New School Charter School Application

To open in 2019– 20 or thereafter

District 49 Mission

The Mission of School District 49 is to prepare students, in a safe and caring environment, to be successful, competent and productive citizens in a global society.

District 49 Vision

We strive to be a place of opportunity and specialized education for every child. We have built our curriculum with the mission to not only graduate all of our students, but to fully prepare them for success in college and careers after their time in the District is done.

Process managed by
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In conjunction with
Colorado Association of Charter School Authorizers
(CASA)

The District 49 Charter School Application and Evaluation Standards are the result of a collaborative effort that was led by the Colorado Association of Charter School Authorizers (CACSA). This document incorporates 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). It has been created to ensure that District 49's charter school application and evaluation standards are aligned to statute and reflect best practice, as well as encouraging high quality applications.

The charter application and accompanying evaluation standards that are used by District 49 articulate local priorities and decisions about how to support a variety of charter applicants. Colorado districts make decisions in crafting their material that reflect trade-offs. District 49 and CACSA intend this resource to create a rigorous charter review process that is based on the merits of each applicant and that articulate what District 49 expects of charter applicants. These tools are also designed to make it feasible for charter founders from varying backgrounds to propose the school they want in their community or that they hope to operate.

District 49 recognizes that application materials that are too detailed can limit the ability of schools to innovate or make it difficult for groups that have not already operated successful charter schools to succeed. They can also coach applicants to write an application that appears strong on paper, but that is not supported by deep knowledge or capacity to implement the plan that was written merely to respond to a highly detailed application or evaluation standards. Application packages that are too sparse provide too little information to allow authorizers to make accurate judgements regarding an applicants' likelihood of success, which can produce unduly-political processes that do not focus on the merits of a proposal. District 49 is committed to continued collaboration with CACSA, CDE, CSI and the Colorado League of Charter Schools, as well as with other districts to monitor, review and, as appropriate, update the application in a manner that supports rigorous authorizing practices and that reflect local priorities.

A Note on CCSP Grant Applications and the CCSP Grant Appendix

District 49 will work with applicants to identify whether the applicant is proposing to apply for a Colorado Charter School Program (CCSP) grant, ensuring that charter eligibility requirements and CCSP program requirements are included within the charter school application to the extent possible. If the CCSP requirements are not aligned to the charter application, a school that is approved by its authorizer may discover that it is not eligible for CCSP funding. This can lead to budget challenges, delays in funding, or require an applicant and District 49 to amend the charter contract. Aligning the CCSP grant and charter school applications can reduce these risks. Including specified CCSP grant criteria in the charter application may assist with the alignment of the charter and grant applications and potentially avoid delays caused by misalignment. District 49 will make every effort to include such information, but each charter applicant is ultimately responsible for and should be aware of details in their plan that can affect their eligibility for CCSP funding or their ability to compete for such funds.

Applicants should understand that including CCSP grant criteria in the charter application does not guarantee grant eligibility or grant funding, nor should grant awards be an indication of a complete and viable charter application. The applicant should also contact CDE's School of Choice Unit for additional information regarding the CCSP grant. See the Appendix and the links throughout this document for more information.

Advice from the Colorado League of Charter Schools (CLCS)

Recommendations from the CLCS are included in the text. D49 recommends that applicants work with CLCS and follow CLCS recommendations as they prepare their application.

Acknowledgements

The creation of this document was supported by the work of many authorizers and the expertise of our partner organizations. CACSA is particularly indebted to the leadership of Tom Weston, and the contributions of Bill Kottenstette, Russel Coomes, Janet Dinnen, Andy Franko, Terry Croy Lewis, Tim Matlick, Peg McMillen, Tom McMillen, Alex Medler, Denise Mund, Ruth Smith, Lori Ventimiglia, and Kathy Zlomke.

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The CCSP grant requires applicants to demonstrate internal capacity and a plan for continued sustainability, including detailing any additional federal funds and grants and a justification for anticipated and consistent PPR. The applicant must address how it will establish and maintain financial viability, autonomy and accountability and what role the charter school board plays in oversight, along with evidence of strong financial management through planning and policy development.

