

File: LBD-E-2

Adopted: August 27, 2019

Boulder Valley School District New Charter School Application & Evaluation Standards

2019

(August 2019)

In partnership with the National Association of Charter School Authorizers (NACSA), Boulder Valley School District (BVSD) developed this Charter School Application and Evaluation Standards (the “BVSD Charter School Application”). The BVSD Charter School Application largely incorporates and is primarily based upon the model Charter School Application and Evaluation Standards, developed by the Colorado Association of Charter Schools Authorizers (CACSA), through a collaborative effort that included extensive feedback from district authorizers, the Colorado Charter School Institute (CSI), the Colorado Department of Education (CDE) Schools of Choice Unit, and the Colorado League of Charter Schools (CLCS).

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PART I: RESOURCES FOR CHARTER APPLICANTS

The Charter Schools Act

The Charter Schools Act is found at Colorado Revised Statutes 22-30.5-101, et seq. The legislative declaration of the Charter Schools Act sets forth the intention that charter schools are formed:

- (a) To improve pupil learning by creating schools with high, rigorous standards for pupil performance;
- (b) To increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low-achieving;
- (c) To encourage diverse approaches to learning and education and the use of different, innovative, research-based, or proven teaching methods;

Colorado State Board Rules

The Colorado State Board of Education promulgated rules regarding Standards for Charter Schools and Charter School Authorizers ([1 CCR 301-88](#)). Section 3.03 provides additional guidance related to the application process, quality authorizing, and decision making.

Colorado Department of Education – Schools of Choice Unit

The [Schools of Choice Office](#)'s primary role is to support the continued expansion of quality choices for Colorado families. The Office does this through management of the federal charter school program grant, provision of technical assistance, and gathering and sharing of best practices, tools, and resources to the charter sector. For further information, contact Bill Kottenstette, the Executive Director, at 303-866-6365.

Colorado League of Charter Schools

The [Colorado League of Charter Schools](#) can serve as a resource for charter school applicants. The League offers targeted supports in the planning, and Year 1 phases of a charter school's development. Supports include technical assistance, application review, and potential access to grant funding during the planning and start-up phases. For further information, contact Kathy Zlomke, the Manager of New School Development, at 303-989-5356.

The Colorado League of Charter School's recommends that applicants reference the League's [Quality Standards for Developing Charter Schools](#) to access continuously updated and detailed explanations, statutory guidance, and embedded links to resources, research and much more when developing the various sections of their charter application.

Boulder Valley School District

The Boulder Valley School District will serve as the authorizer for the proposed school and can serve as a valuable resource to charter applicants. For inquiries related to this charter application, contact Margaret Crespo, the Assistant Superintendent of School Leadership, at 720-561-5086.

PART II: NEW CHARTER SCHOOL APPLICATION AND EVALUATION STANDARDS

Applicant Eligibility

Colorado Revised Statutes (CRS) defines a charter school as a school that “...shall be a public, nonsectarian, non-religious, non-home-based school which operates within a public school district.” CRS 22-30.5-104(1). Further, statute states that “A charter school applicant cannot apply to, or enter into a charter contract with, a school district unless a majority of the charter school’s pupils, other than on-line pupils, will reside in the charter school district or in school district contiguous thereto” CRS 22-30.5-104 (2)(a).

An application may be submitted by one or more individuals, or by a nonprofit, governmental, or other entity or organization. The applicant must either have in place a governing board or be able to provide a clear proposed governance structure.

Application Timeline

Summary of the New School Application Process Components	Date/Deadline
Letter of Intent Due	At least 30 days before submitting an application
Application Due	On October 1 between 8:00 a.m. and 4:00 p.m. or by 4:00 p.m. the first business day following October 1 of the year preceding the proposed opening of the school
Community Meeting	As scheduled by the Board
Applicant Presentation to District Board	As scheduled by the Board
Applicant Capacity Interview with Review Team	As scheduled
Board Action	Within 90 days after receiving the initial charter application or as mutually agreed

Application Requirements

Page Limits

Applicants should paginate their application. We suggest that applicants limit responses so that the completed narrative version of the New School Application document does not exceed 125 pages, not including all addenda (supplemental material, such as Letters of Interest, Letters of Support, draft policies, etc.).

Submission Format

The applicant must provide twelve (12) printed, bound copies of the completed application printed single-sided on white paper, not stapled, and an electronic copy of the application, all of which should be

sent to Margaret Crespo at 6500 Arapahoe Road, Boulder, CO 80303 and electronically to margaret.crespo@bvsd.org.

