify which students will be attending the charter school. See C.R.S. 22-30.5-106(3) for more information.

It may be helpful to include letters of support from community leaders, business people or elected officials. These letters should state why the individual believes a new charter school would best serve the community. The tone of this section should illustrate a positive foundation of community support as opposed to a groundswell based on criticism. Care should be given to avoid derogatory comments about the authorizer's current curricular and program offerings.

Explain how students and parents were informed of the proposed charter school and what community meetings were conducted. Outreach activities should be diverse and designed to reach all students in the community, thereby, ensuring equal access. If relevant to the community, meetings should be bilingual.

Explain the applicant team's ties to and knowledge of the community. If the applicant team has established any partnerships or networking relationships, describe them and any resources or agreements that are planned, and include a Letter of Support or Intent. Specifically address what type of outreach activities have been made to at-risk populations, especially if the application is for the state CSI, whose mission is to serve at-risk student populations.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

- ✓ Information about the proposed charter school's student body including the intended students' educational needs and demographics (racial/cultural, socioeconomic, special needs, and ELL). The application, in its entirety, reflects an understanding of the intended student population.
- ✓ A description of the type of broad outreach the founders conducted to make the student population and their families aware of the proposed charter school. This should include future plans if the charter school is approved.
- ✓ A summary of the number of students expressing an interest in the proposed school. This information should be disaggregated in a manner showing additional information about the prospective students.
- ✓ Information on community members and leaders who publicly support the proposed school and their role in the development of the school and application, if the proposed school is not being developed by parents.
- ✓ If there are any partnerships or networking relationships, provide an explanation of the planned resources or agreements that have been discussed.

3. EVALUATION RUBRIC

Evidence of Support means:

- A complete explanation of the student population the school intends to serve.
- An adequate number of parents, teachers, pupils or any combination thereof support the formation of this proposed charter school.
- Sufficient demand for the school exists and is aligned to the school's growth plan.
- Community notification of a proposed charter school was broad enough to provide equal opportunity for students to enroll.



E. Educational Program

1. COMPONENT DESCRIPTION

A charter school application should include a description of the school’s educational program, pupil performance standards and curriculum, which must meet or exceed content standards and must be designed to enable each pupil to achieve such standards. Content standards are specific statements of what a student should know or be able to do relative to a particular academic area or areas. Instruction and assessment, in a standards based system, should be aligned with Colorado’s content standards. At the time of publication of this document, the Colorado model content standards and suggested grade level expectations are online at the Colorado Department of Education website at www.cde.state.co.us.

There should be a current research basis for selecting a particular curriculum. In addition to obtaining information from the publisher, research is available online at ERIC (www.eric.ed.gov) and the What Works Clearinghouse (www.whatworks.ed.gov). The research should support using the curriculum with the student body the proposed school will likely attract, and benchmark assessments should be chosen to align with the chosen curriculum.

All core content areas plus supplemental or elective areas should be described. If certain characteristics of the school culture are critical to the overall educational program (i.e., small school size, character education and high expectations), the research basis should thoroughly support the unique educational program design.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

- ✓ Core content areas are described, including the curriculum, and supported by research matching the probable student population for the proposed school.
- ✓ Description of the educational program provides an explanation of how the curriculum is either already aligned to state model content standards, or will be aligned within the first year of school operation including a timeline and process for monitoring the success of the program.
- ✓ Description explains why the selected curriculum was chosen for the anticipated population of students.
- ✓ Supplemental curricula for electives or “special” courses is thoroughly described and based on state model content standards when available.
- ✓ Other vital aspects of the educational program design are thoroughly described and supported by research findings.



3. EVALUATION RUBRIC

An excellent proposal will demonstrate the following qualities related to the Educational Program:

- The curriculum framework is clearly presented, aligned with the school's vision/mission and provides an appropriate level of detail for the objectives, content, and skills for each subject and for all grades the school will serve.
- The curriculum is supported by research, by applicant experience and/or by sound reasoning behind its selection.
- Evidence is provided that the educational program is a good match for the intended student population.
- A clear outline of how the school will monitor the implementation of the curriculum. The plan identifies a timeline, a lead contact and specific action steps.
- A clear outline of how the school will use information from the curriculum monitoring process to facilitate professional development and continuous improvement in the education program. The plan identifies a timeline, a lead contact and specific action steps.
- The school day and school calendar are structured in ways that align with the educational program. The calendar and daily schedule reflect the minimum number of hours required by state statute (1,056 hours for secondary students; 968 hours for elementary students; no fewer than 160 days per year for all students; see C.R.S. 22-33-104 for more information).
- A convincing plan for ongoing curriculum development (e.g., revision of standards and benchmarks, improvement of curriculum alignment and assessment development) and Performance Management is in place for use in data-driven decision making.
- A plan for the development, mentorship, retention and regular evaluation of staff that is manageable and is clearly linked to the school's mission and educational program, including a timeline, a lead contact and specific action steps.
- Evidence that school staff will be held to high professional standards.

F. Plan for Evaluating Pupil Performance

1. COMPONENT DESCRIPTION

A charter school application should include a clear plan for evaluating pupil performance across the curriculum. This plan should align with state performance standards as well as with the school's pupil performance goals, and should be presented along with a clear timeline for achieving these standards/goals. A clear explanation of the types of assessments and frequency of administration should be included reflecting thoughtfulness given to tracking student progress, while still preserving as much class learning time as possible. A plan for the use of data gathered through assessments should include procedures for taking corrective action (both individually and collectively) if pupil performance falls below expected standards.

A quality assessment plan will include summative (end-of-year) assessments as well as formative (more frequent, end of unit assessments) to track student skill and knowledge development. The plan will include how this data will be used to guide professional development of teachers as well as how this data will be used to guide refinement of the curriculum.

When developing the assessment plan consideration should be given to: the appropriateness of assessments to the curriculum; what will serve as baseline for student progress comparisons; the inclusion of state and federal assessments to demonstrate appropriate student growth (i.e., CELA, CSAP, AYP, CBLA); the ability of the assessment plan to provide for the early detection of students struggling with curriculum content; and the ability of assessments to reflect the use of basic skills at grade-appropriate levels (i.e., reading, writing, problem-solving, etc.).



Be aware that all Colorado public schools including charter schools are subject to the Colorado Student Assessment Program (CSAP), which is aligned with the model state content standards. Access the CDE website for detailed information regarding this program. In addition, all Colorado public schools including charter schools are subject to the Colorado Basic Literacy Act (CBLA), which mandates that all students will be reading on the third grade level by the end of the third grade before they can move on to a fourth grade reading class. This law requires that the reading growth of all students be monitored carefully from kindergarten through third grade. Students not reading on that grade level must be placed on Individual Literacy Plans (ILP) through high school. CSAP is an integral part of this process and all third graders are required to participate in the state reading program and test, which is a part of CSAP. Further information about CBLA is also available on the CDE website.

Lastly, Colorado public schools are also held responsible for demonstrating Adequate Yearly Progress (AYP). Under the Elementary and Secondary Education Act, (ESEA), all states, school districts, schools and subgroups of 30 or more students within each school are required to make AYP. It represents the annual academic performance targets in reading and math that the state, school districts and schools must reach to be considered on track for 100% proficiency by school year 2013-14. To make AYP a school must (a) assess 95% of its students; (b) reach targets for either proficiency or reduce non-proficiency; and (c) reach targets for one other indicator - advanced level of performance for elementary and middle schools and graduation rate for high schools. Additional information on AYP can be found at www.cde.state.co.us/ayp/index.asp.

Finally, if the charter application includes high school, include graduation requirements and how those requirements meet standards put forth by the Colorado Commission on Higher Education for college preparation or how your requirements prepare students to enter the workforce (www.highered.colorado.gov/Academics/Admissions/coursecompletion.html).

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

- ✓ A plan is in place explaining the use of internal assessments to include baseline data gathering, short- and long-term goals, types of assessments, and how the school will use this information to revise professional development and instruction.
- ✓ The application describes what formal assessments will be used in addition to CSAP that align with the school's goals; that meet requirements of Colorado Basic Literacy Act (CBLA) and ILPs, accreditation, longitudinal growth measures, federal requirements, such as the Elementary and Secondary Education Act (ESEA), and Adequate Yearly Progress (AYP).
- ✓ The application describes which assessments will be used for literacy testing, and the process used to bring students up to grade level in reading, as required by CBLA.
- ✓ The application explains how the school will collect, analyze, triangulate and manage data on an ongoing basis. The school has created a data management plan to include a Student Information System, baseline, formative and summative assessments, a data warehouse, an academic data use summary and timeline of the plan. It identifies what other tools and resources will be used for data management purposes, such as an internal database, data management service, etc. This section also explains how budget resources have been allocated to support these staffing and resource decisions.
- ✓ The application explains how student assessment and progress will be appropriately communicated to parents, the authorizer and the broader community.
- ✓ Clear information of requirements for promotion to the next grade level or for graduation requirements aligned with CCHE and district requirements as they pertain to a high school are included.
- ✓ In compliance with C.R.S. 22-30.5-106 (f), the application provides a description of the charter school's procedures for taking corrective action in the event that pupil performance at the charter school falls below the achievement goals approved by the authorizer in the charter contract, including a timeline, responsible person and staffing changes as appropriate.



3. EVALUATION RUBRIC

An excellent Pupil Performance Evaluation Plan will include the following characteristics:

- Alignment with the school's mission and clearly defined educational objectives.
- Evaluation that is sufficiently frequent and detailed to determine whether students are making adequate progress.
- Adequate information on how the school will use a data management system to collect and analyze student academic achievement data, use the data to modify instructional practices and report the data to the school community.
- Clear description of the expected range of assessment tools including, but not limited to, state-mandated assessments.
- Strategies to monitor all students at the school and to take appropriate corrective action including a timeline, a lead contact, and specific action steps (such as a Response to Intervention model).
- Clear procedures for taking corrective action in the event that pupil performance falls short of the goals.
- Plan for administering statewide assessments consistent with C.R.S. 22-7-406-409.
- Plan for sharing CSAP results with each student's parent or legal guardian, the authorizer and the broader community.
- If a proposed high school, description of the graduation requirements that aligns with CCHE's admission requirements or to graduates' ability to enter the workforce.

G. Budget and Finance

1. COMPONENT DESCRIPTION

The budget and financial plan for the charter school must include a plan for revenues and expenditures and a plan for compliance with state and federal accounting and reporting requirements. The plan should demonstrate diligent financial practices, clear alignment to the other components in the application, and strong oversight. Particular attention should be given to facility and salary costs, as these often represent a large portion of the school's budget.

The proposed budget should be based on reasonable estimates that reflect choices made throughout the rest of the charter application. For example, enrollment projections used elsewhere in the application need to be the same enrollment projections used in the development of the budget. Similarly, facility, insurance and employment plans discussed in other sections of the application should be reflected in the budget, along with the basis for given assumptions.

The budget should demonstrate an ability to understand the sources of funding available to the charter school and the types of expenditures required to operate the charter school. The primary source of revenue is Per Pupil Revenue (PPR). There are several other sources of revenue, some of which are temporary or restricted and some of which are dependent on market factors other than enrollment. However, PPR is the guaranteed stream of revenue which makes up most of the funding the school receives. When developing the budget all ongoing expenditures required to operate the school should be supported by PPR.



The amount of PPR varies by school district. A charter school receives 100% of the PPR for the district in which the charter school resides. The charter school authorizer, whether a school district or the CSI, may retain up to 5% of PPR to cover the charter school's portion of the authorizer's central administration costs. In cases where the maximum is withheld, the charter school effectively receives 95% of its school district's PPR. When projecting revenue numbers, the single most important factor to understand is enrollment. Enrollment projections must be accurate, and it is best to project conservatively for budget purposes.

Other sources of revenue can be very helpful in funding specific programs or in helping with startup costs for new charter schools. These sources include federal grants, private grants, and more. CDE (www.cde.state.co.us) and the Colorado League of Charter Schools (the League) (www.coloradoleague.org) are good resources for finding information about current sources of funding.

When planning expenditures, it is important to understand how choices affect different areas of the budget. For example, the smaller the class size the less revenue there is to spend. Also, the more staff there is in the school the less money per staff member there is to spend. Finally, as another example, the more money spent on facility costs the less money there is for salaries and other discretionary items.

In nearly all cases, the combination of facility costs and staff salaries/benefits represents close to 75% of spending in charter schools. As such, close attention should be paid to these two areas. In addition to these two areas, other items that need to be planned for financially include special education, various professional services, classroom supplies and materials, general supplies and materials, liability insurance, and more. Existing Colorado charter schools that have a similar mission/philosophy are a good resource for assistance with planning expenditures.

In addition to budget projections, the charter school must comply with various requirements. In summary, the charter school needs to set up proper accounting procedures to safeguard its assets and to ensure accurate financial reporting. At the same time, it is important to be able to provide financial information in a clear, understandable format that allows board members and administration to make sound financial decisions. Note that online schools may have special considerations with respect to budgeting and financial reporting.