PART I: RESOURCES FOR CHARTER AUTHORIZERS

Statutory Content Requirements

Content Requirements

Colorado Statute (CRS 22-30.5-106) requires each charter school application include the following components:

A. Executive Summary
B. Vision and Mission Statements
C. Goals, Objectives and Pupil Performance Standards
D. Evidence of Support
E. Educational Program
F. Plan for Evaluating Pupil Performance
G. Budget and Finance
H. Governance
I. Employees
J. Insurance Coverage
K. Parent and Community Involvement
L. Enrollment Policy
M. Transportation and Food Service

N. Facilities
O. Waivers
P. Student Discipline, Expulsion, or Suspension
Q. Serving Students with Special Needs
R. Dispute Resolution Process
S. School Management Contracts (if applicable)

Statutory Process Requirements

Colorado Statute (CRS 22-30.5-107http://law.justia.com/codes/colorado/2016/title-22/school-districts/article-30.5/part-1/section-22-30.5-106) outlines the timeline associated with the district's review of the application.

Additional components of the application process, per statute, include:

- Within 15 days of submission, District 49 will determine if the application is complete
- Authorizer board review and a decision will be made within 90 days from the receipt of the application
- Review by the appropriate District Accountability review committee(s), whose composition is identified within statute (CRS 22-30.5-107(1.5)) as including:

  (a) One person with a demonstrated knowledge of charter schools, regardless of whether that person resides within the school district; and

  (b) One parent or legal guardian of a child enrolled in a charter school in the school district; except that, if there are no charter schools in the school district, the local board of education shall appoint a parent or legal guardian of a child enrolled in the school district.

  This requirement does not require the district to limit its external review to the District's current DAC for this review process. A variety of approaches are used by districts to provide a merit-based and substantive review that includes the opportunity for parent and community input that is informed by relevant expertise in charter school operations. Best practices in charter school authorizing includes the use of a review team that includes at least one person who is external to the district and that includes a variety of people whose expertise covers key areas of charter school operations, such as governance, finance, education and serving all students. Districts may elect to have an outside review team that includes or is in addition to the minimal review team defined in statute. This practice is encouraged by CACSA.)
- Community meetings to obtain information to assistance the board of education in its decision.

Resources for Charter Authorizers

Colorado Association of Charter School Authorizers (CACSA)

The Colorado Association of Charter School Authorizers is an organization of charter school authorizers working to advance high quality authorizing practices within Colorado through practice sharing and partnerships --*www.cacsa.org*

The three core principles of quality charter school authorizing, as defined by the National Association of Charter School Authorizers (NACSA) and observed by CACSA include that an authorizer's core responsibilities include that it:

1. Maintain high standards for schools

2. Uphold school autonomy
3. Protect student and public interests

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.

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.

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.

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.

Charter School Application Timeline

Date	***Task***
March 16, 2026, 4:30 pm	*Intent to Apply Form due to Brytni Brennan at brytni.brennan@d49.org*
May 4, 2026, 4:30 pm	*Charter application due*
May 18, 2026, 4:30 pm	*District deadline for reviewing submitted charter applications for completeness*. Applicants will be notified of any missing charter application sections. If information is complete, the applicant receives written documentation verifying the completeness.
15 days after the applicant was notified of information missing in the charter school application	Information missing from the charter application must be submitted to the district. The district provides documentation when the application is complete and will be reviewed.
May 18 – June 2, 2026, 4:30 pm	The Charter School Subcommittee of the District Accountability Advisory Committee (DAAC) conducts its review and evaluation of charter applications. Committee presents its formal, written evaluation results to the DAAC and Application Review Team no later than June 2, 2026.
May 18 – June 2, 2026	The Application Review Team conducts its review and evaluation of charter applications.
June 8 - 12, 2026	The Application Review Team interviews charter applicants and requests additional clarification in writing.
June 18, 2026	Applicant's written response due to the Application Review Team and the Applicant's presentation for the Board of Education Work Session submitted electronically to brytni.brennan@d49.org
On or around June 24, 2026	*Board of Education Work Session* at which charter applicants have 10 minutes to present their school design to the Board and address any Board questions
On or around July 9, 2026	*Regular Board of Education Meeting* at which community members and parents can express support or concern regarding charter applications Individuals wishing to make public comment should sign up to do so according to the district's normal procedure.
On or around July 9, 2026	*Regular Board of Education Meeting* at which the Application Review Team presents its formal recommendations regarding approval or denial of charter applications. The School Board votes on the charter application.