Application Completeness Check

As described in statute, Boulder Valley School District will review the application for completeness prior to initiating the application review process, which results in board action. The following Application Checklist should be used by the applicant to ensure all sections of the New School Application as well as any required supporting documentation have been completed.

The application is divided into four sections, with multiple components in each section. When submitting materials, clearly label each component in the narrative.

New School Application Narrative	Application Components	Suggested page limit	Applicant Check	Reviewer Check
Background	Letter of Intent			
	A. Cover Page	1		
	B. Executive Summary	5		
	C. Vision and Mission Statements	3		
	D. Evidence of Support	5		
Academic Viability	E. Goals, Objectives, and Student Performance Standards	15		
	F. Educational Program	20		
	G. Plan for Evaluating Student Performance	15		
	H. Serving Students with Special Needs	15		
Organizational Viability	I. Governance	10		
	J. Employees	10		
	K. Parent and Community Involvement	10		
	L. Enrollment Policy	5		
	M. Transportation and Food Service	5		
	N. Facilities	5		
	O. Waivers	5		
	P. Student Discipline, Suspension and Expulsion	5		
	Q. Dispute Resolution Process	3		
	R. Education Management Provider (if applicable)			
Financial Viability	S. Budget & Finance	5		
	T. Insurance Coverage	5		
	U. Appendices and Attachments <ul style="list-style-type: none"> Sample LOI form, as well as letters of support from community organizations, businesses, potential partners, or educational institutions 			

	<ul style="list-style-type: none"> • Proposed annual calendar, bell schedule, and student-teacher contact time • Resume of Lead Administrator (if known) • Steering Committee information: <ul style="list-style-type: none"> • Resumes of Committee members • Identify names and roles of all Steering Committee members • Indicate if any of the Steering Committee members currently operate or are otherwise involved with other charter schools • Cite the individual and collective expertise or focus of the Steering Committee members to establish a high-quality charter school • Cite the capacity of the Steering Committee members to assume responsibility for public funds, administration, and governance • Identify which (if any) Steering Committee members will become founding board members • List of board members, or plan for recruitment of initial board members to be in place by contract approval • Draft Board Member Agreement and Conflict of Interest statement • Board non-profit articles of incorporation and bylaws • EMP-related documents: <ul style="list-style-type: none"> • Most recent independent financial audit report of EMP and its most recent annual report • EMP performance evaluation tool • Documentation of any loans, grants, or investments made between the EMP and the school • Copy of the performance-based contract between the governing board and the EMP • Five-year budget • Sample financial templates and reports, such as a dashboard template 			
	Twelve (12) printed, bound copies and an electronic copy of entire application			

The proposed charter school Steering Committee intends to apply for the CCSP Grant ☐ Yes ☐ No

Application Elements – BACKGROUND

Letter of Intent

Please submit a Letter of Intent by the deadline identified above. The Letter of Intent is a one to two-page narrative providing the prospective authorizer the information listed below.

1. The name of the proposed charter school
2. The names of individuals who form the core group, or steering committee, that is working on the development of the charter school
3. The proposed location (if known)
4. The proposed grade levels to be served in year 1 and at full buildout, as well as projected enrollment for each grade.
5. The proposed opening date of the school
6. A brief rationale for the application - why a charter school is being proposed

A. Cover Page

The Cover Page should be one page long, include contact information for the applicant group and list basic information on the proposed charter school.

1. Proposed name of the charter school
2. Proposed location of the charter school
3. Primary contact person (including mailing address, email, and phone number)
4. Whether the school expects to contract with an outside educational management provider (EMP) and the name of the company, if already selected
5. Proposed grade levels to be served during the initial five years
6. Projected enrollment for each grade level in years 1-5

B. Executive Summary

The Executive Summary should be two-to-five pages long, outline the elements of the application, and provide an overview of the proposed school.

1. The philosophy of the proposed charter school (vision and mission statements)
2. The circumstances and motivations that brought the applicant team together to propose this charter school
3. 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
4. Provide aggregate information concerning the grade levels and schools in which prospective pupils are currently enrolled, along with demographic information for the target population
5. Provide a rationale for the added value that the proposed charter school would bring to the authorizing school district

6. Address how the proposed school will effectively meet the educational challenges impacting the targeted student population
7. Educational program (Paideia, Core Knowledge, Classical, Project Based, Montessori, etc.)
8. Any unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.
9. Describe the school's core values about teaching and learning
10. Key programmatic features the school will implement to accomplish its vision and mission.
11. Projected enrollment percentages of the following:
 - English Language Learners
 - Exceptional and Educationally Disadvantaged Students
 - Free and Reduced Lunch Students
 - Minority
 - Please identify the rationale for how the projected demographics were determined.

