

Section L contains policies, regulations and exhibits on the school district's relationship with other education agencies including other school systems, regional or service districts, private schools, colleges and universities, education research organizations and state and national education agencies. Included in this section are policies on student teaching, charter schools and Centennial Board of Cooperative Educational Services (BOCES).

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Relations with Other Schools and School Systems

The Board shall cooperate whenever possible with other school districts, with boards of cooperative services and with other local, state and regional agencies and organizations in matters of common concern.

This cooperation may extend to such areas as joint educational services, research, exchange of data and information, coordination of curriculum, coordination of school activities and calendars, and cooperative use of school facilities.

Before joining any cooperative programs or participating in joint educational services with other districts, the Board shall carefully weigh the desirability and feasibility of such cooperation and shall make sure that in all instances the best interests of the district's students are served.

Adopted: February 10, 1986

Reviewed: August 10, 1998

Reviewed: August 7, 2019

LEGAL REF.:

C.R.S. 22-32-122

CROSS REF.:

LBB – Cooperative Educational Programming

Cooperative Educational Programming

Weld County School District RE-5J is a member of the Centennial Board of Cooperative Educational Services (BOCES).

The Board shall appoint one of its members to serve on the BOCES board and one member to serve as an alternate. Their terms of office shall have the same expiration date as the terms for which they are serving on the local Board. It shall be their duty to keep the Board informed of BOCES' activities and programs.

The district shall participate in the programs offered by BOCES depending on the needs of the district.

Adopted: February 10, 1986

Revised: August 10, 1988

Revised: August 7, 2019

LEGAL REFS.:

C.R.S. 22-5-101

C.R.S. 22-5-104 (2)

C.R.S. 22-5-117

C.R.S 22-5.5-101 et seq. (Regional Service Areas Act)

C.R.S. 22-32-122

Relations with District Charter Schools

The Board of Education supports efforts by parents/guardians, teachers or other interested persons or organizations interested in establishing district charter schools within the district. In accordance with state law, district charter schools are intended to:

- Expand learning opportunities for all students
- Encourage diverse approaches to learning through the use of different, innovative, research-based or proven teaching methods
- Provide parents/guardians and students with expanded choices in the types of educational opportunities that are available within the public school system
- Encourage parental and community involvement with public schools

A district charter school is a public, nonsectarian, nonreligious, non-home-based school which operates within the school district and is accountable to the district's Board of Education. It is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, age, genetic information, need for special education services, or conditions related to pregnancy or childbirth. A district charter school has standing to sue and be sued in its own name for the enforcement of any contract it is authorized by law to enter into.

Enrollment is open to any child who resides within the school district or in contiguous school districts and who meets the criteria in the district charter application. However no district charter school is required to make alterations in the structure of its facility or the arrangement or function of rooms within the facility except as may be required by state or federal law. The majority of the district charter school's students, other than online students, must reside in the school district or in contiguous school districts. Students participating in any online program offered by the district charter school are not required to reside in the district or contiguous districts and there is no restriction on the number of online students that may enroll in any online program offered by the district charter school. A district charter school will not charge tuition except as otherwise provided by law.

Each district charter school is governed by its own governing body in a manner agreed to by the district charter school applicant and the Board. An approved district charter application will serve as the basis for negotiating a contract between the district charter school and the Board. The contract must reflect all agreements

between the district and the district charter school including the waiver of local district policies and the waiver of statutory requirements or rules by the State Board of Education.

A district charter school must comply with all the state financial and budget rules, regulations, and financial reporting requirements with which the school district is required to comply.

A district charter school is responsible for its own operation including but not limited to the preparation of a budget, contracting for services, and personnel matters. Services for which a district charter school contracts with the school district will be negotiated and provided at district cost. No rent will be charged for use of district facilities that may be available for the district charter school. Any moneys received by a district charter school from any source that remain at the end of any budget year will remain in the district charter school account for use by the district charter school in subsequent years.

A district charter school may offer any educational program that may be offered by a school district, including an online program, unless expressly prohibited by its district charter or by state law.

[The following paragraph is optional. The Board can tailor this statement to address specific needs of the district.]

The Board encourages district charter applicants to develop an educational program to serve the needs of students considered “at-risk” academically as evidenced by poor performance on the state assessments, among other things.

A district charter school will begin in the fall following the date the application is approved unless another starting time is agreed upon by the Board and the applicant.

The period for which a new district charter may be approved is a minimum of four academic years. Renewal of a district charter must be for specified periods of time.