Application Requirements

Page Limits

District 49 requires applicants to limit responses so that the completed narrative version of the New School Application Template document does not exceed 125 pages, not including all addendums (supplemental material, such as Letters of Interest, Letters of Support, draft policies, etc.).

Submission Format

District 49 asks that applicants submit their application packet electronically to the District's Charter School Office, Brytni Brennan: brytni.brennan@d49.org Applicants should include their responses directly within the application.

Application Completeness Check

As described in statute, District 49 is required to 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.

Application Components	Applicant Check	Reviewer Check
A. Executive Summary		
B. Vision and Mission Statements		
C. Goals, Objectives, and Pupil Performance Standards		
D. Evidence of Support		
E. Educational Program		
F. Plan for Evaluating Pupil Performance		
G. Budget & Finance		
H. Governance		
I. Employees		
J. Insurance Coverage		
K. Parent and Community Involvement		
L. Enrollment Policy		
M. Transportation and Food Service		
N. Facilities		
O. Waivers		
P. Student Discipline, Expulsion, and Suspension		
Q. Serving Students with Special Needs		
R. Dispute Resolution Process		
S. School Management Contracts (if applicable)		
Electronic copy of entire application		

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

Application Elements

Note to Applicants: The small numbers in italics after section heading are links that jump to the CCSP Appendix for this section for your reference.

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
5. The proposed opening date of the school
6. A brief rationale for the proposal - why a charter school is being proposed

In addition, please complete and submit the following form:

Intent to Apply Form

Instructions: All District charter school applicants must file this intent to apply form with the District by March 16, 2026 before submitting an application to the Board of Education. This provides formal notice to the Falcon 49 School District regarding the applicant's intention to submit a new school proposal to open in the 2026-2027 school year.

The deadline for applications is May 4, 2026; therefore, the Intent to Apply form must be submitted no later than close of business of March 16, 2026. The intent to apply form may be returned by e-mail to brytni.brennan@d49.org. This form should also be the first document included in the charter school application.

The information presented in this Intent to Apply is non-binding.

Date:	
Name of Proposed School:	
Grade Configuration:	
Model or Focus:	
Primary Contact Person:	
Phone:	
Email:	
Geographic Region:	● Sand Creek Zone ● Falcon Zone ● POWER Zone ● District-Wide ● Unsure

Proposed Leader (if known):	
Replication:	☐ Yes ☐ No
Contract with ESP/EMO:	☐ Yes ☐ No
Applicant(s) has filed/will file an application to charter this school or a substantially similar school with other authorizers:	☐ Yes ☐ No If yes, identify the other authorizers:
Applicant(s) submitting this form: *Double-click the appropriate box to check it.*	☐ Is incorporated in Colorado as a nonprofit ☐ Has filed application to become a Colorado nonprofit ☐ Other – identify type of entity: _____
The proposed charter school will be located within the boundaries of the school district in which this intent to apply form is submitted:	☐ Yes ☐ No If no, identify the district in which the proposed school would be located:

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

GRADE	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
ECE								
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
Total # students								

	FRL %	SPED %	ELL %
Proposed Demographics			

Mission of School:	
Provide a brief overview of the education program of the proposed school:	

Complete the following table to list Board members for the school at this time.

Name	Current Professional Title and Organization	Board Role	Focus/Expertise

A. 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. Proposed name of the charter school (also included in the Letter of Intent)
2. Proposed location of the charter school
3. The philosophy of the proposed charter school (vision and mission statements)
4. The circumstances and motivations that brought the applicant team together to propose this charter school
5. Primary contact person (including mailing address, email, and phone number)
6. Whether the school expects to contract with an outside educational management company and the name of the company, if already selected
7. 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
8. 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
9. Provide aggregate information concerning the grade levels and schools in which prospective pupils are currently enrolled, along with demographic information for the target population
10. Provide a rationale for the added value that the proposed charter school would bring to the authorizing school district
11. Address how the proposed school will effectively meet the educational challenges impacting the targeted student population
12. Resume of Lead Administrator (if known)
13. List of board members, or plan for recruitment of initial Board members to be in place by contract approval
14. Educational program (Paideia, Core Knowledge, Classical, Project Based, Montessori, etc.):
15. Any unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.
16. Describe the school's core values about teaching and learning
17. Key programmatic features the school will implement to accomplish its vision and mission.
18. Proposed grade levels to be served during the initial five years
19. Projected enrollment for each grade level in years 1-5
20. 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.