C. Vision and Mission Statements

Provide a narrative describing the vision and mission statements of the proposed charter school. The response should include a brief discussion of how the school will determine if it is effectively meeting its mission.

1. Provide a Vision Statement that is no more than two to five sentences and provides a clear description of how the school will impact the community.
2. Provide a Mission Statement that is no more than two to five sentences and defines how the school will accomplish the vision statement and how the school will meet the needs of the school's specified target population. (Either address measurable outcomes within the school's Mission or within the Goals and Objectives section.)

D. Evidence of Support

Provide a narrative description of support for the application from community stakeholders or others including an analysis of both the depth of support and opposition to the school. Describe how Letters of Intent (LOI) were collected. Include the extent to which, if at all, the application incorporates community input regarding the educational and programmatic needs of students.

1. Please complete the table below to summarize the LOI received.
 - In the Grades Offered During Year 1 column, please place an "X" next to each grade level that will be offered in Year 1 of operation and the anticipated number of students at each grade level.
 - In the LOIs Received to Date column, please include the number of LOI's that have been received for each grade level for Year 1 of operation. Only data that is considered current as of the date of the application should be included.

As an addendum, provide a sample LOI form, as well as letters of support from community organizations, businesses, potential partners, or educational institutions that support the application.

	Grades Offered During Year 1 and # of classrooms/grade level	LOI Received to Date
PreK		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

Application Elements – ACADEMIC VIABILITY

E. Goals, Objectives, and Student Performance Standards

1. Outline the clearly measurable annual and interim performance measures and metrics related to student achievement, growth, and postsecondary and workforce readiness as applicable. Ensure these goals are aligned to the vision and mission of the school in establishing and monitoring its progress in accelerating student achievement. Include a rationale for how the proposed measures, metrics and goals were developed.
2. Articulate a clear plan to meet or exceed state accountability measures and expectations that aligns with the authorizer's performance framework.
3. Explain the means for addressing growth gaps as they emerge (all school levels) and post-secondary and workforce readiness (secondary schools).

F. Educational Program

The Educational Program section should clearly outline the critical components of the proposed school.

Rationale for Educational Program

1. Provide a rationale for selecting the chosen educational program model, curriculum and instructional practices, including research-based evidence that supports the effectiveness of the selected model with the targeted student population.
 - If substantially different from current offerings in the district, provide rationale for the chosen program.
 - If not substantially different from current offerings in the district, provide rationale for the added value the proposed educational program will provide.

Alignment

1. Describe how the proposed curriculum, by subject, is aligned to state model content standards. Provide examples such as:
 - Scope and Sequence
 - Curricular Framework, including subjects to be taught by grade
 - Sample lessons showing alignment to state standards
 - Research that led to the curricular choices
2. Detail how curriculum objectives, content, and skills will be aligned horizontally and vertically.
3. Describe an organized, cohesive curricular design that aligns to the vision, mission and philosophy of the school, along with research to demonstrate that it will meet the needs of the target population.
4. Provide information for high school courses offered, graduation plans and credits as applicable.
5. The process and procedures the school will use to review, evaluate, and revise the curriculum to ensure its effectiveness for all students

Instructional Strategies

1. Discuss the process and methods that will differentiate instruction based on identified student needs.

2. Describe schoolwide instructional methods and strategies that will promote rigor and high expectations for all students. Include any requirements for implementing this approach (e.g., co-teaching, aides, technology).
3. Describe culturally responsive, research-based instructional methods and strategies that will be employed to meet the needs of the targeted student population.
4. Describe how the school will monitor implementation of curriculum with fidelity to include scope and sequence and exit standards.
5. Describe how the school will ensure that educational practices are aligned to the school's educational philosophy and are demonstrated to be successful with the identified targeted student population.
6. Describe how technology will be implemented into the overall educational program. Describe a technology plan that clearly meets the vision and mission of the school.
7. Submit a proposed annual calendar, bell schedule, and student-teacher contact time as an attachment to the application. Include the number of instructional days, first and last day of classes, planned holidays and vacations.