The CDE requirements for financial management and reporting are available in the Financial Policies and Procedures manual at www.cde.state.co.us/cdefinance/sfFPP.htm. An additional resource with general information is the Colorado Charter School Financial Management Guide at: www.cde.state.co.us/cdechart/guidebook/fin/pdf/FinanceGuide.pdf

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

- ✓ The plan includes a five-year budget, realistic assumptions and their basis, a cash flow projection for the first year of operation, minimum enrollment needed for solvency, and adequate staffing that fits with the narrative in educational and other related application sections.
- ✓ The budget reflects an understanding of specific statutory requirements including separation of the general fund and Title funds and grants, Public Employees' Retirement Association (PERA) contributions, as well as a three percent TABOR reserve (Colo. Const. Art. X, Sect. 20) each year.
- ✓ The budget narrative reflects the financial policies and procedures plan, anticipated management plan that will ensure checks and balances in cash disbursement and alignment with the mission and goals.
- ✓ The budget narrative includes a basic startup plan (facilities funding and FFE acquisition), the curriculum and professional development plan, and the school growth plan to include needed staff along with adequate financial allocations and anticipated timelines.



- ✓ The budget is set up in such a way that it reflects an understanding of the CDE’s Chart of Accounts and any financial reporting requirements of the district.
 - ✓ The budget does not include any “soft funds,” such as grant money or donations; it includes only grants or donations that have already been received or for which commitments have been received.
 - ✓ Evidence is provided for anticipated fundraising and grants, if cited in the application.
 - ✓ The proposed budget balances each year and includes a five-year plan to reach at least a five percent reserve (in addition to the TABOR reserve) that the school can use for emergency purposes or as a long-term reserve.
 - ✓ The application describes the process the school will follow to contract with a Certified Public Accountant to conduct an annual, independent financial audit. It explains how the school will remain fiscally solvent, adhere to generally acceptable accounting practices, have no material breaches, will address any concerns, and will disseminate the results from the audit to the school district and required state agencies.
 - ✓ The application includes a list of planned services to be contracted to outside providers.
- Realistic cash flow projection for the first year of operation including a plan for funding cash flow shortfalls.
 - A sound financial management system proposed with adequate checks and balances, controls and staffing.
 - A plan for making required school and employee contributions to the Colorado PERA is included.
 - There is an adequate and reasonable plan to manage startup costs without complete dependence on federal or private grant funds.
 - There is a description of how the school will conduct an annual audit of the financial and administrative operations of the school.
 - There is a description of services to be purchased from the authorizer or other outside vendor(s).

3. EVALUATION RUBRIC

An excellent proposal will present a Financial Plan with the following characteristics:

- Adequate budget assumptions and financial planning based on realistic revenue and expenditure projections and/or quotes for the term of the proposed contract (at least five years). These budget assumptions should be based on a minimum number of students needed for financial viability in addition to 100 percent of anticipated enrollment.
- Spending priorities that align with the school’s mission, curriculum, plans for management, professional development and growth.
- Three percent TABOR reserve and allocation of funds to PERA as required by law.
- Budget format as prescribed by the proposed authorizer.

H. Governance

1. COMPONENT DESCRIPTION

Charter school governance is extremely important to the success of a charter school. Oftentimes, a proposed charter school’s applicant team transitions to become the school’s founding governing board. The charter school application should describe the process involved in developing the applicant team and the individual expertise represented on the steering committee; the process to appoint or elect the initial governing board; how and when bylaws will be adopted by the board; the governance structure for the school; the nature and/or extent of parental and/or community involvement in governance; and the amount of authority the governing board will convey to the school’s administrator, along with a clear delineation of their respective roles and the means by which the administrator will be evaluated.



While some existing Colorado charter schools have staff members on the governing board, others do not. Administrators may be an ex-officio, non-voting board member. If staff members have voting privileges, there should be clear policies to explain when that board member should recuse him/herself. Any potential conflict of interest by any board member should be disclosed and addressed.

The number of directors on a charter school board should not be less than five and it is generally considered a best practice to have no more than nine directors.

A good way to mitigate any potential issues with board members is to have the governing board adopt and use a Board Member Agreement. These agreements stipulate the qualifications, responsibilities and expected behaviors of individual board members and the governance structure. If the applicant team intends for the approved charter school's governing board to use a Board Member Agreement, it could be an attachment to the charter school application.

The charter school application should also describe the school's legal status. Many charter schools file articles of incorporation and bylaws with the Secretary of State in order to have their school recognized as a corporation. Schools authorized by the CSI are required to obtain a non-profit corporation status. The articles and bylaws define the authority that rests in the charter school governing board and, in essence, "who holds the charter." These legal issues should be discussed with a charter school attorney before decisions are made. Additionally, the charter school can apply for its own tax-exempt status with the IRS. Charter schools can either use their own tax-exempt status or use their authorizer's if the school is authorized by a school district. The CSI requires all of its schools to have their own tax-exempt status. Check with the potential authorizer for more information.

The charter school governing board must operate in compliance with the Colorado Open Meetings Law (C.R.S. 24-6-401) and Public Records Act (C.R.S. 24-72-204) as well as the Family Educational Rights and Privacy Act (20 U.S.C. Sect. 1232). See www.cde.state.co.us/cdechart/guidebook/gov/pdf/OpenMtgsRecordsMemo.pdf for more information on the Open Meetings and Open Records laws.

If the school will be contracting with an Educational Service Provider (ESP), a full description of the relationship should be provided.

Every charter school governing board should have a set of board policies. Much of what is included in the charter school application will become board policy. For instance, the school's vision/mission statement, legal status, enrollment policy, discipline policy and nondiscrimination policy will all be in the board policy book. These board policies should be made available to school staff and families. Generally, schools put these policies on their website and have them available in the school office.

Extensive training resources are available at www.boardtrainingmodules.org. Sample best practice documents for charter school governing boards are available online at www.cde.state.co.us/cdechart/guidebook/gov/index.htm.

Attach:

- Governing board bylaws.
- Articles of Incorporation (optional).
- Organizational chart explaining the relationship between the board, the lead administrator, subcommittees and/or advisory committees.
- Resumes of applicant team members and/or founding board members.
- Draft of initial board policies (optional).
- Draft of the Board Member Agreement (optional).
- Draft of Conflicts of Interest and Grievance Process board policies.



2. CHECKLIST FOR COMPREHENSIVE APPLICATION

- ✓ The proposed bylaws explain powers and duties, size, terms, composition, qualifications, term limits, officer positions and duties, election procedure, vacancy replacement, minimum number on the board, quorum and decision making process, how board members are elected or appointed, and when this takes place.
- ✓ An explanation of the proposed transition from an applicant team to the founding governing board including the identification of individuals making the transition. This description of the transition process should explain when the governing board will be seated and assume responsibility for school governance. Further, how the transition plan will provide for a smooth shift of responsibilities and how the founder's original vision and mission will be brought to fruition.
- ✓ A plan is included for how a lead administrator will be hired and how the transition of leadership will happen.
- ✓ Resumes for applicant team and/or founding governing board members are attached.
- ✓ A plan for ongoing board training and capacity building is included in a board calendar.
- ✓ An explanation of the proposed board meeting frequency and focus, the role of any standing subcommittees (e.g. School Accountability Committee) is included.
- ✓ A detailed description of the responsibilities of the school's advisory council and its role in relation to the school's board of directors and administration is included. This section demonstrates that the applicant thoroughly understands statutory guidance on School Accountability Committees (SAC) and commits to forming such a committee or has requested a waiver with a complete replacement plan. (See C.R.S. 22-11-401-402 for additional information).
- ✓ An explanation of compliance with the Open Meetings Act and Open Records laws is included.
- ✓ A description of how the founding governing board will create and adopt board policies (an initial draft may be attached to the application) is included.

- ✓ Draft policies for Conflicts of Interest and the Grievance Process are included.
- ✓ A description of the relationship between the governing board and the school administrator which includes the amount of authority the governing board will convey to the school administrator.

3. EVALUATION RUBRIC

An excellent application will demonstrate the following characteristics related to the Governance and Management Plan:

- Proposed board members will contribute a wide range of experience and expertise (such as education, management, financial planning, law, and community outreach) that will be needed to oversee a successful charter school.
- Clear description of transition from a developing team to a working board, selection and removal procedures, term limits, meeting schedules, powers and roles of board members, and how decisions will be made and recorded.
- Clear distinction between the roles and responsibilities of the board members and school administrators.
- Plan for meaningful involvement of parents and community members in the governance of the school.
- Organizational plan that clearly outlines roles and responsibilities for implementing the school's program successfully including an internal and external evaluation plan.
- Legal status of the proposed school is clearly explained. Pertinent documents are included as attachments (Articles of Incorporation and/or bylaws).
- Comprehensive plan for providing annual board training in vital subjects to include the Open Meetings Act and Open Records laws for new board members.
- Sufficient resources and support for transition from applicant team to founding governing board and administrator structure prior to the school's opening.
- Conflicts of Interest policy delineates potential conflicts and how they will be addressed appropriately.
- Complaint process is clear and follows an appropriate route for resolution of concerns raised by students or parents.



I. Employees

1. COMPONENT DESCRIPTION

A charter school must provide an explanation of the relationship that will exist between the charter school and its employees. This must include evidence that the terms and conditions of employment are addressed with affected employees and their recognized representative, if any. In addition, proposed employment policies should be included. Guidance can be found in the Administrator's Guide to Leading a Colorado Charter School at www.cde.state.co.us/cdechart/adminguide.htm.

As charter schools are, by statute, public schools, employees of charter schools are public employees. Charter schools and their employees must participate in Colorado's Public Employees' Retirement Association (PERA) retirement fund. This is in lieu of participation in Social Security, which makes up the majority of the Federal Insurance Contributions Act (FICA) payroll tax. However, the Medicare portion of FICA is still paid by the employees and matched by the employer.

With the growing presence of private educational management organizations in Colorado, questions are arising about the nature of employees in some charter schools. This is a result of some educational management companies treating employees as employees of the private company, as opposed to employees of the public school. These determinations need to be made with legal counsel, but the nature of employees should be clearly outlined in the charter application.

There are several resources that provide more information about employment issues. Tax information is available at www.irs.gov and through the Colorado Department of Labor and Employment at www.coworkforce.com. Additional information about PERA can be found at www.copera.org. Finally, a human resources manual developed through CDE can be found at www.cde.state.co.us/cdechart/download/HREmploymentManual.pdf.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

- ✓ An organizational chart is included as an attachment, which explains administrative, teaching and support staff.
- ✓ A narrative description gives clear delineation of employee classification and who is responsible for employment decisions and oversight at each level of the organizational chart.
- ✓ Job descriptions for administrator, teachers (to include qualifications to meet ESEA standards as well as what certification is required by the school), and key employees are included. (See Highly Qualified Teachers Brochure on the CDE website at www.cde.state.co.us/FedPrograms/dl/tii_a_hqt_hqtbrochure.pdf).
- ✓ Descriptions of key employee policies to include employment practices, benefits, leave policies, complaint policy, conflict of interest policy, harassment, drug-free workplace, classroom practices, evaluation practices, etc., are attached.
- ✓ A clear plan of support for staff development and funding is included.

3. EVALUATION RUBRIC

An excellent application will address the following regarding the Employment Plan:

- Explanation of the relationship that will exist between the charter school and its employees, with employee classification clearly defined.
- Employment policies of the school OR clear plan for timely development and intent of such policies.
- Clear standards are in place for determining staff qualifications to meet ESEA and any licensure requirements.
- A clear delineation of the role of the head administrator to include employee hiring, evaluation and firing.
- A clear plan is in place to develop a comprehensive evaluation plan in alignment with the school's mission, goals, curriculum assessment and professional development of staff with intent of that plan described.



J. Insurance Coverage

1. COMPONENT DESCRIPTION

Charter schools must have appropriate insurance coverage. This includes workers compensation, liability insurance, and insurance for the building and its contents. Charter schools are public entities and liability is limited by the Colorado Governmental Immunity Act, C.R.S. 24-10-101 et seq.

The risk management office in the local school district is a very good resource for finding information about particular insurance needs. In addition, the Colorado School District Self Insurance Pool is the insurance provider for many charter schools and can provide information. Once insurance needs are understood, costs need to be estimated and incorporated into the proposed budget that includes reasonable assumptions or quotes. The selected or intended insurance coverage should be commensurate with the overall school program and risk factors.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

- ✓ A list of the types of insurance for which the charter school will contract.
- ✓ Fiscal impact of appropriate insurance coverage is evident in the budget.

3. EVALUATION RUBRIC

An excellent application will provide adequate assurance that the school will meet applicable insurance requirements with reasonable assumptions for the cost.