B. Vision and Mission Statements

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.)

C. Goals, Objectives, and Pupil 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).

D. Evidence of Support

1. Please complete the table below to summarize the Letters of Intent to Enroll (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 letters of support from community organizations, businesses, potential partners, or educational institutions that support the application.

	Grades offered During Year 1 and # of classroom sections/grade level	***LOI Received to Date***
PreK		
K		
1		
2		
3		
4		
5		
6		
7		

8		
9		
10		
11		
12		

E. Educational Program

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 region, provide rationale for the chosen program.
   - If not substantially different from current offerings in the region, provide rationale for the added value the proposed educational program will provide.

Alignment

1. Describe how the proposed curriculum 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.

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.
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.

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).

F. Plan for Evaluating Pupil Performance

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.

G. Budget and Finance

District 49 strongly recommends that applicants inquire to the district to identify specific costs related to starting a charter school in District 49. Specifically, applicants should inquire with respect to budget for items such as security, specific insurance coverages, Information Technology costs, Student Information System, Internet Firewall expenses, etc. District 49 will provide these figures to the applicant as an aggregate or on a per pupil basis, whichever is appropriate.

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 (see budget template attached).
- 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 school 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.

2. Budget Narrative

- Clearly explain revenue and cost assumptions and the source of the assumptions.
- 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).
- Include anticipated administrative costs and plans for school growth with appropriate projections and timelines.
- 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.
- Describe how the projected population enrollment is adequate to meet long-range plans for the chosen school model, staffing and facility needs.
- 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.
- Set forth the minimum enrollment needed for viable operations, including maintaining a balanced budget.
- Describe how the school will comply with employment law and personnel operations, including tax, payroll, retirement, insurance and background check requirements.
- 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.

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

3. Five-Year Budget

Provide a five-year budget 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 the proposed authorizer. A budget template is available at d49.org. Please adjust the template to your specific needs.

4. Special Populations

Provide a clear and detailed explanation of the financial planning related to serving students with special needs. This includes identifying what the school will need to budget for special populations in the first year of operation, demonstrating an understanding of how the authorizer allocates special education funds, and outlining how the school will prepare to enroll students with significant needs. The applicant should also indicate whether the school plans to establish a special education reserve fund to cover unexpected or extraordinary costs related to serving these students.

H. 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
    - Board Internal Accountability:
        - 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

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I. 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 aligned and will help teachers operationalize the vision, mission, values, culture and goals of the school;
   - How leadership professional development will be incorporated
   - 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.

J. 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.

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**

2. Discuss how students and parents were informed of the proposed charter and what community meetings were conducted.
3. 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.
4. Describe how parents and community groups were involved in the concept and development of the charter school.
5. Describe the plan to survey parents annually to assess success and satisfaction.
6. 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.
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

Note to Applicants: Colorado does not require a charter school to provide transportation (unless required by a student's Individualized Education Program) or food services. However, if the charter proposes to provide transportation or food services, a plan must be a part of the application as required by law (C.R.S. 22-30.5-106 (I) (m).

Transportation Services

See above note to determine if this section needs to be completed.

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. Detail plans for ensuring student safety and security, including anticipated costs.

O. Waivers

Waivers of District Policy (We should discuss how we would like to address this)

1. Identify district policies for which the school intends to request a waiver, if applicable.

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
22-32-110(1)(i), C.R.S.	Local board duties-Reimburse employees for expenses

State Statute Citation	Description
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. A template can be provided, request this through brytni.brennan@d49.org.