Supplemental Programming

1. Describe the supplemental programming will be offered (i.e., electives, special courses, summer school, extra-curricular activities, social/emotional programming, remediation and intervention and staffing and funding needs).

G. Plan for Evaluating Student Performance

Outline the proposed school's plan to evaluate pupil performance.

Use of Assessments

1. Describe how the school will use assessment data (baseline, formative, summative, yearly and state and federally required testing) to monitor the progress of all students. Describe how various forms of data will be managed and the systems that will be used. Describe how student progress will be shared with the school community.
2. Describe the corrective actions the school will take if it falls short of student academic achievement or growth goals.
3. Provide the school's proposed Assessment Plan. Be sure to address the following:
 - Describe the types of assessments that will be given and their frequency.
 - Describe how assessments will measure what the students are intended to learn.
 - Describe how the school will assure that the assessment measures are relevant, reliable and valid.
 - Describe the plan to identify people with assessment expertise who are involved in the school's assessment planning and development.
 - Describe the professional development that will be provided to faculty to implement the assessment plan and identify alternative assessments.
 - Describe how the assessment plan will inform and guide professional development.
 - Describe how the assessment results will inform and foster refinement of curriculum and instruction.
 - Identify how assessments will be used to allow early detection of students who are struggling.
 - Describe how assessments will inform daily instructional practice.

Promotion and Graduation Policy

1. Explain the school's policies for promoting students from one grade to the next including any early promotion.
2. If the school will offer high school grades within the proposed charter term, describe the types of diplomas the school will offer along with the credit and other requirements for each.

H. Serving Students with Special Needs

Clearly outline how the proposed school will adequately serve students with special needs.

Programming

1. Detail how the school will accommodate the needs of all students. Rather than listing law or regulation, provide an explanation of how students will be served in the charter school. Information related to student identification, interventions, programming, assessment, progress monitoring, re-designation and exiting special programming should be addressed.
2. Describe how the charter school will implement programming and provide oversight for each of the groups listed below:
 - Students identified as educationally disadvantaged students;
 - Students with Individualized Education Programs (IEPs);
 - Students with Section 504 Plans;
 - Students identified as English Language Learners;
 - Students struggling academically with no learning disability;
 - Students identified as Gifted and Talented; and
 - Homeless students/McKinney-Vento Act
3. The plan for implementation must include a comprehensive description of:
 - Programming models and processes that will be implemented to ensure accommodation, instruction, intervention and support for students on 504 plans or IEPs, or for students who are educationally disadvantaged (i.e., co-teaching, inclusion, resources, curriculum, grouping of students, plan for needed physical space or equipment, etc.);
 - Programming models and processes that will be implemented to identify and accommodate students who are Gifted and Talented;
 - Framework for oversight to ensure compliance with law and regulation (i.e. compliance with individualized plans, methods for progress monitoring and assessment, procedural compliance, chain of command, problem-solving/accountability process, etc.); and
 - A description of the framework for monitoring all students to determine universal, targeted or intensive needs. (MTSS/RtI).

Staffing

1. Based on the intervention plan, describe how the school will hire and retain properly licensed staff to meet the needs of student with individualized needs. Describe the professional development plan for special education teachers, including a calendar of professional development days.
2. Describe the professional development plan for general education teachers and related service providers to have access to coaching, mentoring, and professional development specific to their

practice to serve the needs of students with individualized needs, including a calendar of professional development days.

3. Describe the teacher-to-student ratio for special service providers that complies with authorizing district's requirements for students with individualized needs.
4. Describe a plan to modify the instructional programs, practices, and strategies, as well as any schedule adjustments and any additional resources the school will employ to meet the needs of students with individualized needs.

Budget Narrative for Serving Students with Special Needs

1. Detail in the narrative how the budget will ensure required resources are in place and will be maintained to support all students, including students with individualized needs, 504 designations, READ Plans, Gifted and Talented, or educationally disadvantaged students. The description should include curricula and instructional materials; assessment materials; equipment; necessary staffing ratios in each identified area, according to authorizer ratio requirements; and professional development costs.
2. Describe any specialized services that are to be contracted out. Include services contracted to the authorizer, or to outside consultant(s), including special service providers and school nursing services

Application Elements – ORGANIZATIONAL VIABILITY

I. Governance

Founding Board/Steering Committee Members

1. Describe the process by which the initial board or Steering Committee members were identified.
2. Provide resumes of committee members as attachments to the application.
3. Describe the process to appoint or elect the initial governing board.
4. Describe the process and timeline by which the founding board will transition to an operational board.
5. Describe the nature and extent of parental and/or community member involvement in the board.
6. Include a draft Board Member Agreement and Conflict of Interest statement as attachments to the charter school application.