K. Parent and Community Involvement

1. COMPONENT DESCRIPTION

One of the most distinctive characteristics of charter schools is that they are choice schools. Due to this characteristic, many charter schools have a small school atmosphere and a culture of “everyone belongs to the community.” The application should demonstrate the expectations and plans for ongoing parent and community involvement and the support of volunteers through specific volunteer networks.

It is important for charter school developers to provide adequate notice to the community about the possibility of the new charter school. Some parts of the community may need additional outreach. For example, fliers may need to be published in a second language. Many charter developers have delivered fliers to individual homes in a community.

Be clear about what the new charter school will look like and the process for getting the school approved. Establish early the school’s value for meaningful parental involvement. Explain to parents their role in the charter school through volunteering, monitoring their child’s education and holding the school accountable. Designate an individual on the steering committee to follow up with parents who are interested in getting involved with the development of the charter school.

Network with established civic and organizations in the community your school will serve. Whenever possible, arrange to have Parent Information Meetings in that community. Be sure to reach out to a broad cross-section of the community.



2. CHECKLIST FOR COMPREHENSIVE APPLICATION

- ✓ A sound plan and timeline are in place to reach a diverse student population.
- ✓ Parent involvement in the development of the school is clearly stated along with volunteer requirements and opportunities after the school is open.
- ✓ Partnerships or plans for community involvement are clearly defined in the application along with the purpose and expectation. Adequate evidence demonstrates assurance of these partnerships.

3. EVALUATION RUBRIC

A sound Parent and Community Involvement plan will have the following characteristics:

- Informs parents and members of the community about the operations of the school including providing information about the school to students of all races, languages and abilities; a timeline for implementation, a lead contact, and specific action steps.
- An overview of how the parents and community were involved in the development of the school.
- Specific strategies to reach at-risk students and families who might not be aware of this school.
- Evidence such as Letters of Support, Letters of Intent, or MOUs, that the proposed school is welcomed by the larger community, has formed partnerships with community organizations, and is viewed as an attractive educational alternative that reflects the community's needs and interests.
- Detail is given of the types of volunteer requirements and opportunities that are available for the parents/guardians of the students and the larger community.

L. Enrollment Policy

1. COMPONENT DESCRIPTION

The Colorado Charter Schools Act allows the authorizer and the charter applicant the flexibility to use any enrollment policy, such as a wait list or lottery. The federal subgrant, administered by CDE, requires the use of a lottery. Many charter schools have elected to use a lottery in order to access these startup and implementation grant funds. More information on lottery requirements can be found in the grant's Request for Proposals at www.cde.state.co.us/cdechart/cchgrn00.htm (page 6). The Charter School Program grant is the only federal grant requiring the use of a lottery. A charter school is required to use an approved lottery only during the time it is spending or encumbering these grant funds.

The lottery policies and plan for enrollment should demonstrate how the school plans to enroll the intended student population. State law does require a public charter school to not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. It is important to distinguish between admission decisions and academic placement decisions. The Colorado Charter Schools Act [C.R.S. 22-30.5-104 (3)] prohibits discrimination based on academic ability. Diagnostic or placement exams may be given to students after they have been officially enrolled.



Charter School Lottery Policies Should Address:

- The date of the annual lottery.
- The definition of “founding family” and “teacher” children not to exceed 20% of the lottery.
- How the community will receive adequate notice about the formation of a new charter school.
- Any requirement for parents to reaffirm their intent to enroll on an annual basis.
- What happens to names not drawn in the lottery.
- How siblings of enrolled students are handled in the process.
- How long parents have to make a decision on whether or not their child will attend the school.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

- ✓ A proposed policy or description detailing how the charter school intends to select students for enrollment including the proposed timeline, description of wait list or lottery process, any enrollment criteria, or pre- or post-enrollment testing.
- ✓ An explanation of the process that will be used to transfer student records to or from the charter school or a plan to develop such procedures.
- ✓ An explanation of how the community will receive information about the formation of a new charter school and any upcoming lottery or enrollment deadline.
- ✓ An explanation of the notification of placement and how long parents have to make the decision to accept or not accept. Contents of enrollment packet should be explained, along with an ongoing data information and communication plan.
- ✓ An explanation of the requirements of parents to reaffirm intent to enroll on an annual basis.
- ✓ A clear definition is provided for “founding family” and “teacher” and any preferences given them in the lottery, not to exceed 20%.

3. EVALUATION RUBRIC

An excellent Enrollment Policy will have the following characteristics:

- Clear description of the enrollment policy consistent with the requirements of section C.R.S. 22-30.5-104(3) (or C.R.S. 22-30.5-507(3) for CSI applications).
- Explanation of criteria for enrollment decisions.
- Clear procedures for withdrawals and transfers from the school that will support an orderly transition for exiting students or a clear plan for developing such procedures.

M. Transportation and Food Service

1. COMPONENT DESCRIPTION

A charter school may choose not to provide any transportation or food services or may choose to negotiate with a school district, BOCES or private provider to provide transportation services, or with a district or private provider for food services for its students. Colorado law does not require a charter school to provide transportation or food services.

If a charter school chooses to provide transportation or food services, a plan for each area must be included in the application. The transportation plan should include provisions for transporting students to and from the charter school and their homes, and to and from the charter school and any extracurricular activities. For food services the plan should include a description about how this service will be offered either initially or at a later time. In addition, a description of how the charter school plans to meet the needs specifically of low-income and academically low-achieving pupils should be included for both.

The provision of transportation services has several implications. First of all, the cost must be included in the charter school’s budget. Secondly, insurance and liability issues must be addressed when assessing the charter school’s overall insurance needs. Insurance coverage should meet required thresholds for liability whether the school uses public or private vehicles.



Finally, many federal and state rules and regulations relate to the provision of transportation services. One specific rule to be aware of is that any small vehicles or school buses owned and operated by a charter school or under contract must meet the safety and operating standards as prescribed in State Board Rules 1 CCR 301-25, 301-26 and 301-29.

For more information, see www.cde.state.co.us/index_nutri_transpo.htm.

Schools with a significant number of students who could qualify for the Free and Reduced Lunch (FRL) program are strongly encouraged to offer some sort of lunch program. The provision of food services may or may not have a negative effect on the school's budget, depending on whether it is a program under the district food services umbrella with an agreement for the same provisions given other schools in the district or is provided through a private contractor. The school must collect FRL qualifying information from students and that process should be included in the food services plan. (Schools not providing a lunch program will still collect this information, but using a different form).

The plan should include whether the school intends to use a private or district food services provider, how the Free and Reduced Lunch (FRL) qualification forms will be distributed, collected and recorded, and how the facility will be brought into compliance or be built to meet any federal requirements for food warming or preparation, if needed to meet FRL regulations. The charter school can only be reimbursed for its FRL program through an authorized "school food authority." If the school will not be using an approved FRL program, or provide any lunch program, this section should include how students who would qualify for a Free or Reduced-price lunch and how students who forget their lunch will be accommodated.

For more information, go to www.cde.state.co.us/index_nutrition.htm.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

- ✓ A description of the charter school's transportation plan including the transportation of low-income and academically low-achieving students.
- ✓ A description of daily route and extracurricular transportation needs is included and there is an adequate plan for addressing these needs.
- ✓ A plan is in place for adequate safety measures and insurance coverage for the transportation of students to and from school events using private or school vehicles.
- ✓ If the school does plan to offer a FRL-qualifying hot lunch program, details should be included about how this service will be provided, reimbursed through an authorized "school food authority" and any other applicable state or federal regulations.
- ✓ If the school does not plan to offer a lunch program, this section addresses how the school will address the needs of students who forget or cannot provide a lunch.

3. EVALUATION RUBRIC

An excellent Transportation and Food Service plan will have the following characteristics:

- Statements regarding whether the school plans to provide transportation and/or food services for its pupils including low-income and low-achieving students are included.
- Clear description of how the school plans to meet the transportation needs of its pupils for daily route and/or extracurricular needs, if applicable.
- Clear description of how the school plans to meet the food service needs of its pupils, if applicable.
- Viable financial plan addressing transportation and food service needs.



N. Facilities

1. COMPONENT DESCRIPTION

One of the greatest challenges to opening a new school is finding a suitable facility. The most important thing during the application process is to plan as much as possible and to clearly articulate those plans. It can be difficult to negotiate for facility space without having an approved charter. It is not necessary to have a signed formal agreement for a facility during the application process, but any viable options should be explained and should include reasonable space requirements, a reasonable plan for space utilization, a discussion of how the facility will be ready for use when the school opens and, most importantly, reasonable costs of that facility which must be reflected in the proposed budget.

Charter schools may rent, lease, own, or otherwise finance facility space. In some cases, a school district may have an unused facility; in other cases, a charter school may share space with another tenant. Many charter schools have been able to finance their own facilities with tax-exempt bond financing through the Colorado Educational and Cultural Facilities Authority (CECFA). These are typically schools that are established, but information can be found by calling CECFA at 303-297-2538.

With any facility, building permits and inspections are required. Life and safety requirements (including asbestos regulations) apply to rented or contributed facilities as well. The state is responsible for issuing certificates of occupancy for public schools, and information can be obtained by calling the Department of Labor at 303-572-2919. In addition, contact your community's planning and zoning department, as well as the facilities director for your school district for further information concerning the permit, life and safety and inspection requirements of local entities.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

- ✓ A facility needs assessment including how many classrooms are needed, how many specials rooms are needed (art, music, gym), minimum size of each classroom, library space needed, number of bathrooms needed, number of offices needed, amount of common space needed, outdoor space needed, overall size, cost per square foot, zoning and occupancy requirements, and how each facility aligns with the facility needs assessment is included in the narrative.
- ✓ If additional funds or financing will be needed to bring a facility online, the application narrative and attached budget identify potential grants and/or lending sources. If real estate consultants are involved, a brief description of the relationship and budget impacts is included.
- ✓ A target location (and prospective sites if not affected by confidentiality issues) is given based on school design and intended population with an explanation of prospective school sites and assistance to find them.
- ✓ An explanation of fund allocation is included based on estimated renovation costs, square foot needs per pupil and cost per square foot, average square foot costs in the intended location, and the percentage of budget designated for facility needs.



3. EVALUATION RUBRIC

If a facility has been identified –

- Designation of the proposed facility and alternatives.
- Evidence that facility will be appropriate for the educational program of the school and adequate for the projected student enrollment.
- Adequate reflection of the costs associated with the proposed facility in the budget including rent, utilities, insurance and maintenance.
- Assurance that the proposed facility will be in compliance with applicable building codes, health and safety laws, and with the requirements of the American with Disabilities Act (ADA).
- A sound plan to identify needed startup costs and renovations as well as the funds and a timeline for the completion of those renovations.

If a facility has not yet been identified –

- Description of anticipated facilities needs including evidence that the facility will be appropriate for the educational program of the school and adequate for the projected student enrollment.
- Inclusion of costs associated with the anticipated facilities needs in the budget including renovation, rent, utilities, insurance and maintenance.
- Evidence to indicate that facilities-related budget assumptions are realistic based on anticipated location, size, etc.
- Assurance that the proposed location will be in compliance with applicable building codes, health and safety laws, and with the requirements of the American with Disabilities Act (ADA).
- Plan for finding a location including a proposed schedule for doing so.

O. Waivers

1. COMPONENT DESCRIPTION

The technical means by which charter schools operate is via waiver from certain state laws, state rules and/or school district policies. Information on applying for waivers from the state is on the CDE Charter Schools website at www.cde.state.co.us/cdechart/index.htm under Technical Assistance. Charter schools applying for waiver of school district policies should contact their charter school liaison if those policies are not listed on the school district’s website. An example of a waiver application can be found in the CDE Charter Schools Electronic Guidebook of Best Practices at www.cde.state.co.us/cdechart/guidebook/gov/index.htm.

The Colorado State Board of Education has determined that 13 statutes may be automatically waived, upon request, for charter schools. Charter schools may request waivers from statutes in addition to those automatically waived, but the process for approval is different.

There are two philosophies on charter schools obtaining waivers. Some believe that authority is given to the charter school via the charter contract, making some waivers unnecessary. In particular, the Board Powers (C.R.S. 22-32-109 and 22-32-110) statutes are considered “delegatory” rather than “substantive.” In other words, the charter school governing board is delegated the authority that otherwise would belong to the school district board of education. Others believe that obtaining a waiver is an assurance against charter contracts that may be renegotiated and, therefore, less secure for the charter school. Charter schools should investigate the school district’s or CSI’s viewpoint on waivers to gain understanding of expectations. A charter school developer should obtain legal counsel when seeking waivers from either the state or the authorizer.



Attach:

- Waivers requested from the state.
- Waivers requested from the school district or CSI.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

- ✓ The request for waiver from state statute by citation, state Board of Education rules or regulations and authorizer policies by policy number are included as attachments. Request includes rationale for requesting the waiver, replacement policy or explanation of intent, expected financial and implementation impact, and how the waiver will be evaluated.