P. Student Discipline, Expulsion or Suspension

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.
    - Complies with state law, limiting reasons that may be used to justify expulsion or suspension of students in preschool through grade 2;
    - Does not discriminate against students on the basis of hair texture, type, or protective hairstyles commonly or historically associated with race.
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. Describe alternative strategies to student suspension such as restorative justice and PBIS practices

5. Provide a copy of the student discipline policy, including suspension and expulsion.

Q. Serving Students with Special Needs

1. Human Resources

- The applicant provides a plan for serving students with special needs that includes appropriate discussion of the following High-Quality Special Population Program Planning items.
    i. Approximately how many students with disabilities do the founders estimate that the school will enroll?
- The school will be responsible for providing special education. How does this school plan to successfully accomplish this?
    i. How many special education teachers will the school need to employ?
    ii. What kind of certification will the special education teachers need?
    iii. What are the state's teacher and special education teacher qualifications standards?
    iv. How many special service providers will the school need to employ?
    v. What with the ratio of student: service provider be and is it aligned with best practice?
    vi. Will the school hire dual-certified teachers?
    vii. Will the school hire part-time or retired special education teachers?
    viii. Will the school need to hire staff for health-related issues?
    ix. What are the implications for salaries and benefits if the school hires full- versus part-time employees?

2. Curriculum and Assessment

- How will the school modify the curriculum and instructional delivery to address the unique needs of children with disabilities?
- How can the school train general and special education teachers to modify/adapt the curriculum and
- instructional approach for children with disabilities in inclusive classrooms while meeting requirements of IEPs?
- How will the school include children with disabilities in required assessments or develop alternate assessments?
- How will curriculum and assessment decisions be considered and monitored by IEP teams and staff?

3. Professional Development

- How will the school provide special education and general education teachers with professional development?
- Will general education and special education teachers need any specialized professional development related to educating and including children with disabilities?
- Does the district or the state operate a professional development program or network that the school can utilize?

4. Administration

- Who will administer the special education program?
- Who will be responsible for collecting, managing, and reporting data related to children with disabilities?

- Will the founders create their own system to administer special education or will they adopt the policies/procedures dictated by the authorizer, local district, or other administrative unit?
- How will the school handle student records and other school property appropriately in the event of closure of the charter school?

5. **Facilities**
   - Where will it conduct student evaluations?
   - Where will it conduct IEP meetings?
   - Where can it store confidential student records?
   - Where will it provide pullout services?
   - Where will related services personnel meet with individual students?
   - Will entrances, classrooms, common areas, and bathrooms be accessible to individuals—
   - including adults—with physical disabilities?
   - Will the facility have space for a nurse to store and administer medications or use medical equipment?
   - If the school uses some type of online learning, how will the school administer evaluations and maintain electronic document security in a virtual environment?
6. **MTSS/RTI**
   - How will the school monitor all students to determine whether they require universal, targeted, or intensive support?

R. 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.

S. School Management Contracts

Note to Applicant: If proposing to contract with an education management provider, applicants must complete this section and District 49 must be provided the opportunity to review and approve the contract *prior* to it being executed.

1. Provide a history of the operations of the education management provider, as well as a summary of the performance data for the schools the education management provider is managing at the time of the application or has managed previously, including documentation of academic achievement and school management success.
2. Provide evidence demonstrating the education management provider's capacity for successful expansion while maintaining quality in the schools it is managing.
3. Provide evidence that there are no existing or potential conflicts of interest between the members of the governing board of the proposed charter school and the education management provider.
4. Provide evidence that the management contract is negotiated at arm's-length, with both parties having independent legal counsel.
5. Provide a plan adopted by the charter school governing board to evaluate the performance of the management company at least annually, including a copy of the instrument that will be used to conduct the evaluation.
6. State which staff will be employed by the management company vs. the school.
7. Provide a copy of the actual or proposed performance-based contract between the governing board of the school and the education management provider that specifies, at a minimum, the following material terms:
   - Performance evaluation measures;
   - The methods of contract oversight and enforcement that the governing board will apply;

- The compensation structure and all fees that the proposed charter school will pay to the education management provider; and
- The conditions for contract renewal and termination. The contract must be able to be severed by the school due to lack of satisfactory academic performance or for cause without undue burden to the school.

Guidance Appendix

CCSP Application/Charter Application Alignment

A Note on CCSP Grant Applications

The Colorado Charter School Program (CCSP) is a competitive grant program subject to changes and is separate from a charter school's application. The CCSP provides funds that help new charter schools meet their start-up costs. A charter application will not be considered as a substitute for the grant application. Charter school applicants who plan to apply for the CCSP grant (as well as authorizers of those applicants) should be aware of the requirements to receive this federal funding. The following guidelines highlight many of the federal requirements for CCSP eligibility. For further clarity, refer to the federal non-regulatory guidance or the CDE Schools of Choice Unit. For a comprehensive list of requirements, refer to the CCSP Request for Proposals (RFP).