Board Procedures

1. Include board non-profit articles of incorporation and bylaws as an attachment to the charter school application.
2. Describe the length of board terms, a description of board officers and their roles, how often the board will meet, a description of the key expectations for board members and the following:
 - Election of new members
 - Number of parents to serve on the board
 - Number of community members to serve on the board
 - Number of positions on the board voted on by parents, vs number of positions filled by appointment.
 - Duties of individual board members and of the governing board as a whole
 - How members will be held to and will hold themselves to:
 - Responsibility to develop policies
 - Provide financial and operational oversight
 - Address parent and staff complaints
 - Commit to board training regarding governance best practices
 - Development of a policy describing the relationship between the board and the school leader, including a plan for hiring and evaluating the school leader
 - Compliance with statutory requirements regarding the staffing and role of the School Accountability Committee
 - Compliance with Open Meeting Statutes (Sunshine laws)
 - Compliance with Open Records laws and FERPA
 - Compliance with Conflict of Interest requirements
 - Preparation, attendance and participation in scheduled board meetings
 - Understanding charter's corporate documents and financial statements

J. Employees

1. Include a description of the relationship between the charter school and its employees, including whether employees are serving at-will or are under contract.

2. Include the proposed charter school's employment policies or a plan for the timely development of employment policies, including a draft staff handbook if available.
3. Describe the Professional Development Plan for faculty. The discussion should include:
 - How professional development is developed, aligned and will help teachers operationalize the vision, mission, values, culture and goals of the school;
 - How the daily schedule, staffing plan and budget align with the professional development plan;
 - How professional development will support staff to meet the needs of students with academic challenges, students with IEP's and 504's, Gifted and Talented students and English language learners;
 - How the professional development plan and teacher evaluations will use and be aligned with performance data;
 - How professional development supports vertical and horizontal alignment;
 - How professional development will change as the school grows and matures based on data; and
 - How professional development will be evaluated.
4. Describe how the school's teacher evaluation system will meet the intent of Colorado SB 10-191. Be sure to address:
 - The role student progress and achievement play in teacher evaluations;
 - The position that will have primary responsibility for evaluation;
 - The frequency of teacher evaluations;
 - How the evaluation system will be communicated to staff; and
 - How the evaluation program will inform instruction.

K. Parent and Community Involvement

1. In the table that follows, please list existing community partnerships anticipated or currently in place with the Steering Committee or board, including networking relationships.

Identify the entity in the Entity column.

- In the Nature of Partnership / Description of any Planned Resources or Agreements column, please provide a brief summary of the nature of the partnership, as well as any planned resources or agreements in place.
- In the Attachment Title column, please identify the attachment that includes the agreement or letter that formalizes the partnership.

Entity	Nature of Partnership / Description of any Resources or Agreements and Status (i.e., in place or planned)	Attachment Title

1. Discuss how students and parents were informed of the proposed charter and what community meetings were conducted.
2. Describe the outreach efforts to prospective students, including at-risk populations, and identify the targeted student population, including at-risk students, for the proposed charter school.
3. Describe how parents and community groups were involved in the concept and development of the charter school.
4. Describe the plan to survey parents annually to assess success and satisfaction.
5. Discuss the school's plan for ongoing parental and community involvement, including, if applicable,
 - Volunteering;
 - Monitoring child's education;
 - Accountability and governance; and
 - Fundraising (if appropriate).
7. Describe how staff and board will engage with external partners to help build a network of support for the school.

L. Enrollment Policy

1. Detail the plan for student recruitment, including students with special needs, English Language Learners, Gifted and Talented students, at-risk students, and other educationally disadvantaged students. Describe how the school will serve a diverse community within its programming description.
2. Describe the outreach conducted by the founders to raise awareness in the targeted student population and their families about the proposed school, especially at-risk populations.
3. Provide the school's enrollment policy and criteria for enrollment decisions that ensures non-discrimination throughout the enrollment process, including the authorizer's proposed role in supporting this policy.
4. Describe the school's criteria for priority for founding families, staff, etc. For schools using weighted lotteries, set forth the proposed weighting system to be used for educationally disadvantaged students, along with a rationale and formula to arrive at desired enrollment of these groups.

