

Poudre School District R -1

Charter Application Review
Handbook

Introduction

This Poudre SCHOOL D

- x Express clear guiding principles.
- x Have priorities reflected throughout the application.

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- x Sufficient demand for the school exists and is aligned to the school's growth plan.
- x Community notification of the proposed charter school was broad enough to provide equal

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 that align with the school's goals and that meet requirements of the Colorado READ Act, accreditation, longitudinal growth measures, and federal requirements such as NCLB and 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 the Colorado READ Act.

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 and 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, PSD and the broader community.

Clear information of requirements for promotion to the next grade level or for graduation requirements aligned with the Colorado Commission on Higher Education (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 PSD in the charter contract. To include a timeline, responsible person and staffing changes as appropriate.

3. Evaluation Rubric

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

- x Alignment with the school's mission and clearly defined educational objectives.
- x Evaluation that is sufficiently frequent and detailed to determine whether students are making adequate progress.
- x 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.
- x Clear description of the expected range of assessment tools including, but not limited to, state-mandated assessments.
- x 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).
- x Clear procedures for taking corrective action in the event that pupil performance falls short of the goals.
- x Plan for administering statewide assessments as required by Colorado law.
- x If the application includes a proposed high school, a description of the graduation requirements that align with CCHE's admission requirements or to graduates' ability to enter the workforce.

G. Budget and Finance

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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 legal requirements, including direct student instructional expenses, Colorado Public Employees' Retirement Association (PERA) contributions, and a three percent TABOR reserve (Colo. Const. art. X, § 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 school's mission and goals.

The budget narrative includes a basic startup plan (facilities funding and Furniture, Fixtures and Equipment (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 CDE's Chart of Accounts and PSD's financial reporting requirements.

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 plan to reach at least a five percent reserve (in addition to the TABOR reserve) by the end of the initial term of the charter, which 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 PSD and required state agencies.

The application includes a list of planned services to be contracted to outside providers.

3. Evaluation Rubric

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

- x Adequate budget assumptions and financial planning based on realistic revenue and expenditure projections and/or quotes for the initial term of the proposed charter. These budget assumptions should be based on a minimum number of students needed for financial viability in addition to 100% of anticipated enrollment.
- x Spending priorities that align with the school's mission, curriculum, plans for management, professional development and growth.
- x Three percent TABOR reserve, allocation of funds to capital reserve and insurance, PERA, and direct student instructional allocations as required by law.
- x Budget format as prescribed b-13(i)20078>Tj /TT0 1 Tf 0.43n 5B20 0 Tc 0 t 1 Tf -2 6-6.169 0 252(al)3(-169 0)

4. Fundamental Considerations

- ” A budget should be presented for the proposed initial term of the charter (typically 3 -5 years) that is balanced, sustainable, reflects prudent reserves to

3. Evaluation Rubric

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

- x 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.
- x 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.
- x Clear distinction between the roles and responsibilities of the board members and school adminf the bo1(he bc1(he b.(on bet)-13(w6(i)3 _0 ydt)-13(w r)-6(eem)-24(oJ 0.0u <<J 07,-1082 >>BDC /CSO

Job descriptions for administrator, teachers (to include qualifications to meet NCLB standards, as well as what licensure and/or certification is required by the school), and key employees are included.

Descriptions of key employee policies to include employment practices, benefits, leave policies, grievance poli

3. Evaluation Rubric

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

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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 requirement 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:

- x Clear description of the enrollment policy consistent with the requirements of C.R.S. § 22-30.5-104(3).
- x Explanation of criteria for enrollment decisions.
- x 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

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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.

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

commitment or on prevailing market prices, and the cost of rental or purchase should be appropriately reflected in the budget.

" The application should identify all remodeling and retrofit necessary for the facility(ies) at the specified site(s) to meet the educational needs of the school, and should include the cost thereof in the budget.

" The application should explain how all necessary operational elements of the school will be met and should cover them in the budget. Such elements include but are not limited to security ; information technology ; building and grounds maintenance; snow removal; gas, electric, water and sewer service; telephone service; solid waste management; and custodial service.

O. Waivers

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2. Checklist for Comprehensive Application

The request for waiver from state statute 20A(C)(1)(b)(ii) 28(a), State Board of Education (SBE) 0.122 Tw a

2. Checklist for Comprehensive Application

A proposed policy for student discipline, including suspensions, that meets the requirements of federal and state law and District policies/regulations, is included.

An explanation of procedures to ensure that students receive legally required due process in connection with any discipline administered.

An explanation of procedures to ensure the discipline of students with disabilities is in compliance with Section 504 and the IDEA.

3. Evaluation Rubric

- x Timeline, lead contact, and intervention process with specific action steps for meeting learning needs of students with special needs.
- x Plans for serving special populations align with the overall curriculum, instructional approaches and the school mission.
- x Budget is adequate to meet the needs of these students.
- x Plans are in place to provide adequate staff to meet the needs of these students, including a licensed special education teacher.

4. Fundamental Considerations

- ” The application should include qualified staff, assistive devices and educational resources to provide for the education of students with disabilities, English language learners and at -risk students, as required by law.
- ” The application should provide for the education of students with disabilities in the least restrictive environment, as required by law.
- ” The proposed site(s) and facility(ies) should be accessible to students with disabilities, English language learners and at -risk students, as required by law, and should have adequate rooms and space to provide such students with appropriate education and other services.

R. Dispute Resolution Process

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2. Checklist for Comprehensive Application

Except as otherwise provided in C.R.S. § 22-30.5-108, a plan should be proposed to settle any disputes that may arise between the charter school and PSD concerning governing policy provisions of the charter contract, including a reasonable written notice which gives a brief description of the matter in dispute and the scope of the disagreement between the parties.

A process is given to address the issue within thirty 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 issuance of findings, by a neutral third party, within one hundred twenty days after receipt of written notice, with costs apportioned reasonably.

The plan explains that the charter school and PSD 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.

3. Evaluation Rubric

- x The dispute resolution plan shows a clear understanding for compliance with statutory requirements for both the charter school and PSD.
- x The dispute resolution plan demonstrates reasonable method(s) for resolving disagreements that may arise between the charter school and PSD 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).

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- x Reasonable management contract terms and fees along with clear performance measures and contract severing provisions.
- x Clear evidence that the ESP is authorized to conduct business in Colorado.
- x Details sufficient to assure there are no potential conflicts of interest between the ESP and the governing board.
- x There is a clear plan for monitoring and evaluating performance of the ESP and adequate internal controls are in place.
- x 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.

T. Miscellaneous

1. Fundamental Considerations

- " Whether the proposed school duplicates a substantially similar school or program within PSD that has the ability to accommodate the enrollment of more interested students should be considered .
- " Actual or potential adverse effects on PSD, PSD's budget and/or any PSD school or program that would be occasioned by approving the application should be considered.
- " Conflicts of interest that individuals submitting the application may have vis-à-vis the school, and conflicts of interest that individuals designated to be employed by and/or to govern the school may have vis-à-vis the school, should be considered .