3. EVALUATION RUBRIC

An excellent application will include the following regarding waiver requests:

- A list of the state laws or rules for which a waiver is requested including a replacement plan, rationale and how the waiver will be evaluated.
- A list of each authorizer policy for which a waiver is requested including a replacement plan/rationale.

Moreover, these requested waivers will match the proposed autonomy, school mission and goals, operations, governance, and employment relationships of the proposed charter school.

P. Student Discipline, Expulsion, or Suspension

1. COMPONENT DESCRIPTION

Although all charter schools must meet the minimum standards for student discipline, expulsion and suspension, they don't have to fit into the traditional "box." Charter schools can have their own policies as long as the statutory minimums are met. Many charter schools have sought and obtained waivers from related laws that provide for flexibility and a unique approach to student discipline.

Refer to C.R.S. 22-33-106 et seq., the Suspension, Expulsion and Denial of Admission law, for more detailed information. Further detail is provided in a publication prepared by the Attorney General's office at www.coloradoattorneygeneral.gov/sites/default/files/uploads/violence_prevention/svpm2008.pdf.

Most charter school contracts stipulate which party (the authorizer or the charter school) has the authority to suspend or expel students. C.R.S. 22-33-105(7) states that either a charter school authorized by the CSI, or the CSI itself, may expel, suspend or deny admission of students. During contract negotiations this issue must be decided. Therefore, the charter application should detail how the charter school proposes to handle student discipline, expulsion and suspension. Many applications include policies that the potential charter school would use. The education of expelled students is the responsibility of the public school that expelled them. Include an explanation of how the charter school will provide for an alternative education, if applicable.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

- ✓ A proposed policy for student discipline, expulsion or suspension that meets state law and district policy (unless waived), is included.
- ✓ An explanation of how the student recommended for expulsion will be afforded due process rights, including manifestation hearings and the implementation of behavior plans.
- ✓ A description of the schools an expelled student will be prohibited from attending.
- ✓ An explanation of how the charter school will provide the expelled student with an alternative education, if applicable.



3. EVALUATION RUBRIC

An excellent application will include:

- Policies for addressing expulsion or dismissal, suspension and education of expelled or suspended students that provide adequately for the safety of students and staff; provide due process for students to include IDEA requirements; serve the best interests of the school's students; create a positive environment for learning; and are otherwise consistent with the intents and purposes of C.R.S. 22-33-106 and 22-33-203.

OR

- A clear plan for developing such policies including a schedule for doing so.
- An explanation of how the proposed school will conduct appeals for students facing expulsion and meet the requirements for Manifestation Hearings for students with disabilities (both IDEA and 504).
- A description of how students will be expelled, for what offenses and which schools they will be expelled from if the expulsion hearing is conducted by the proposed charter school.

Q. Serving Students with Special Needs

1. COMPONENT DESCRIPTION

As public schools, charter schools must open their enrollment to any student and must provide appropriate special education services as needed for students with disabilities. The charter school developer should consider the general philosophy of the school when developing the philosophy for delivery of special education services. For instance, a charter school may have an experiential delivery model making the needs of a student with Attention Deficit Hyperactivity Disorder (ADHD) more unique. Further, a charter school with a philosophy that no student “falls through the cracks” may have an aggressive remediation program for students who are not attaining their full academic potential and yet do not qualify for special education services.

While charter schools can obtain waivers from teacher licensure, Special Education licensure cannot be waived.

There are many CDE resources available for charter school applicants to consider when writing this section. Those resources are available at www.cde.state.co.us/cdechart/guidebook/sped/index.htm. After reading the overview, read the resource on special education funding for direction on the impact to the charter school's operating budget. The sample compliance plan describes how all special education services could be delivered at a charter school. The application should contain sufficient detail about the delivery of special education services consistent with the school's educational program while still allowing for flexibility between the authorizer and the charter school to best deliver services.

Authorizers are increasingly interested in ascertaining the capacity of the charter school to implement IDEA compliance services in order to limit potential liability issues for the authorizer.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

- ✓ The school addresses a Response to Intervention (RtI), or child study process to address a need for adaptations or special education assessments and staffing.
- ✓ Clear indications are given that the school understands requirements to meet the needs of IEP's, ELL, IDEA, 504 and plans to comply with the needs to include certified personnel, documentation, assessments, adaptations and modifications. The school may also want to address GT, and enrichment needs.
- ✓ Plan is in place to include needed staff, adequate funding, evaluation of programs' success, flexibility to add contracted services, and specific services the district is expected to provide.



3. EVALUATION RUBRIC

An excellent application will have the following characteristics regarding the plan for Serving Students with Special Needs:

- Realistic plan to identify and meet the learning needs of at-risk students, students with disabilities, gifted/talented students, and English language learners.
- Timeline, lead contact, and intervention process with specific action steps for meeting learning needs of students with special needs (such as a Response to Intervention model).
- Plans for serving special populations align with the overall curriculum, instructional approaches and the school mission.
- Budget allocation to meet the needs of special education students is adequate.
- Plans are in place to provide adequate staff to meet the needs of these students including a licensed special education teacher.

R. Dispute Resolution Process

1. COMPONENT DESCRIPTION

This section is simply a paragraph or two that reflects the school's understanding of and compliance with C.R.S. 22-30.5-107.5, which explains how the school and its authorizer agree to resolve disputes that may arise concerning governing policy provisions of the school's charter contract.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

- ✓ Except as otherwise provided in C.R.S. 22-30.5-107.5, a plan should be provided to settle any disputes between a charter school and its authorizer, concerning governing policy provisions of the charter contract, to include a reasonable written notice which gives a brief description of the matter in dispute and the scope of the disagreement between parties.

- ✓ A process is given to address the issue within 30 days of receipt of notice. Both parties shall either reach an agreement by mutual consent or mutually agree to use any form of alternative dispute resolution as allowed by state law. Alternative dispute resolution shall result in a final issue of findings, by a neutral third party, within 120 days after receipt of written notice, with costs apportioned reasonably.
- ✓ The plan explains that a charter school and authorizer may agree to be bound by the findings of the neutral third party, or may appeal such findings to the state board according to statutory requirements.
- ✓ Any decision by the state board, pursuant to state law, shall be final and is not subject to an appeal.

3. EVALUATION RUBRIC

- The dispute resolution plan shows a clear understanding for compliance with statutory requirements for both the charter school and the authorizer.
- The dispute resolution plan demonstrates reasonable method(s) for resolving disagreements, which arise between a charter school and its chartering district or authorizer, concerning governing policy provisions of the school's charter contract.

S. School Management Contracts

(to be completed only if the proposed school intends to contract with an education service provider).

1. COMPONENT DESCRIPTION

If the proposed charter school intends to contract with an education service provider (ESP), such as a charter management organization, education management organization, or any other type of school management provider, address the following issues:

- An explanation of how and why the ESP was selected.



- Detailed explanation of the ESP’s success in serving student populations similar to the targeted student population, including demonstrated academic achievement as well as successful management of non-academic school functions (e.g., back-office services, school operations, extra curricular programs).
- A term sheet setting forth the proposed duration of the management contract; roles and responsibilities; scope of services and resources to be provided by the ESP; performance evaluation measures and timelines; compensation structure including clear identification of all fees to be paid to the ESP; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract.
- A draft of the proposed management contract including all of the above terms.
- Explanation of the relationship between the school governing board and the ESP, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations, or have a means for severing the contract.
- Explanation of which staff will report to or be paid by the ESP.
- Evidence that the corporate entity is authorized to do business in Colorado.

Attach:

- Term sheet (described above).
- Proposed management contract.
- Evidence that the service provider is authorized to do business in Colorado.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

- ✓ Evidence is included that the service provider has successfully managed other schools.
- ✓ Evidence is included that the other schools managed by the proposed service provider have demonstrated academic achievement for similar targeted student populations.

- ✓ A term sheet for the proposed management of the charter school is included with clear performance measures and contract severance provision(s).
- ✓ A draft of the proposed management contract with a clear Conflict of Interest statement is included.
- ✓ An explanation of which staff will be hired and terminated by the ESP or report to or be paid by the ESP.
- ✓ Evidence that the ESP is authorized to conduct business in Colorado.
- ✓ Clear understanding of financial obligation to ESP and if it increases, decreases or stays the same for the duration of the relationship. This includes building ownership if the developers are making payments to the ESP.

3. EVALUATION RUBRIC

An excellent School Management Contract section will have the following characteristics:

- A logical explanation of how and why the ESP was selected.
- Demonstrated evidence that the ESP has been successful in the academic and business operations aspects of other schools.
- Reasonable management contract terms and fees along with clear performance measures and contract severing provisions.
- Clear evidence that the ESP is authorized to conduct business in Colorado.
- Details sufficient to assure there are no potential conflicts of interest between the ESP and the governing board; there is a clear plan for monitoring and evaluating performance of the ESP and adequate internal controls are in place.
- A clear description of which staff members will be hired, evaluated and terminated by the ESP, and any relationship with the governing board on these decisions.



Appendix A: Charter School Intent to Submit Form

(This form is available for download at www.charterschoolquality.org > Publications & Tools > Authorizers)

1. Name of proposed school:

2. Primary contact person:

Mailing address:

STREET AND/OR PO BOX

CITY

STATE

ZIP

PHONE (DAY)

PHONE (EVENING)

E-MAIL ADDRESS

3. Model or focus of proposed school: (ex. Arts, College Prep, Dual Language, etc.)

4. Grade levels to be served:

5. Does the school expect to contract with a charter management organization or company for school management or operation? Yes No

If yes, identify the charter management organization:

6. Proposed Principal or Lead Administrator Information

Name of proposed Principal candidate:

Current employment:

PHONE (DAY)

PHONE (EVENING)

E-MAIL ADDRESS



7. Projected enrollment and demographics chart

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
School Year 1														
School Year 2														
School Year 3														
School Year 4														
School Year 5														

	% ELL	% SPED	% FRL
School Year 1			
School Year 2			
School Year 3			
School Year 4			
School Year 5			

8. Name of applicant team or founding entity:

- A. Names, roles, and current employment of all persons on the applicant team:
 - B. Does the applicant team or any members of the team currently operate any other schools? Yes No
 - C. Explain the individual and collective qualifications of the applicant team members to establish a high-quality charter school, in particular the capacity to assume responsibility for public funds, administration and governance.
 - D. Include as attachments resumes for each individual on the applicant team.
 - E. Explain the circumstances and motivations that brought the applicant team together to propose this charter school.
 - F. Which applicant team members will become founding board members?
9. Identify any organizations, agencies, consultants or institutions of higher education that are partners in planning and establishing this charter school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.

Appendix B: Evaluation Rubric

(This rubric is available for download at www.charterschoolquality.org > Publications & Tools > Authorizers)

The Evaluation Rubric is the final component of the *Colorado Charter School Standard Application, Checklist and Review Rubric*. After a charter application is deemed to be complete, the Evaluation Rubric provides the authorizer and application reviewers with a means of determining the quality of the application. It can also be used by the charter school applicant to guide writing the application. The Design Criteria and several indicators of quality are provided for each application component. An application that sufficiently addresses the indicator will score either a “3” or a “4” for that indicator. It should be

noted that an application scoring a “4” is exemplary and exceeds the expectations established in the Standard Application framework. An application scoring a “2” on an indicator would only partially meet the expectation, and scoring a “1” signifies that the application does not meet the expectation. The application reviewer (or evaluator) must objectively review the application scores for each indicator in order to provide an overall score for the application component. It is appropriate for authorizers to identify priority indicators and to weight certain sections of the application based on those priorities.

NOTE: A RUBRIC IS NOT PROVIDED FOR THE EXECUTIVE SUMMARY COMPONENT.

Sample Application Component

TOPIC	RANKING			
	DOES NOT MEET -1	PARTIALLY MEETS -2	MEETS -3	EXCEEDS-4
The general theme for the indicators.	Design Criteria: The standard condition that should be provided in the application.			
	The application does not address or meet this indicator for the design criteria.	The application does not sufficiently address or only partially meets this indicator for the design criteria.	The application addresses or meets an appropriate level of expectation for this indicator for the design criteria.	The application addresses and exceeds this indicator for the design criteria. Examples or evidence are provided.
EVALUATION	EVALUATOR COMMENTS AND QUESTIONS			
	The application reviewer has opportunity to take notes on the application.			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Interviews & Forum			
Strengths:				
Concerns and Questions:				
OVERALL RANKING: The application reviewer provides an overall score for this application component.				