M. Transportation and Food Services

Transportation Services

Applicants proposing to offer transportation services must complete this section. If the school will not offer transportation services, describe what the school plans as an alternative.

1. Describe how the school will provide transportation services to students, including field trips. Be sure to address, at minimum, the following:
 - How the plan will serve the needs of low-income students;
 - How the plan will comply with insurance and liability issues; and
 - How the plan will comply with state and federal rules and regulations.

Food Services

If the applicant is proposing to offer food services, this section must be completed. Access [CDE's website](#) for more information about School Nutrition.

1. Describe how the school will provide food services to students.
 - **Note:** If an application is approved, a likely part of contract negotiations will include that the school address the following:
 - How the plan will serve the needs of low-income students;
 - How the plan will comply with insurance and liability issues; and
 - How the plan will comply with state/federal rules and regulations.
2. If offering a nutrition program offered by a School Food Authority, the applicant should affirm that the school will use federal Free and Reduced-Price Lunch (FRPL) Program forms and will distribute these to families. Further, that the school will apply federal policy in determining FRPL eligibility.
3. If not offering a nutrition program offered by a School Food Authority.
 - Describe how students who would qualify for a Free and Reduced-Price lunch/breakfast or how students needing food will be accommodated.
 - Describe how a Free and Reduced-Price lunch program will be provided. Indicate if the general fund is to be used for this purpose.

N. Facilities

Needs Assessment

1. Provide a facility needs assessment, outlining the necessary square footage for the expected student population and a plan for space utilization appropriate to the school design.

Facility Options

1. If a facility has been identified, describe the facility, the appropriate square footage for the expected student population, a plan for space utilization appropriate to the school design, tenant finish or other improvements needed for the facility and expected debt service, lease costs, and maintenance and upkeep costs of the facility.

2. If a facility has not been identified, describe potential facilities or locations. Address how each aligns with a facility needs assessment, and detail plans for ensuring that the facility complies with the zoning, fire code, and other requirements including but not limited to the Americans with Disabilities Act (ADA).
3. Provide a timeline for identification, selection, construction/repair, and lease or contract negotiations for the facility.
4. Discuss plans for ensuring student safety and security, including anticipated costs.

O. Waivers

Waivers of District Policy

1. Identify district policies for which the school intends to request a waiver, if applicable. For each policy the applicant proposes to waive, submit an explanation for waiving the policy and a revised policy that will replace it. Applicants may **not** request waivers for the following policies:

District Policy	Description
Policy AC	Nondiscrimination/Equal Opportunity
Policy GBEA	Staff Ethics/Conflicts of Interest
Policy IGAC	Teaching About Religion and Religion in the Schools
Policy JB	Equal Educational Opportunities

Automatic Waivers of State Rule and Statute

The State Board of Education offers automatic waivers to state statutes and state rules for charter schools. Below is a list of waivers that have been automatically granted to charter schools upon the establishment of a signed charter contract. More information about waivers can be accessed on [CDE's waiver webpage](#).

Automatic Waiver List as of 6/2/2017

State Statute Citation	Description
22-32-109(1)(f), C.R.S.	Local board duties concerning selection of staff and pay
22-32-109(1)(t), C.R.S.	Determine educational program and prescribe textbooks
22-32-110(1)(h), C.R.S.	Local board powers-Terminate employment of personnel

State Statute Citation	Description
22-32-110(1)(i), C.R.S.	Local board duties-Reimburse employees for expenses
22-32-110(1)(j), C.R.S.	Local board powers-Procure life, health, or accident insurance
22-32-110(1)(k), C.R.S.	Local board powers-Policies relating the in-service training and official conduct
22-32-110(1)(ee), C.R.S.	Local board powers-Employ teachers' aides and other non-certificated personnel
22-32-126, C.R.S.	Employment and authority of principals
22-33-104(4), C.R.S.	Compulsory school attendance-Attendance policies and excused absences
22-63-301, C.R.S.	Teacher Employment Act- Grounds for dismissal
22-63-302, C.R.S.	Teacher Employment Act-Procedures for dismissal of teachers
22-63-401, C.R.S.	Teacher Employment Act-Teachers subject to adopted salary schedule
22-63-402, C.R.S.	Teacher Employment Act-Certificate required to pay teachers
22-63-403, C.R.S.	Teacher Employment Act-Describes payment of salaries
22-1-112, C.R.S	School Year-National Holidays

Non-Automatic Waivers of State Rule and Law

Charter schools may receive waivers from specified areas of statute once a charter contract has been established. This flexibility is intended to provide charters with the autonomy to fully implement the educational plan outlined in the school's contract with the authorizing district. Charter school waiver requests must meet the requirements set in the Charter School Act (22-30.5-101, C.R.S.). More information about waivers can be accessed on [CDE's waiver webpage](#).