This Appendix selectively highlights required elements within the CCSP grant application that may not otherwise be required by or called out in the standard application, along with citations to the location of the required elements within the CCSP RFP. An applicant for both the CCSP grant and a charter should note that certain terms of eligibility for the grant should be negotiated with the authorizer to potentially be included in the completed charter contract. How a charter applicant responds to many sections of this application package can affect whether the resulting school is eligible for CCSP funding or likely to be competitive for such grants. The CCSP grant requires evidence of a signed charter contract, sufficient enrollment for viability, and a facility plan for opening. A CCSP grant-awarded applicant will need to demonstrate each of these items or provide assurances from the authorizer prior to the release of grant funds. This document includes notes intended to highlight portions of the application that can relate to a charter school's eventual eligibility and competitiveness.

(See the CCSP Grant Application RFP for a comprehensive overview here)

A. Executive Summary

(Section A – Executive Summary – CCSP Grant Application RFP)

B. Vision and Mission Statement

(Section A – Executive Summary – CCSP Grant Application RFP)

The CCSP grant requires that the school sets forth how the vision prepares students for postsecondary and workforce success. Aspiring applicants should include a compelling explanation of how their vision will do so.

C. Goals, Objectives, and Pupil Performance Standards

(Section A – Executive Summary, Section F – Accountability and Accreditation and Section B – Grant Project Goals and Budget Narrative – CCSP Grant Application RFP)

The CCSP grant requires that the applicant express the perceived educational needs of the community and current level of performance in the area where the school plans to open. Applicants must explain the rationale for the school's chosen performance goals based on the school design with appropriate rigor to ensure they will meet minimum state expectations and graduation guidelines. The grant also requires applicants to develop and report on project goals that align with their vision, mission, and need, to include all CMAS elements and Postsecondary/ workforce readiness with

clear measures and metrics. All project goals must align clearly with the vision of the school and support the school in reaching its school performance goals. These goals will in turn dictate grant spending.

D. Evidence of Support

(Section G – Parent/Community Involvement and Government and Section H – Networking and External Support – CCSP Grant Application RFP)

The CCSP grant requires applicants to explain how parents and community members are engaged in the life and decision making of the school, as well as demonstrate the use of external supports through partnerships. The applicant should identify and describe crucial external supports and networks for the development and sustainment of the school and its staff. The CCSP grant tracks pre-opening and subsequent yearly enrollment numbers as part of its risk management review for grantees.

E. Educational Program

(Section C – Research-based Program/Comprehensive Design Aligned with Standards - CCSP Grant Application RFP)

a. Rationale for Educational Program and Alignment

The CCSP grant requires Educational Program elements for each core content area, an explanation for any curricular development performed by the school, and anecdotal support for any non-research based curriculum. Applicants should supply a justification of the curricular choice as it applies to the anticipated demographic needs, Post-Secondary Workforce Readiness (PWR) preparedness, and the ability to meet or exceed Colorado Academic Standards for each content area.

b. Instructional Strategies

In addition to the stated criteria, the CCSP grant application requires an explanation of how a range of data, assessments and strategies will be utilized to inform individual student needs and create differentiated systems of intervention responsively.

c. Supplemental Programming

The CCSP grant requires an identification and explanation of enrichment and elective plans that will be utilized to enhance the overall program. Also required is an explanation demonstrating how PWR drives the design of the academic plan through alignment, guidelines and individual student plans.

F. Plan for Evaluating Pupil Performance

(Appendix G: Performance Management Plan and Section F – Accountability and Accreditation – CCSP Grant Application RFP)

The CCSP grant requires the inclusion of a Performance Management Plan as an addendum to the grant narrative. The Plan should reference plans for a Student Information System, interim benchmark assessments/formative assessments, and a data management system. Applicants should provide a description of performance management system and include the current or intended methods of collecting student data. Additionally, applicants should detail what data will be collected; the assessments used (including CMAS) and the testing cycle and format of each; the method of data storage; analyses and reports conducted/prepared (including service providers) from the data; current results of recent analyses/reports; and a list of hardware supporting the performance management system. Additionally, the CCSP grant

requires applicants to describe a School Accountability Committee plan that complies with statutory requirements and the overall governance and school structure. Applicants must explain the rationale for the school's chosen performance goals based on the school design with appropriate rigor to ensure they will meet minimum state standards and graduation guidelines. The plan must include a monitoring and reporting protocol and identify information that will be disseminated to stakeholder groups for progress monitoring and advancement.