B. Vision and Mission Statements

TOPIC	RANKING			
	DOES NOT MEET -1	PARTIALLY MEETS -2	MEETS -3	EXCEEDS-4
Vision and Mission	Design Criteria: The vision and mission statements describe the purpose for the school and express the ideal, long-term impact, focus, scope and scale of the school.			
	The mission statement does not express a clear, focused, and compelling purpose for the school. No vision statement is provided.	The vision and mission statements are provided, however there may not be a clear focus, or the statements may not be specific enough to create a compelling purpose for the school.	The vision and mission statements express a clear, focused, and compelling purpose for the school that is measureable.	The vision and mission statements express a clear, focused, and compelling purpose for the school that is measurable. The vision and mission statements clearly translate into achievable goals, the selected curriculum, operations, and all aspects of the school.
	The mission statement does not focus on educational outputs or is unlikely to result in increased student achievement.	The vision and mission statements do not sufficiently focus on educational outputs and may not result in increased student achievement.	The vision and mission statements focus on high-quality educational outputs and are likely to result in increased student achievement.	The vision and mission statements focus on high-quality educational outputs and are likely to result in increased student achievement. Research is provided to support the identified outputs and expectations.
EVALUATION	EVALUATOR COMMENTS AND QUESTIONS			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Interviews & Forum			
	Strengths:			
Concerns and Questions:				
OVERALL RANKING: The application reviewer provides an overall score for this application component.				

C. Goals, Objectives, and Pupil Performance Standards

TOPIC	RANKING			
	DOES NOT MEET -1	PARTIALLY MEETS -2	MEETS -3	EXCEEDS-4
Accountability and Accreditation	Design Criteria: The school demonstrates a clear understanding of accountability laws, both state and federal, and the accreditation process.			
	The school does not demonstrate an understanding of state reporting, accountability and the accreditation process.	The school demonstrates a limited understanding of state reporting, accountability and the accreditation process.	The school demonstrates an understanding of state reporting, accountability and the accreditation process.	The school demonstrates an understanding of state reporting, accountability and the accreditation process, and has articulated how the goals and objectives of the school align with state accountability priorities.
	The school has not described a plan to meet state performance measures.	The school has insufficiently described a plan to meet state performance measures.	The school has described a plan to meet state performance measures (achievement, growth, growth gaps, and post secondary/work force if HS).	The school has described a plan to meet state performance measures and has made connections between these measures and the goals of the school.
	The school does not address AYP.	The school has provided an insufficient plan to meet AYP.	The school has clearly described a plan to meet Adequate Yearly Progress (AYP).	The school has clearly described a plan to meet AYP and has provided clear connections between AYP the goals of the school and state accountability frameworks.
Goals and Objectives	Design Criteria: The school has clearly stated high and attainable educational goals. The school has strategies in place to ensure that all students are making progress towards meeting all academic goals.			
	The school does not have measurable academic goals.	The school has goals that are measurable, but there may be too few or too many goals for the school to successfully manage.	The school has an appropriate and manageable number of SMART goals that reflect high expectations.	The school has an appropriate and manageable number of SMART goals that reflect high expectations and include benchmarks based on reliable research and data.
	The school does not have a plan to monitor progress toward meeting the goals of the school.	The school has a limited or insufficient plan to monitor progress toward meeting the goals of the school.	The school has clearly described a plan to monitor progress toward meeting the goals of the school and the plan includes a description of how the school will make modifications based on data.	The school has clearly described a plan to monitor progress toward meeting the goals of the school and the plan includes a description of how the school will make modifications based on data. The process includes a description of how information gathered will be used to inform the accreditation and school improvement process for the school.
	The stated objectives and strategies do not align with the schools goals.	The stated objectives and strategies are aligned to the goals; however the selected objectives and strategies are not proven to be effective.	The stated objectives and strategies are aligned to the goals, and the selected objectives and strategies are tied to research and proven to be effective.	The stated objectives and strategies are fully aligned to the goals, and the selected objectives and strategies are tied to research and proven to be effective with the target population.
	Goals do not tie to the school's mission.	Goals do not clearly tie to the school's mission.	There is alignment of goals with the mission and vision of the school.	There is a clear description of alignment of goals with the mission and vision of the school.
EVALUATION	EVALUATOR COMMENTS AND QUESTIONS			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Interviews & Forum			
	Strengths:			
Concerns and Questions:				
OVERALL RANKING: The application reviewer provides an overall score for this application component.				

D. Evidence of Support

TOPIC	RANKING			
	DOES NOT MEET -1	PARTIALLY MEETS -2	MEETS -3	EXCEEDS-4
Student Population	Design Criteria: The school has provided a clear description of the target student population and has demonstrated not only a sufficient interest in the school, but also a sufficient demand for the school model. Aggregate data for prospective students is provided.			
	The targeted student population is not described.	The targeted student population is not clearly described.	The school has clearly described the targeted student population.	The school has clearly described the targeted student population and has provided aggregate student population projections based on demographic data provided by the authorizer.
	There is no discussion or description of interest or demand for the school.	The school has not sufficiently demonstrated an interest in or demand for the school.	The school has sufficiently demonstrated an interest in or demand for the school.	The school has sufficiently demonstrated an interest in or demand for the school and has provided aggregate demographic data for families interested in enrolling in the school.
Community	Design Criteria: The school demonstrates community support for the proposed program through community partnerships, business relationships, and resource agreements.			
	There is no evidence of support for the school.	The school has provided limited evidence of community support for the school.	The school has provided sufficient evidence of community support for the school.	The school has provided sufficient evidence of community support for the school and evidence is provided as attachments to the application (letters of support, contractual agreements, etc.).
	The school has not developed community partnerships.	The school has developed at least one community partnership, however a description of the partnership is not provided.	The school has developed community partnerships and has provided a clear description of the nature of each partnership.	The school has developed community partnerships and has provided a clear description of the nature of each partnership. Evidence is provided as attachments to the application.
Outreach	Design Criteria: The school clearly describes all community outreach activities designed to reach a broad audience.			
	The school has not provided a description of outreach activities or has not conducted any community outreach.	The school has provided a description of outreach activities; however, outreach activities may not reach a broad audience.	The school has provided a full description of all outreach activities and future outreach plans. Outreach activities are designed to reach a broad audience.	The school has provided a full description of all outreach activities and future outreach plans. Outreach activities are designed to reach a broad audience. Evidence of outreach activities is provided as an attachment to the application.
	The outreach activities of the school do not ensure an equal opportunity to enroll.	The outreach activities of the school may not be sufficient to ensure an equal opportunity to enroll.	The outreach activities of the school are sufficient to ensure an equal opportunity to enroll.	The outreach activities of the school are sufficient. An equal opportunity to enroll is evident in statements of intent to enroll and the enrollment procedures for the school. A sample of the Intent to Enroll form is included as an attachment.
EVALUATION	EVALUATOR COMMENTS AND QUESTIONS			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Interviews & Forum			
Strengths:				
Concerns and Questions:				
OVERALL RANKING: The application reviewer provides an overall score for this application component.				

E. Educational Program

TOPIC	RANKING			
	DOES NOT MEET -1	PARTIALLY MEETS -2	MEETS -3	EXCEEDS-4
Instruction	Design Criteria: The school identifies quality instruction that is research-based and has been effective in meeting the needs of the target population. For unique or innovative practices, the team presents a compelling rationale for effectiveness.			
	Instructional practices are not addressed.	Instructional practices are insufficiently addressed to demonstrate an effective school framework for the targeted student population.	Instructional practices support the educational philosophy, are clearly articulated and demonstrate an effective school framework for the targeted student population.	The educational philosophy and instructional techniques are clearly aligned and articulated. The instructional practices are proven to be successful with similar student populations.
	There is no connection between the proposed instructional practices and the school's mission.	The school does not effectively connect the proposed instructional practices with the school's mission.	The school's proposed instructional practices support and are aligned with the schools mission.	The school's proposed instructional practices support and are aligned with the schools mission and vision.
	There is no description regarding how instruction will be differentiated to meet student needs.	The school insufficiently describes how instruction will be differentiated to meet student needs.	The school describes how instruction will be differentiated based on identified student needs.	The school describes how instruction will be differentiated based on identified student needs and examples are provided.
	Research to support the proposed instructional practices is not provided.	Research to support the proposed instructional practices is limited or unreliable.	Research on the instructional practices is included in the appendices.	Research on the proposed instructional practices with the chosen population and curriculum is included in the appendices.
Curriculum	Design Criteria: The school is proposing to use a clearly defined, research-based curriculum with the potential to raise the achievement of the intended student population, and that is aligned to district and state standards.			
	The curriculum framework is not presented clearly and does not align with the school's stated mission and goals.	The curriculum framework is partially defined; however the alignment to the school's stated mission and goals is unclear.	The curriculum framework is presented and aligned with the school's stated mission and goals.	The curriculum framework is clearly presented and alignment to the schools stated mission and goals is clearly articulated.
	There is no evidence that the chosen curriculum is aligned with state and district standards.	Evidence that the chosen curriculum is aligned with state and district standards is insufficient.	There is sufficient evidence that the chosen curriculum is aligned with state and district standards.	There is clear and abundant evidence that the chosen curriculum is aligned with state and district standards.
	The description of the curriculum lack sufficient detail to determine whether it is aligned across the school for all grade levels.	The description of the curriculum presented does not provide sufficient detail regarding alignment, objectives, content, and skills for all grades the school will serve.	A plan for a fully aligned curriculum is presented and provides the appropriate level of detail for the objectives, content and skills for each subject and for all grades the school will serve.	A fully aligned curriculum is presented and includes objectives, content and skills, learning outcomes, and promotion and exit standards for all grades the school will serve.
	High school credit requirements and course descriptions are not provided.	High school credit requirements and course descriptions are insufficiently described.	High school credit requirements and course descriptions are included and clearly articulated.	High school credit requirements in comparison to district requirements and course descriptions of all class offerings are included.
	A description of course offerings is not provided.	Course offerings are insufficient, or do not reflect a cohesive alignment.	Course offerings reflect an organized, cohesive curricular design.	Course offerings reflect an organized, cohesive curricular design that is aligned with the school's mission and philosophy. Any off-the-shelf curricular materials that have been chosen are named, along with an explanation of why these were chosen.
	Research to support the chosen curriculum is not provided.	Research to support the chosen curriculum is limited or unreliable.	Research on the chosen curriculum is included in the appendices.	Clear research on the success of the chosen curriculum when used with the target population, along with the rationale of why chosen, is included in the appendices.

Design Criteria: The school's organizational structure places a priority on implementing the chosen curriculum with fidelity and in its entirety.				
Structure	A school calendar and schedule are not provided.	The school calendar and schedule do not demonstrate statutory compliance for student contact hours, or are not sufficient to ensure a viable curriculum.	The school calendar and schedule both demonstrate compliance with statutory requirements for student contact hours, and are sufficient to ensure a viable curriculum.	The school calendar and schedule both demonstrate compliance with statutory requirements for student contact hours, and the school has articulated that the curriculum is viable.
	A description of the organizational structure of the school is not sufficient to support implementation of the curriculum.	The description of the organizational structure of the school does not sufficiently demonstrate enough support to fully implement the curriculum.	A description of the organizational structure of the school demonstrates enough support to fully implement the curriculum.	A description of the organizational structure of the school demonstrates enough support to fully implement the curriculum and monitor ongoing modifications to the curriculum.
	A description of the staff evaluation process is not provided.	The school has provided a description of the staff evaluation process; however, clear links to implementing the curriculum are lacking.	The school has provided a description of the staff evaluation process which includes clear links to implementing the curriculum with fidelity (through professional development and expected collaboration) and high expectations.	The school has provided a description of the staff evaluation process which includes clear links to implementing the curriculum with fidelity (through professional development and expected collaboration) and high expectations. A draft of the staff evaluation tool is provided.
EVALUATOR COMMENTS AND QUESTIONS				
EVALUATION	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Interviews & Forum			
	Strengths:			
Concerns and Questions:				
OVERALL RANKING: The application reviewer provides an overall score for this application component.				