1. Identify the state rule or law for which the school is seeking non-automatic waivers. For each requested waiver, please provide the rationale and a replacement plan specifying the manner in which the charter school will comply with the intent of the waived statute.

P. Student Discipline, Suspension or Expulsion

1. Describe the school's discipline policy, including suspension and expulsion processes, that aligns with federal civil rights, special education law, applicable state statute ([CRS 22-33-105](#) and [CRS 22-33-106](#)), and the authorizer's policies.

2. Detail how the charter proposes to handle student discipline, expulsion and suspension.
3. Detail how the charter will provide for an alternative education of expelled students.
4. Provide a copy of the student discipline policy, including suspension and expulsion.

Q. Dispute Resolution Process

1. Describe how the school's proposed dispute resolution process is aligned with statutory requirements ([CRS 22-30.5-107.5](#)) should an issue arise between the charter school and its chartering school district authorizer.

R. School Management Contracts

Applicants proposing to contract with an education management provider (EMP) must complete this section.

EMP Selection

1. Explain how and why the EMP was selected, including when and how the applicant learned of the EMP, which other EMPs were considered, why the EMP was selected over other EMPs, and what due diligence was conducted as part of the selection process.

EMP Track Record

1. Explain the EMP's success in serving student populations like the target population of the school. Describe the EMP's academic track record and its management of non-academic school functions (e.g., back-office services, school operations, extracurricular programs). Provide summary information from reference checks conducted by the applicant (regarding the EMP), identifying each reference.
2. List all schools operated by the EMP. Include name, year opened, location, authorizer, grades served, and number of students for each currently operating or approved (but not yet opened) school.
3. List and explain any management contract terminations as well as any charter revocations, non-renewals or withdrawals/non-openings that the EMP has experienced in the past five (5) years.
4. List any pending charter school applications where the EMP is the proposed school management organization.
5. Provide the most recent independent financial audit report of the EMP and its most recent annual report.

EMP Management Plan

1. Provide evidence demonstrating the EMP's capacity for successful expansion while maintaining quality in the schools it is currently managing.
2. Provide a detailed description of the division of roles and responsibilities between the EMP and the governing board.
3. Describe the EMP's cost and compensation structure, including clear identification of all fees, bonuses, and any other payments to be paid to the EMP.
4. Describe the respective financial responsibilities of the governing board and the EMP, including the frequency and types of financial documents the EMP will provide to the board, the extent to which

- EMP may make spending decisions without board approval, and the ownership of property purchased with public funds.
5. State which staff will be employed by the EMP and the board and how supervisory roles will be distributed.
 6. Provide a plan, adopted by the governing board, to evaluate the performance of the EMP at least annually, including a copy of the instrument that will be used to conduct the evaluation, and a description of the standards and procedures for board intervention, if the EMP's performance is deemed unsatisfactory.

Legal and Contractual Relationship with EMP

1. Provide evidence that the board is independent from the EMP and self-governing, including evidence of independent legal representation and arm's-length negotiations with the EMP.
2. Describe any existing or potential conflicts of interest between the board, EMP, proposed school employees, and any business entities affiliated with or related to the EMP.
3. List any business entities that are affiliated with or related to the EMP (in whole or part) and identify the nature of those entities' business activities.
4. Explain whether the school has or will likely have any relationship with or receive any services from any of the entities listed in the previous question.
5. Describe and provide documentation of any loans, grants, or investments made between the EMP and the school, including an explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the school.
6. Provide a copy of the actual or proposed performance-based contract between the governing board and the EMP that specifies, at a minimum, the following material terms:
 - The roles and responsibilities of the EMP, board, and school staff;
 - The services and resources that the EMP will provide;
 - Performance evaluation measures;
 - The methods of contract and financial oversight and enforcement that the board will apply;
 - The compensation structure and all fees that the school will pay to the EMP; and
 - The conditions for contract renewal and termination. The school must be able to sever the contract for lack of satisfactory academic performance or for cause without undue burden to the school.