G. Budget and Finance

(Section I – Business Capacity and Section K – Continued Operation – CCSP Grant Application RFP)
Please also note: The CCSP grant will require a project goal aligned grant budget, 5 year school budget and performance management budget.

The CCSP grant requires applicants to demonstrate internal capacity and a plan for continued sustainability, including detailing any additional federal funds and grants and a justification for anticipated and consistent PPR. The applicant must address how it will establish and maintain financial viability, autonomy and accountability and what role the charter school board plays in oversight, along with evidence of strong financial management through planning and policy development.

H. Governance

(Section G – Parent/Community Involvement and Governance – CCSP Grant Application RFP)

The CCSP grant requires the applicant to justify the composition and selection process of the governing board and explain how it will ensure input from stakeholders. The applicant must demonstrate its clear autonomy from outside entities and provide evidence that board members possess the necessary expertise and strong board preparation, practice, training and policy making ability in the areas of conflict of interest and financial and other required transparency.

I. Employees

(Section E - Professional Development Plan and Goals and Appendix F – Professional Development Plan – CCSP Grant Application RFP)

The CCSP grant requires the professional development plan to include board members and leadership, in addition to all other school staff, and to articulate its goals, objectives, model, action plan and outcomes/evaluation. The applicant should identify its rationale as it relates to the academic program, explain the activities it will use to achieve the stated professional development goals, and include plans for staff training in technology, along with an appropriate budget to execute the plan.

J. Insurance Coverage

K. Parent and Community Involvement

(Section H – Networking and External Support, Lottery and Enrollment Policy of Eligibility form and Section G – Parent/Community Involvement and Board Governance – CCSP Grant Application RFP)

The CCSP grant requires demonstration of parent and community involvement and support through the use of waitlist information, volunteer hours and a documented level of engagement. A description of the role of community and family members in current and on-going decision making should be included. *Note: As a part of Eligibility, the applicant must address how the community will be notified of the charter school's opening and what modalities will be used to reach the*

widest audience. Additionally, the applicant must demonstrate how they plan to network beyond the immediate community to embrace the support of external partners, identifying specific areas in which the school is seeking support.

L. Enrollment Policy

(Eligibility form – Lottery and Enrollment Policy and Appendix A - Charter School Enrollment Policy – CCSP Grant Applicant RFP)

The CCSP grant requires, as a part of eligibility for funding, that a school's enrollment plan align with federal regulations. Enrollment policies must demonstrate fair access and equitable opportunity and will be scrutinized for discriminatory language and practices.

Note: All enrollment policies and lotteries, weighted or otherwise, must be approved by the CDE Schools of Choice Unit as a part of the eligibility determination prior to the submission of the CCSP grant application.

Applicants must:

- Meet the definition of a new school, i.e., one not previously existing or a conversion of a traditional school as part of a turnaround, OR
- Qualify as a one-time significant expansion, i.e., an increase by two or more grades OR more than 50%, AND demonstrate and maintain outstanding academic performance and a strong operational history for at least three consecutive school years.
- Meet the federal definition of a charter school as set forth in in the ESEA, Pub. L. 107-110, section 5210(1).
- Demonstrate independence from any contracted management organization with fair and reasonable fees and contractual agreement.
- Demonstrate fair access and equity to all potential students through a written enrollment policy.
- Include a lottery (random selection) process if more students apply for admission to the charter school than can be admitted.
- Include an open enrollment period that is advertised within the school's community in a variety of media and appropriate alternate languages, so that all interested students may have an equal opportunity to apply for admission.
- Not charge tuition or application fees or provide an ability to buy status or volunteer hours.
- Provide scholarships or sliding scale fees for any existing other fees.
- Not automatically matriculate preschoolers, if any, into Kindergarten.
- Not run a Kindergarten lottery more than 2.7 years in advance of actual attendance by the future student.
- Reserve a small percentage of seats for new and newly interested community members for early Kindergarten lotteries.
- Provide a ½ day Kindergarten option, if also providing a private pay full day Kindergarten.
- Not engage in selection priority for any student other than for siblings, students of staff (defined), founding families (definition to include prior to the school's opening) and approved weighted lotteries for educationally disadvantaged students.