F. Plan for Evaluating Pupil Performance

TOPIC	RANKING			
	DOES NOT MEET -1	PARTIALLY MEETS -2	MEETS -3	EXCEEDS-4
Plan for Evaluating Pupil Performance	Design Criteria: The school has appropriate internal assessments in place to evaluate both student needs and the effectiveness of the academic programs, and external assessments to ensure district and state content standards will be met.			
	The assessment plan is not completely clear, and does not show it will be aligned with state or district standards.	Required state assessments are listed. Internal assessments will be aligned with state or district content standards, but no explanation is given as to how.	Assessments will be chosen with curriculum, instruction, standards and legal requirements such as ECEA and CBLA in mind.	Assessments are aligned with curriculum, instruction, standards and legal requirements such as ECEA and CBLA.
	The school does not specify a list of assessments, or the list of assessments is too limited in number to demonstrate an appropriate evaluation process.	A preliminary list of assessments is provided; however the assessment plan does not sufficiently address an anticipated schedule of frequency, or a plan to select additional assessments.	A preliminary list of assessments is provided. The assessment plan includes an anticipated schedule of frequency, and a plan to select additional assessments. The plan includes provisions for literacy testing, interventions, formative assessments, and summative assessments.	The assessment plan reflects a comprehensive list of assessments. The assessment plan includes a full schedule of assessments. The plan includes provisions for literacy testing, interventions, formative assessments, and summative assessments. The plan also addresses how information will be used to improve instructional practice and content.
	There is no plan for corrective action.	A plan for taking corrective action is generally described and does not include examples of interventions.	A plan is clearly defined for taking corrective action, with examples of interventions.	A comprehensive plan is clearly defined for taking corrective action, with many examples of interventions and scheduling of additional supports given.
	Research is not provided to substantiate the selected assessments.	Limited research is provided or is unreliable to support the selected assessments and interventions.	Research on effectiveness of the selected assessments and interventions is provided in the appendices.	The school clearly demonstrates researched validity and reliability of selected assessments and interventions, with the identified population, which is included in the appendices.
Performance Management	Design Criteria: The school will use student performance data to determine whether the school's academic goals are being achieved, and to modify its academic program in order to improve student learning and instructional effectiveness.			
	The school has no plan in place to evaluate the effectiveness of the academic program.	The school states it will make changes to the academic program based on the results of evaluations; however, no plans or systems to track or evaluate data are included.	A Student Information System (SIS) and data warehouse are described or the process for selecting them is described. The SIS and data warehouse will be used in conjunction with identified assessments that will be used to evaluate the effectiveness of the academic program.	A specific SIS, formative and summative assessments, and data warehouse are part of a system of information that will be used to evaluate the effectiveness of the academic program.
	No supporting research is provided.	Supporting research is limited.	Research to support the school's evaluation process is included in the appendices.	Research on the effectiveness of the chosen pieces, with the identified population, is included in the appendices.
EVALUATION	EVALUATOR COMMENTS AND QUESTIONS			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Interviews & Forum			
Strengths:				
Concerns and Questions:				
OVERALL RANKING: The application reviewer provides an overall score for this application component.				

G. Budget and Finance

TOPIC	RANKING			
	DOES NOT MEET -1	PARTIALLY MEETS -2	MEETS -3	EXCEEDS-4
Assumptions and Descriptions	Design Criteria: The budget is based on realistic revenue and expenditures for a period of 5 years. The school budget details are based on valid assumptions, and enable the school's mission to be realized.			
	A budget is included with very little information as to what the assumptions are based on, or the budget does not balance.	A 5-year budget is included with little information as to what the assumptions are based on. It cannot be determined if the budget balances.	A 5-year balanced budget is included.	A 5-year balanced budget is included along with a cash flow chart for the first year of operation.
	Little or no detail is provided in the budget narrative.	A limited budget narrative explanation is provided. There is minimal connection to the school's mission and focus.	Budget narrative explains basic assumptions, how those were determined from reliable sources, and what budget changes will be made if actual enrollment does not meet projections.	Budget narrative clearly explains detailed assumptions and how they were obtained from reliable sources, and includes a description of what budget changes will be made if actual enrollment does not meet projections.
	There is no connection of the budget to the school's mission and focus.	The budget and content in sections of the charter application don't always match.	Spending priorities align with the school's mission, curriculum, and plan for growth, and the budget clearly reflects the school plan described throughout the application to include support services such as Professional Development, and the facilities needs.	Spending priorities align with the school's mission, curriculum, professional development, and plan for growth, and the budget clearly reflects the school plan described throughout the application to include support services such as Professional Development, and the facilities needs.
Oversight, and Compliance	Design Criteria: The board provides the proper legal fiscal oversight. The school follows generally acceptable accounting practices. Financial controls ensure adequate auditing and reporting procedures are in place.			
	There is no plan to conduct an audit.	An audit will be conducted, with no mention of who will perform the audit.	An independent audit will be conducted by a qualified CPA, with a statement included that the school will address any concerns.	An independent audit will be conducted by a qualified CPA, with timelines given along with a plan to address any concerns.
	The school does not follow generally accepted accounting practices and does not have any description of internal policies or controls.	There is a plan to set the budget according to the state chart of accounts, but that is not reflected in the budget attachment.	The budget is set up in the prescribed form requested by the authorizer, or according to the basic state chart of accounts format.	The budget is set up according to the state chart of accounts.
	PERA and TABOR are not included in the budget.	PERA and TABOR are both included, but do not appear correctly.	Appropriate PERA and TABOR amounts are both included in the budget.	Appropriate PERA and TABOR amounts are both included.
	No plan is in place to report financial information to the community or chartering authority.	The school provides limited information about financial reporting and does not demonstrate an understanding of the Financial Transparency Act.	The school demonstrates a clear understanding of and compliance with the Financial Transparency Act.	The school demonstrates a clear understanding of and compliance with the Financial Transparency Act and has provided sample financial templates and reports as an attachment.
	The school does not describe or address the development of financial policies.	The plan to develop financial policies or existing policies are deficient or out of compliance.	Financial oversight plans or intent of policies are described in the narrative, and show proper fiscal oversight.	All financial policies are included in the appendices, and provide fiscally responsible oversight.

G. Budget and Finance (continued)

Staffing and Purchased Services	Design Criteria: The school has adequate personnel and service providers in place to perform financial tasks.			
	The school's organizational structure does not provide enough support to conduct business services.	There is a plan to hire staff or a consultant to oversee the business services office, but no qualifications or responsibilities are provided.	Job qualifications and responsibilities for the business services office are listed in the narrative.	Job descriptions and qualifications for the business services office are included for key areas.
	The school does not address the purchasing procedures at the school.	The school indicates that spending decisions will be regulated, however a clear description of the hierarchy and process is not provided.	The school provides a clear description of the spending decision hierarchy at the school, and a general description of the process.	The school provides a clear description of the spending decision hierarchy, spending procedures, and the process that is involved in making purchases.
	No information is provided as to what services will be purchased or contracted.	Limited information is provided as to what services will be purchased or contracted.	A list of services that will be contracted out is listed. For key partnerships, a description of services to be provided is included.	Specific purchased services are listed, and an agreement for each key partnership is included in the appendices
Planning, and Sustainability	Design Criteria: The school is financially solvent. The school has a budget planning process in place to maintain a financially viable school. The school develops and implements a long range financial plan.			
	No long term planning is evident.	The school has developed an inconsistent plan that includes plans to pursue some fundraising to meet their growth needs.	The school has developed a fundraising plan and strategies that identify specific grantors, fundraising groups and areas of support.	The school has developed a fundraising plan and strategies which actively identifies grantors, involves different constituencies and diverse revenue sources.
	There is no process for evaluating expenditures.	An evaluation process is described for evaluating expenditures against need; however, it is not clear if the evaluation includes mission alignment or how changes will be made based on the evaluation.	An evaluation process is described for evaluating expenditures against needs and mission alignment, and making changes based on this analysis.	An in depth evaluation process of financial spending decisions are based on a data-driven needs assessment, and mission alignment, and is included in the appendices.
	Projected growth is not adequate to meet long range plans, or is not realistic.	Projected growth may not be adequate to meet long range plans, or may not be realistic.	Projected growth is adequate to meet long range plans for the chosen school model, staffing and facilities needs.	Projected growth is adequate to meet long range plans for the chosen school model, staffing and facilities needs. Projections are conservative and are based on realistic data.
EVALUATION	EVALUATOR COMMENTS AND QUESTIONS			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Interviews & Forum			
	Strengths:			
Concerns and Questions:				
OVERALL RANKING: The application reviewer provides an overall score for this application component.				

H. Governance

TOPIC	RANKING			
	DOES NOT MEET -1	PARTIALLY MEETS -2	MEETS -3	EXCEEDS-4
Capacity	Design Criteria: The board has a wide range of experienced board members with the capacity to oversee a successful school, and a commitment to do so.			
	Board membership reflects a lack of diverse experiences and skills.	Board membership reflects some diversity of experience and skills.	Board membership reflects diverse experiences and skills (such as education, management, financial planning, law, and community outreach).	Board membership reflects diverse experiences and skills (such as education, management, financial planning, law, and community outreach), including experience with charter school leadership.
	A plan to recruit board members with identified skill sets does not exist. No specific needs or qualifications for board members are listed.	A plan to recruit board members exists, but will not likely result in recruiting board members with identified skill sets.	A plan is in place to recruit board members with identified skill sets.	A plan is in place to recruit highly qualified board members with identified skill sets.
	Board member information is not provided.	Only board member names are provided.	Board member biographies are included in the application.	Board member biographies are included in the application, and all board members' resumes are included as an attachment.
	Board members do not sign a Board Member Agreement.	NA	All board members will sign a Board Member Agreement.	All board members will sign, or have already signed, a Board Member Agreement, and a draft of the agreement is attached.
Process	Design Criteria: There is a clear description of the initial transition to an official board, elections, removal, term limits, the decision process, and roles and powers of the board vs. the school's administrator. Adequate structures are in place to provide rigorous oversight and support.			
	There is no description of the process to transition to an official board.	There is a partial explanation of the transition to an official board.	There is a clear explanation of the initial transition to an official board.	There is a clear explanation of the initial transition to an official board and evidence is provided to demonstrate that this transition is complete.
	There is no description of the board election process, decision making process, or the board membership terms.	There is a partial explanation of the board election process, decision making process, or the board membership terms.	There is a clear explanation of the board election process, decision making process, or the board membership terms.	There is a clear explanation of the board election process, decision making process, or the board membership terms and evidence is provided to demonstrate compliance with the stated processes.
	There is no description of the roles and responsibilities of the board and the roles and responsibilities of the school's administrator.	There is a partial description of the roles and responsibilities of the board and the roles and responsibilities of the school's administrator; however the description does not sufficiently address the distinction between roles.	There is a clear description of the separation between the roles and responsibilities of the board and the roles and responsibilities of the school's administrator.	There is a clear description of the separation between the roles and responsibilities of the board and the roles and responsibilities of the school's administrator, and evidence is provided to demonstrate compliance with the stated distinctions.
	The administrator's qualifications are not described and there is no description of a process for hiring and evaluating the administrator.	The administrator's qualifications are described; however, there is no description of a process for hiring and evaluating the administrator.	The administrator's qualifications are described, and a plan to hire and evaluate the administrator is described.	The administrator's qualifications are described, and a plan to hire and evaluate the administrator is described. Evidence of a plan to hire and evaluate a highly qualified administrator is provided.
	Attachments detailing the governance structure are not provided.	Attachments detailing the governance structure are provided, but are insufficient in number or detail.	Attachments detailing the governance structure (such as an organizational chart and bylaws) are provided.	Attachments detailing the governance structure (such as an organizational chart, key job descriptions, draft board policies, bylaws, School Accountability Committee description, etc.) are provided, and evidence is provided to demonstrate compliance with the guiding documents.

H. Governance (continued)

Legal Compliance	Design Criteria: Legal Compliance with Open Meetings and Open Records laws, status of the proposed school, conflicts of interest, and grievance process are explained.			
	There is no explanation of how the school plans to comply with Open Meetings Laws.	There is a partial explanation of how the school plans to comply with Open Meetings Laws.	There is a complete explanation of how the school plans to comply with Open Meetings Laws (agendas posted 24 hours in advance, quorums, executive session procedures, board meeting frequency and focus, etc.).	There is a complete explanation of how the school plans to comply with Open Meetings Laws (agendas posted 24 hours in advance, quorums, executive session procedures, board meeting frequency and focus, etc.) and evidence is provided to demonstrate compliance with Open Meetings Laws.
	There is no explanation of how the school plans to comply with Open Records Laws.	There is a partial explanation of how the school plans to comply with Open Records Laws.	There is a complete explanation of how the school plans to comply with Open Records Laws (meeting minutes, accessibility of school business documents, etc.).	There is a complete explanation of how the school plans to comply with Open Records Laws (meeting minutes, accessibility of school business documents, etc.) and evidence is provided to demonstrate compliance with Open Records Laws.
	Neither a conflict of interest policy, nor a complaint policy is included as an attachment.	Either a conflict of interest policy, or a complaint policy, is provided as an attachment.	Conflict of Interest and complaint policies are included as attachments.	Conflict of Interest and complaint policies are included as attachments, and evidence is provided to demonstrate compliance with the policies.
	The legal status of the school is not explained. Articles of Incorporation are not included as an attachment to the charter application.	The legal status of the school is partially explained, but is incomplete.	The legal status of the school is clearly explained. Articles of Incorporation are included as an attachment to the charter application.	NA
Training and Evaluation	Design Criteria: There is an ongoing and comprehensive plan for annual board trainings and evaluations that include internal and external reviews.			
	There is no plan for board member training.	A plan is in place for board training; however it does not make use of the online board training modules, or the plan is not on-going or comprehensive, primarily addressing training as a one-time event.	A comprehensive plan is in place for board training and continuous improvement that includes certification through the online board modules for all new board members.	An ongoing comprehensive plan and training calendar are in place for board training and continuous improvement that includes certification through the online board modules for all board members.
	There is no plan for evaluating the board.	The plan for annual self-evaluation is insufficient.	An annual self-evaluation of board function and effectiveness is in place.	An annual self-evaluation of board function and effectiveness is in place and a draft of the evaluation tool is included as an attachment.
	There is no evidence that funding or time are allocated to ensure board member training.	Funding and time allocations for board training are insufficient.	There is money in the budget and time allotted in the calendar to ensure board training for all new board members.	There is money in the budget and time allotted in the calendar to ensure initial board training for all board members and ongoing continuous improvement for the full board.
EVALUATION	EVALUATOR COMMENTS AND QUESTIONS			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Interviews & Forum			
Strengths:				
Concerns and Questions:				
OVERALL RANKING: The application reviewer provides an overall score for this application component.				