Application Elements – FINANCIAL VIABILITY

S. Budget and Finance

Establishing Business Operations

1. Describe how the school will establish functional and accountable business operations. Include the following:
 - The structure of the proposed business office, including identifying critical positions and roles.
 - Describe how the school will establish an accounting system (cash management, purchasing, accounts payable/receivable, payroll, tracking of fixed assets).
 - Describe the process for developing and managing the school's budget from year to year.
 - Identify checks and balances applicable to financial transactions, including spending limits, required additional signers, and other financial safeguards.
 - Describe the school's plan to contract for an annual independent audit.
 - Describe any core services that will be contracted out related to business operations (i.e., bookkeeping, payroll, HR.)
 - Describe the source and application of revenues and expenditures in the first five years, with particular attention to start-up costs. Include a detailed 5-year balanced budget.
 - Describe anticipated private revenue sources, including contributions and grants. Note which have already been obtained and which are anticipated, as well as how each revenue stream will be used in support of non-core operational expenses.
 - Describe the school's plan for compliance with district, state, and federal accounting and reporting requirements.
 - Describe the board's commitment to oversight of financial practices, including clear alignment to the other financial components in the application.
 - Include a description of anticipated salary and benefit costs.

Budget Narrative

1. Clearly explain revenue and cost assumptions and the source of the assumptions.
2. Describe basic start-up costs, facility funding, FFE acquisition, curriculum, professional development, Title funds, and secured and unsecured grants. NOTE: The applicant should submit a budget that reflects a balanced operational forecast. If the school intends to apply for any grant, including the CCSP Start-Up Grant, a second budget should be submitted that reflects a balanced operational forecast without the proposed grant award(s).
3. Include anticipated administrative costs and plans for school growth with appropriate projections and timelines.
4. Demonstrate how the budget narrative is aligned with the vision and mission and the programs described in each section of the application, particularly identifying anticipated costs associated with the target population, including special populations.
5. Describe how the projected population enrollment is adequate to meet long-range plans for the chosen school model, staffing and facility needs.
6. Provide a contingency budget plan, with specific adjustments and related dollar amounts noted, to meet financial need if anticipated revenues (i.e., PPR) are lower than anticipated.

7. Set forth the minimum enrollment needed for viable operations, including maintaining a balanced budget.
8. Describe how the school will comply with employment law and personnel operations, including tax, payroll, retirement, insurance and background check requirements.
9. Address and demonstrate a clear understanding of and plan for compliance with the Financial Transparency Act (C.R.S. 22-44-301) and provide sample financial templates and reports, such as a dashboard template, as an attachment.

Please note, Section H requests information specific to budgets for serving students with special needs.

Summarize the following assumptions included in the budget narrative:

- Facility-projected costs;
- Insurance-costs (liability, Workers' Comp, building, etc.);
- Employment plans (salary, benefits, PERA, and insurance);
- Transportation, including field trips (if transportation will be offered);
- Insurance and liability costs;
- Food Services (if offered); and
- TABOR Reserve

Five-Year Budget

Provide a five-year budget as an addendum that demonstrates a complete, realistic, and viable start-up and 5-year balanced operating budgets, based on current and anticipated PPR, plus items such as administrative costs payable to the district, insurance costs, salary and benefit, PPR, facility costs, special education staffing, professional and contracted services, classroom supplies and materials, technology, furnishings, general supplies and materials, and other such as food or transportation. Use a standard budget template for this purpose. Provide a budget based on the assumption of being funded at the current amount of PPR from Boulder Valley School District.

T. Insurance Coverage

1. Describe the proposed insurance coverage the charter school will obtain. Be sure to address statutory requirements, including:
 - Workers Compensation;
 - Liability Insurance; and
 - Coverage for buildings and contents.

U. Additional Attachments

In addition to providing the attachments noted throughout the application, please also attach the following:

1. Steering Committee:
 - Identify names and roles of all Steering Committee members
 - Indicate if any of the Steering Committee members currently operate or are otherwise involved with other charter schools

- Cite the individual and collective expertise or focus of the Steering Committee members to establish a high-quality charter school
 - Cite the capacity of the Steering Committee members to assume responsibility for public funds, administration, and governance
 - Identify which (if any) Steering Committee members will become founding board members
2. Resume of Lead Administrator (if known)
 3. List of board members, or plan for recruitment of initial board members to be in place by contract approval