Enrollment policies will include:

- Date of annual lottery;
- Definition of a "founding family" if applicable;

- The charter school's definition of staff and the percentage of student to be enrolled as children of founders and staff members (not to exceed a combined 20%)
- How the community will receive adequate notice about the formation of a new charter school;
- Any requirements for parents to reaffirm their intent to enroll on an annual basis;
- The process and procedures that will guide how the lottery will be conducted;
- What happens to names not drawn in the lottery;
- How siblings of enrolled students are handled in the process and which students will be given priority notice or guaranteed admission; and
- How long parents have following lottery notification to decide whether or not their child will attend the school.
- Weighted lottery policies should include proposed weights to be used for educationally disadvantaged groups, along with a rationale and formula to arrive at desired projections, in addition to the above noted component descriptions.

Applicants should also provide:

- Adequate notification of the grant application to the authorizer
- Assurances to be met via their and their authorizer's signatures
- Operational autonomy from their authorizer in financial decision making, governance, and purchased services
- Legal status of the school
- Absence of conflict of interests within the board and staff and any other interested parties
- Signed charter contract (prior to the release of funds)

M. Transportation and Food Services

Note: Under ESSA, CCSP grant applicants will potentially have the opportunity to direct grant funds toward providing one-time start-up costs associated with transporting students to and from a charter school. Applicants will need to provide a viable transportation plan aligned to state statute and regulation to CDE and demonstrate consideration and planning for the transportation needs of the school's students.

The grant-funded purchase of kitchen equipment is extremely limited and allowable only in certain circumstances. At no time is it acceptable to purchase food with grant funds.

N. Facilities

(Section J – Facilities – CCSP Grant Application RFP)

The CCSP grant requires that the applicant justify the facility choice in terms of the student population and safety. The facility plan must demonstrate a budget that will appropriately consider the needs of the facility given the projected enrollment and the ability to prepare the building for occupancy, both initially and beyond the first two years of operation.

Note: Demonstration of a secured facility plan for school operations is necessary prior to the release of federal grant funds. Grant fund reimbursements will not be released if there are questions as to whether the school will be able to secure a facility.

O. Waivers

(Appendix H - Waivers Sought - CCSP Grant Application RFP)

A list of statutes from which the charter school has requested waiver via the appendix to their charter contract. The final list of waived statutes may be different than what the school originally requested.

P. Student Discipline, Expulsion or Suspension

Q. Serving Students with Special Needs

(Section D – Educationally Disadvantaged Students – CCSP Grant Application RFP)

The CCSP grant requires applicants to demonstrate equal accessibility to all student groups. In addition to this section's requirements under the standard application and supporting research, grant applicants must explain projections of enrollment of educationally disadvantaged students based on the school's vision, recruitment efforts and area demographics, including the use of a weighted lottery if needed, to ensure equity and compliance with the school's vision. Schools planning use of Title 1 funding should describe a plan for their use.

Note to Applicants: Schools must specifically describe how they will comply with Part B of the Individuals with Disabilities Education Act as obligated by their LEA.

R. Dispute Resolution Process

S. School Management Contracts

(Eligibility form and Appendix J – Disclosure Information - CCSP Grant Application RFP)

The CCSP grant requires full disclosure as it pertains to 3rd party agreements. Applicants choosing to engage the services of Educational Service Providers or other 3rd party contractual arrangements must demonstrate that the school will remain autonomous from the provider and in control of all significant governance, decision-making, employment and finances. Contracts must be performance based and, along with a description of all fees to be paid, must be explicit and reasonable, with the ability for the contract to be terminated without undue burden to the school.

NOTE: An ESP does not qualify as an eligible applicant nor may it hold or manage a CCSP grant awarded to a school. Schools must exercise special care to ensure that a direct representative of the applicant school, independent of the ESP, is identified to administer the grant, 34 CFR 75.700-75.702 and 76.701. Contracts between schools and ESPs will be subject to review as a part of the eligibility process.

Regulations and Guidance: Applicants should also be aware of the following relevant provisions: January 2014 CSP Nonregulatory Guidance and 2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards and Nonregulatory Guidance Student Support and Academic Achievement Programs. More information on this guidance is available from the Schools of Choice Unit at CDE.