I. Employees

TOPIC	RANKING			
	DOES NOT MEET -1	PARTIALLY MEETS -2	MEETS -3	EXCEEDS-4
Teacher Quality and Professional Development	Design Criteria: The School's Classroom teachers meet the Highly Qualified teacher requirements of ECEA. The school provides professional development that is based on evaluated teacher needs, that is aligned with the school's mission, helps teachers meet school goals, and addresses any shortcomings in student learning, as identified by the Performance Management Plan.			
	There is no evidence that the school will require all members of the teaching staff to be Highly Qualified.	The school plans to only hire Highly Qualified teachers.	All teachers will be Highly Qualified and a definition is provided.	All teachers will be Highly Qualified and the school provides a clear definition or what this means and how it will be verified and tracked.
	Professional Development (PD) offerings are minimal and are not aligned with the school's educational philosophy or based on teacher need or student progress monitoring.	There is an intention to base professional development on teacher need and student progress, but no clear plan is in place.	Professional Development and programmatic changes will be determined based on thorough data-analysis, and a list of initial trainings is provided.	Professional Development and programmatic changes will be determined based on thorough data-analysis, and a comprehensive list of initial trainings, timing of trainings, and the person responsible for evaluating need is provided.
	There is not a clear process for evaluating teacher effectiveness.	There is a process for evaluating teacher effectiveness, however it is unclear as to how this is tied to student academic performance.	There is a clear process for evaluating teacher effectiveness and this will be tied to student academic performance.	A comprehensive evaluation of teacher effectiveness is tied to student academic performance. The teacher evaluation rubrics are included in the appendices.
	No time is allotted in the calendar for PD.	The school offers some professional development days that are noted in the calendar.	Time is allotted in the calendar and schedule for ongoing PD, data-analysis and collaborative planning.	Time is allotted in the calendar and schedule for ongoing PD, data-analysis and collaborative planning. The professional development plan is aligned to standards and to the teacher effectiveness evaluation.
	The budget does not include funding to support the professional development plans.	The budget includes insufficient funding to support the professional development plans.	The budget reflects funding estimates to support professional development plans.	The budget fully supports the professional development plans, with reliable assumptions used for financial information .
EVALUATION	EVALUATOR COMMENTS AND QUESTIONS			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Interviews & Forum			
Strengths:				
Concerns and Questions:				
OVERALL RANKING: The application reviewer provides an overall score for this application component.				

J. Insurance Coverage

TOPIC	RANKING			
	DOES NOT MEET -1	PARTIALLY MEETS -2	MEETS -3	EXCEEDS-4
Insurance Coverage	Design Criteria: There is clear assurance that the school will meet applicable insurance requirements with reasonable assumptions for the cost.			
	The school has not provided a complete list of the types of insurance for which the school will contract.	The school has provided a list of the types of insurance for which the school will contract, however the coverage does not meet all applicable insurance requirements.	The school has provided a complete list of the types of insurance for which the school will contract and the coverage meets applicable insurance requirements.	The school has provided a comprehensive and complete list of the types of insurance for which the school will contract and the coverage exceeds applicable insurance requirements.
	The school budget does not reflect costs for insurance coverage.	The school budget reflects the costs for insurance coverage; however, the costs are either unreasonable or insufficient to obtain the coverage required.	The school budget reflects reasonable assumptions for insurance coverage.	The school budget reflects reasonable assumptions for insurance coverage based on written quotes from the insurance companies.
EVALUATION	EVALUATOR COMMENTS AND QUESTIONS			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Interviews & Forum			
	Strengths:			
Concerns and Questions:				
OVERALL RANKING: The application reviewer provides an overall score for this application component.				

K. Parent and Community Involvement

TOPIC	RANKING			
	DOES NOT MEET -1	PARTIALLY MEETS -2	MEETS -3	EXCEEDS-4
School Development	Design Criteria: Outreach activities have resulted in a strong community including supporting parents from a wide range of backgrounds working to develop the school.			
	There has been little or no parent and community involvement in the concept for the school or the development of the school.	The school demonstrates some parent and community involvement in the concept for the school and the development of the school.	The school demonstrates parent and community involvement in the concept for the school and the development of the school.	There is strong evidence to demonstrate parent and community involvement in all phases of the schools development.
	The school has provided little or no description or evidence of support from the larger community.	The school has stated that the larger community's interests were considered in the development of the school; however, evidence of support from the community is limited.	The school has provided evidence that the school reflects the larger community's interest and evidence of support from the community in the form of letters of support.	The school has provided evidence that the school reflects the larger community's interest and evidence of support from the community in the form of letters of support, letters of intent, contractual partnerships.
	The school has provided little or no information about volunteer requirements or opportunities.	The school has provided a limited description of the volunteer requirements and opportunities; however, it is apparent that volunteers play a significant role at the school.	The school has clearly described the volunteer requirements and opportunities at the school.	The school has clearly described the volunteer requirements and opportunities at the school. Evidence of a large volunteer pool is provided along with exemplary practices in recruiting and retaining volunteers.
Communication	Design Criteria: Communication with the parent community is a priority and information is provided to a diverse audience.			
	The school does not distribute information about school operation, implementation, and progress.	The school distributes some information about school operation, implementation, and progress to a limited audience.	The school distributes information about school operation, implementation, and progress to an established parent community.	The school regularly distributes and makes widely available information about school operation, implementation, and progress to an established parent community and other interested parties.
	The school has not attempted to communicate with at-risk families.	The school has engaged in some strategies for communicating with at-risk families.	The school has engaged in specific strategies for communicating with at-risk families and families who might not be aware of the school.	The school has engaged in specific strategies for communicating with at-risk families and families who might not be aware of the school. Evidence of interest in the school reflects that communication efforts have been successful.
EVALUATION	EVALUATOR COMMENTS AND QUESTIONS			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Interviews & Forum			
	Strengths:			
Concerns and Questions:				
OVERALL RANKING: The application reviewer provides an overall score for this application component.				

L. Enrollment Policy

TOPIC	RANKING			
	DOES NOT MEET -1	PARTIALLY MEETS -2	MEETS -3	EXCEEDS-4
Policy	Design Criteria: Enrollment policies reflect compliance with state statute and the process of enrollment is complete, fair, and equitable.			
	The school has an enrollment process that is not in compliance with state statute.	The school has an enrollment process that is in partial compliance with state statute.	The school has an enrollment process that is in full compliance with state statute.	The school has an enrollment process that is in full compliance with state statute and is exemplary in providing fair and equitable access to the school.
	The description of the enrollment process is insufficient and/or inequitable.	The school has provided a description of the enrollment process; however, the description lacks clarity regarding some aspects of the process.	The school has provided a clear description of the enrollment process including criteria for enrollment decisions, withdrawals, and transfers.	The school has provided a clear description of the enrollment process including criteria for enrollment decisions, withdrawals, and transfers. Draft enrollment policies are attached.
EVALUATION	EVALUATOR COMMENTS AND QUESTIONS			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Interviews & Forum			
Strengths:				
Concerns and Questions:				
OVERALL RANKING: The application reviewer provides an overall score for this application component.				

M. Transportation and Food Service

This section should be completed only if the proposed school intends to provide transportation or food services.

TOPIC	RANKING			
	DOES NOT MEET -1	PARTIALLY MEETS -2	MEETS -3	EXCEEDS-4
Transportation	Design Criteria: The school considers the transportation needs of students and develops adequate plans to address those needs.			
	The school has not provided a description of whether and how student transportation needs will be addressed.	The school has provided a partial description of whether and how student transportation needs will be addressed.	The school has provided a clear description of whether and how student transportation needs will be provided or student needs will be addressed.	The school has provided a clear description of whether and how student transportation services will be provided. The school has established a plan that complies with all state and federal regulations in order to meet student transportation needs.
	The plan to address the transportation needs of students does not take low-income low achieving students into consideration.	The plan to address the transportation needs of students partially takes low-income low achieving students into consideration.	The plan to address the transportation needs of students takes low-income low achieving students into consideration.	The plan to address the transportation needs of students fully meets needs of low-income low achieving students.
	The school budget does not reflect costs for addressing student transportation needs.	The school budget reflects the costs for addressing student transportation needs; however, the costs are either unreasonable or insufficient to address the school's plan.	The school budget reflects reasonable costs associated with implementing the schools plan to address student transportation needs.	The school budget reflects reasonable costs associated with implementing the schools plan to address student transportation needs and are based on written quotes.
Food	Design Criteria: The school considers the food service needs of students and develops adequate plans to address those needs.			
	The school has not provided a description of whether and how student food service needs will be addressed.	The school has provided a partial description of whether and how student food service needs will be addressed.	The school has provided a clear description of whether and how student food service needs will be provided or student needs will be addressed.	The school has provided a clear description of whether and how student food service services will be provided. The school has established a plan that complies with all state and federal regulations in order to meet student food service needs.
	The plan to address the food service needs of students does not take low-income low achieving students into consideration.	The plan to address the food service needs of students partially takes low-income low achieving students into consideration.	The plan to address the food service needs of students takes low-income low achieving students into consideration.	The plan to address the food service needs of students fully meets needs of low-income low achieving students.
	The school budget does not reflect costs for addressing student food service needs.	The school budget reflects the costs for addressing student food service needs; however, the costs are either unreasonable or insufficient to address the school's plan.	The school budget reflects reasonable costs associated with implementing the schools plan to address student food service needs.	The school budget reflects reasonable costs associated with implementing the schools plan to address student food service needs and are based on written quotes.
Written Proposal				
Strengths:				
Concerns and Questions:				
Interviews & Forum				
Strengths:				
Concerns and Questions:				
OVERALL RANKING: The application reviewer provides an overall score for this application component.				

N. Facilities

TOPIC	RANKING			
	DOES NOT MEET -1	PARTIALLY MEETS -2	MEETS -3	EXCEEDS-4
Description of Adequacy	Design Criteria: The School's classroom teachers meet the Highly Qualified teacher requirements of ECEA. The school provides professional development that is based on evaluated teacher needs, that is aligned with the school's mission, helps teachers meet school goals, and addresses any shortcomings in student learning, as identified by the Performance Management Plan.			
	<p>A description of the school facility is provided; however, either detail is insufficient, or the facility is insufficient to ensure the full implementation of the school program.</p> <p>OR</p> <p>If the facility has not been identified, a description of the school facility requirements is provided; however, either detail is insufficient, or facility priorities are not sufficient to ensure full implementation of the school program.</p>	<p>A description of the school facility is provided; however, either detail is insufficient, or the facility is may not be sufficient to ensure the full implementation of the school program.</p> <p>OR</p> <p>If the facility has not been identified, a description of the school facility requirements is provided however, either detail is insufficient, or facility priorities may not be sufficient to ensure full implementation of the school program.</p>	<p>A description of the school facility is provided and includes sufficient detail to indicate that the facility is appropriate and sufficient to fully implement the school program.</p> <p>OR</p> <p>If the facility has not been identified, a description of the school facility requirements is provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate and sufficient to fully implement the school program.</p>	<p>A description of the school facility is provided and includes detail to indicate that the facility is fully adequate to implement the school program.</p> <p>OR</p> <p>If the facility has not been identified, a description of the school facility requirements is provided and includes detail to indicate that priorities will focus on a facility that is fully adequate to implement the school program.</p>
	<p>The school budget does not reflect reasonable costs associated with the development and operation of the school facility or the school's financing strategy is unreasonable and inappropriate.</p> <p>OR</p> <p>If the facility has not been identified, the school budget does not reflect reasonable costs associated with the development and operation of the school facility, or the school's financing plan is unreasonable and inappropriate.</p>	<p>The school budget reflects costs associated with the development and operation of the school facility and the school's financing strategy is presented; however, costs may be unreasonable and are not substantiated with reliable data.</p> <p>OR</p> <p>If the facility has not been identified, the school budget reflects costs associated with the development and operation of the school facility and the school's financing plan is presented; however costs may be unreasonable and are not substantiated with reliable data.</p>	<p>The school budget reflects reasonable costs associated with the development and operation of the school facility and the school's financing strategy is reasonable and appropriate.</p> <p>OR</p> <p>If the facility has not been identified, the school budget reflects reasonable costs associated with the development and operation of the school facility and the school's financing plan is reasonable and appropriate.</p>	<p>The school budget reflects reasonable costs associated with the development and operation of the school facility and the school's financing strategy is reasonable and appropriate. Costs reflected in the budget are based on written quotes and reliable data.</p> <p>OR</p> <p>If the facility has not been identified, the school budget reflects reasonable costs associated with the development and operation of the school facility and the school's financing plan is reasonable and appropriate. Costs reflected in the budget are based on written quotes and reliable data.</p>
	<p>The location for the school is inappropriate based on need and does not address the targeted student population.</p> <p>OR</p> <p>If the facility has not been identified, the target area for the school is inappropriate based on need and does not address the targeted student population.</p>	<p>The location for the school may be inappropriate based on need and the targeted student population.</p> <p>OR</p> <p>If the facility has not been identified, the target area for the school may be appropriate based on need and the targeted student population.</p>	<p>The location for the school is appropriate based on need and the targeted student population.</p> <p>OR</p> <p>If the facility has not been identified, the target area for the school is appropriate based on need and the targeted student population.</p>	<p>The location for the school is appropriate and was selected specifically to address the targeted student population.</p> <p>OR</p> <p>If the facility has not been identified, the target area for the school is appropriate and was selected specifically to address the targeted student population.</p>
	<p>The school has presented an unreasonable timeline for completion of the school facility.</p> <p>OR</p> <p>If the facility has not been identified, the school has proposed an unreasonable timeline for identifying and completing the development of the school facility.</p>	<p>The school has presented an aggressive timeline for completion of the school facility which may be unattainable.</p> <p>OR</p> <p>If the facility has not been identified, the school has proposed an aggressive timeline for identifying and completing the development of the school facility which may be unattainable.</p>	<p>The school has presented a reasonable and appropriate timeline for completion of the school facility.</p> <p>OR</p> <p>If the facility has not been identified, the school has proposed a reasonable timeline for identifying and completing the development of the school facility.</p>	<p>The school has presented a reasonable and appropriate timeline which includes a contingency plan for completion of the school facility.</p> <p>OR</p> <p>If the facility has not been identified, the school has proposed a reasonable timeline which includes a contingency plan for identifying and completing the development of the school facility.</p>

DESCRIPTION OF ADEQUACY	<p>The school has not demonstrated that the facility is in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.</p> <p>OR</p> <p>If the facility has not been identified, the school does not provide assurances that the facility will be in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.</p>	<p>The school partially demonstrated that the facility is in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.; however, more information is needed to ensure compliance.</p> <p>OR</p> <p>If the facility has not been identified, the school provides some assurances that the facility will be in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.; however, more information is needed to ensure compliance.</p>	<p>The school demonstrates that the facility is in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.</p> <p>OR</p> <p>If the facility has not been identified, the school provides assurances that the facility will be in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.</p>	<p>The school demonstrates that the facility is in compliance with applicable codes, health and safety laws, the requirements of ADA, etc. and has provided certifications to verify compliance.</p> <p>OR</p> <p>NA</p>
	EVALUATOR COMMENTS AND QUESTIONS			
EVALUATION	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Interviews & Forum			
	Strengths:			
	Concerns and Questions:			
OVERALL RANKING: The application reviewer provides an overall score for this application component.				

O. Waivers

TOPIC	RANKING			
	DOES NOT MEET -1	PARTIALLY MEETS -2	MEETS -3	EXCEEDS-4
Waiver Requests	Design Criteria: Waiver requests are presented clearly and demonstrate alignment with the school's mission and purpose.			
	The school has provided a list of state laws or rules for which a waiver is requested; however, the rationale for why the waiver is being requested is not included.	The school has provided a list of state laws or rules for which a waiver is requested and a rationale for why the waiver is being requested.	The school has provided a list of state laws or rules for which a waiver is requested including a rationale for why the waiver is being requested and a replacement plan.	The school has provided a list of state laws or rules for which a waiver is requested including a rationale for why the waiver is being requested, a replacement plan, and a plan for how the waiver will be evaluated.
	The school has provided a list of authorizer policies for which a waiver is requested; however, the rationale for why the waiver is being requested is not included.	The school has provided a list of authorizer policies for which a waiver is requested and a rationale for why the waiver is being requested.	The school has provided a list of authorizer policies for which a waiver is requested including a rationale for why the waiver is being requested and a replacement plan.	The school has provided a list of authorizer policies for which a waiver is requested including a rationale for why the waiver is being requested, a replacement policy, and a plan for how the waiver will be evaluated.
	Requested waivers are not in alignment with the school's mission.	Requested waivers are in alignment with the school's proposed autonomy.	Requested waivers are in alignment with the school's proposed autonomy and the mission and the alignment is clearly articulated.	Requested waivers are in alignment with the school's proposed autonomy, the mission and goals, operations, governances, and employment relationships of the proposed charter school, and the alignment is clearly articulated.
EVALUATION	EVALUATOR COMMENTS AND QUESTIONS			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Interviews & Forum			
	Strengths:			
Concerns and Questions:				
OVERALL RANKING: The application reviewer provides an overall score for this application component.				

P. Student Discipline, Expulsion, or Suspension

TOPIC	RANKING			
	DOES NOT MEET -1	PARTIALLY MEETS -2	MEETS -3	EXCEEDS-4
Policy	Design Criteria: There is a plan to address student discipline, expulsion, and suspension which complies with applicable laws.			
	The school has provided some information about student discipline and does not address how expulsion or suspension will be handled.	The school has provided information about student discipline; however, information about expulsion or suspension is insufficient.	There is a description of the school's policy or plans to address expulsion, suspension, and education of expelled or suspended students, if applicable.	There is a description of the school's policy addressing expulsion, suspension, and education of expelled or suspended students, if applicable. A draft of the policy is provided.
	The proposed student discipline policies are not in compliance with applicable laws.	NA	The proposed student discipline policies are in compliance with applicable laws.	NA
EVALUATION	EVALUATOR COMMENTS AND QUESTIONS			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Interviews & Forum			
	Strengths:			
Concerns and Questions:				
OVERALL RANKING: The application reviewer provides an overall score for this application component.				

Q. Serving Students with Special Needs

TOPIC	RANKING			
	DOES NOT MEET -1	PARTIALLY MEETS -2	MEETS -3	EXCEEDS-4
Serving Students with Special Needs	Design Criteria: The school has strategies in place to meet the legal requirements and individual student needs when serving students that are considered to be at-risk, disabled, gifted, and English Language Learners, or that are performing below grade level.			
	The school has no process in place to identify students who are struggling academically and to determine the cause and how this need will be addressed.	The school has a partial plan in place to identify and meet the needs of students who are struggling, and to identify students with special needs. RtI is mentioned, but details are not provided.	The school has a plan in place to meet all legal requirements to identify students with special needs, to include IDEA, FAPE, and IEPs. Intervention strategies for the 3 tiers used in RtI (Response to Intervention) are identified.	The school has a plan in place to meet all legal requirements to identify students with special needs, to include IDEA, FAPE, IEP, ALP, and 504. Intervention strategies for the 3 tiers used in RtI (Response to Intervention) are fully described.
	The school has no plan in place to identify and meet the needs of any English Language Learners, Special Ed, or Gifted and Talented students who enroll at the school.	The school has a partial plan in place to identify and meet the needs of any English Language Learners, Special Ed, or Gifted and Talented students who enroll at the school.	The school has a plan in place to identify and meet the needs of any English Language Learners, Special Ed, or Gifted and Talented students who enroll at the school.	The school has a plan in place to identify and meet the needs of any English Language Learners, Special Ed, or Gifted and Talented students who enroll at the school. Strategies and interventions are fully described.
	The school does not address how staffing allocations will be used to meet the needs of students.	The school had provided a vague plan to provide staff to meet the needs of students, but does not clearly identify staffing allocations.	The school had provided a plan to provide adequate staff to meet the needs of all students that includes a licensed Special Ed teacher.	The school had provided a plan to provide adequate staff to meet the needs of all students that includes a licensed Special Ed teacher. A timeline that fully describes the development of the staffing and instructional and curricular plans is included.
	There is no provision for ongoing monitoring of these populations.	NA	The school identifies the need for ongoing monitoring of these populations.	The school provides exit standards and plans for ongoing monitoring of these populations.
	The budget does not reflect costs involved in addressing the needs of special populations.	The budget reflects some of the costs involved in addressing special populations; however, sufficient detail is not provided.	The budget reflects allocation for resources, staffing, and training needed to serve the needs of special populations.	The budget reflects allocation for resources, staffing, and training needed to serve all students' needs.
	Research on interventions and chosen materials is not provided.	Limited research on interventions and chosen materials is referenced.	Research on interventions and chosen materials is included in the appendices.	Research on effective strategies and support materials, with the identified populations, is included in the appendices.
EVALUATION	EVALUATOR COMMENTS AND QUESTIONS			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Interviews & Forum			
Strengths:				
Concerns and Questions:				
OVERALL RANKING: The application reviewer provides an overall score for this application component.				

R. Dispute Resolution Process

TOPIC	RANKING			
	DOES NOT MEET -1	PARTIALLY MEETS -2	MEETS -3	EXCEEDS-4
Dispute Resolution	Design Criteria: A dispute resolution process is proposed that will appropriately guide the school and authorizer should a governance disagreement arise.			
	The dispute resolution process is not in compliance with statutory requirements for both the charter school and the authorizer.	NA	The dispute resolution process is in compliance with statutory requirements for both the charter school and the authorizer.	NA
	The dispute resolution plan is incomplete or does not provide enough detail to demonstrate reasonable methods for resolving disagreements.	The dispute resolution plan is included; however, the plan does not always demonstrate reasonable methods for resolving disagreements.	The dispute resolution plan demonstrates reasonable methods for resolving disagreements.	The dispute resolution plan demonstrates reasonable methods for resolving disagreements and the plan is in alignment with the authorizer's existing dispute resolution policies.
EVALUATION	EVALUATOR COMMENTS AND QUESTIONS			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Interviews & Forum			
	Strengths:			
Concerns and Questions:				
OVERALL RANKING: The application reviewer provides an overall score for this application component.				

S. School Management Contracts

This section should be completed only if the proposed school intends to contract with an Education Service Provider.

TOPIC	RANKING			
	DOES NOT MEET -1	PARTIALLY MEETS -2	MEETS -3	EXCEEDS-4
Teacher Quality and Professional Development	Design Criteria:			
	The school has not provided evidence of past success for the Education Service Provider (ESP). The ESP is not authorized to do business in Colorado.	The school has provided insufficient evidence to show past success for the Education Service Provider (ESP) and that the ESP is authorized to do business in Colorado.	The school has provided evidence of past success for the Education Service Provider (ESP) and that the ESP is authorized to do business in Colorado.	The school has provided evidence of past success for the Education Service Provider (ESP) and that the ESP is authorized to do business in Colorado. A list of qualifications and references is provided.
	The contract between the school and the ESP does not include reasonable terms.	The contract between the school and ESP includes reasonable terms and a term sheet is provided; however, the contract is not performance based.	The contract between the school and ESP is a performance contract that includes reasonable terms and an ability to sever the relationship. A complete term sheet and the performance contract are provided.	The contract between the school and ESP is a performance contract that includes reasonable terms, and ability to sever the relationship, and a monitoring plan. A complete term sheet and the performance contract are provided. A detailed monitoring plan is also provided.
	The school has failed to provide assurance against conflicts of interest with the ESP.	NA	The school has provided assurance that there are no conflicts of interest with the ESP.	NA
	A description of the relationships between the school, the school governing board, the employees, and the ESP is not provided.	A description of the relationships between the school governing board and the ESP is provided; however, there information about the relationship between other parties is not sufficiently described.	A clear description of the relationships between the school, the independent school governing board, the employees, and the ESP is provided.	A clear description of the relationships between the school, the independent school governing board, the employees, and the ESP is provided. A list of staff members that will be hired, evaluated and terminated by the ESP is provided.
EVALUATION	EVALUATOR COMMENTS AND QUESTIONS			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Interviews & Forum			
	Strengths:			
Concerns and Questions:				
OVERALL RANKING: The application reviewer provides an overall score for this application component.				

T. Overall Assessment

This section gives the application reviewer an opportunity to provide general feedback about their overall impression of the charter school application.

TOPIC	RANKING			
	DOES NOT MEET -1	PARTIALLY MEETS -2	MEETS -3	EXCEEDS-4
EVALUATION	EVALUATOR COMMENTS AND QUESTIONS			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Interviews & Forum			
	Strengths:			
Concerns and Questions:				
OVERALL RANKING: The application reviewer provides an overall score for this application component.				



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