(Adoption date: 04/20/2022)

LEGAL REFS.: 42 U.S.C. 2000ff *et seq.* (*Genetic Information Nondiscrimination Act of 2008*)
C.R.S. 13-80-103.9 (*liability for failure to perform an education employment required background check*)
C.R.S. 19-2-402 (3)(c) (*charter schools pay the proportionate share of educational expense of students in juvenile detention facilities*)
C.R.S. 22-2-119 (*inquiries prior to hiring*)
C.R.S. 22-30.5-101 *et seq.* (*Charter Schools Act*)

C.R.S. 22-30.5-110 (1.3) (district must adopt procedures and timelines for the charter renewal process)

C.R.S. 22-30.5-110 (6) (district must adopt procedures for closing a charter)

C.R.S. 22-30.5-701 et seq. (Charter School Emergency Powers Act)

C.R.S. 22-32-109 (1)(pp) (district must annually distribute to district charter schools informational materials relating to federal student loan repayment programs and student loan forgiveness programs)

C.R.S. 22-32-120 (5) (district charter school may apply to the Colorado Department of Education for authorization as a school food authority)

C.R.S. 22-32-124 (pursuant to section 104 of the Charter Schools Act, all decisions regarding the planning, siting, and inspection of charter schools must be made in accordance with the same statute that applies to school districts)

1 CCR 301-88 (State Board of Education's rules establishing guiding principles for charter schools and charter school authorizers)

**Relations with Institute Charter Schools
(School Boards with Exclusive Chartering Authority)**

It is the intent of the Board of Education to retain exclusive chartering authority. In doing so, the Board is responsible for approval and oversight of charter schools operating within the boundaries of the school district. The Board directs the superintendent to take necessary steps to ensure that the Board retains its exclusive chartering authority. It is the Board's understanding that once the Board obtains exclusive chartering authority this authority shall continue so long as the district complies with state law relating to fair and equitable treatment of charter schools.

Adoption: August 7, 2019

LEGAL REF.:

C.R.S. 22-30.5-504 (criteria for obtaining exclusive chartering authority)

Intent to Apply to Become a District Charter School

Instructions:

All district charter school applicants must file the Charter School Intent to Apply form with the district at least 15 days before submitting an application to the Board of Education. The intent to apply form may be returned by fax to (970) 587-2607 or email to listen@weldre5j.org. The form should also be the first document included in the district charter school application.

The Charter School Intent to Apply form can be found in Appendix A, on pages 28 and 29, at www.charterschoolquality.org > Publications & Tools > Authorizers. The entire application packet can be found LBD_E2.

Adopted: August 7, 2019



**Weld RE-5J School District
New Charter School
Application & Evaluation Standards**

2021

(March 3, 2021)

The Weld RE-5J 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:

- To improve pupil learning by creating schools with high, rigorous standards for pupil performance;
- To increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low-achieving;
- 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.

Weld RE-5J School District

The Weld RE-5J 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 Leslie Arnold, Superintendent, at leslie.arnold@weldre5j.org.

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

of the New School Application Process Components	Date/Deadline
Letter of Intent Due	At least 15 calendar days before submitting an application
Application Due	On September 1st between 8:00 a.m. and 4:00 p.m.
Community Meetings	As scheduled by the Board
Applicant Presentation to District Accountability Committee	As scheduled by the DAC
Applicant Presentation to District Board	As scheduled by the Board

Applicant Capacity Interview with District Staff	As scheduled by District Staff
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 Leslie Arnold, Superintendent, at leslie.arnold@weldre5j.org and delivered to 110 S. Centennial Drive, Ste. A, Milliken, Colorado.

Application Completeness Check

As described in statute, Weld RE-5J 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 Sample LOI form, as well as letters of support from community organizations, businesses, potential partners, or educational institutions			

	<p>Proposed annual calendar, bell schedule, and student-teacher contact time</p> <p>Resume of Lead Administrator (if known)</p> <p>Steering Committee information:</p> <p>Resumes of Committee members</p> <p>Identify names and roles of all Steering Committee members</p> <p>Indicate if any of the Steering Committee members currently operate or are otherwise involved with other charter schools</p> <p>Cite the individual and collective expertise or focus of the Steering Committee members to establish a high-quality charter school</p> <p>Cite the capacity of the Steering Committee members to assume responsibility for public funds, administration, and governance</p> <p>Identify which (if any) Steering Committee members will become founding board members</p> <p>List of board members, or plan for recruitment of initial board members to be in place by contract approval</p> <p>Draft Board Member Agreement and Conflict of Interest statement</p> <p>Board non-profit articles of incorporation and bylaws</p> <p>EMP-related documents:</p> <p>Most recent independent financial audit report of EMP and its most recent annual report</p>			
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	<p>EMP performance evaluation tool</p> <p>Documentation of any loans, grants, or investments made between the EMP and the school</p> <p>Copy of the performance-based contract between the governing board and the EMP</p> <p>Five-year budget</p> <p>Sample financial templates and reports, such as a dashboard template</p>			
	<p>Twelve (12) printed, bound copies and an electronic copy of entire application</p>			

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.

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

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.

- Proposed name of the charter school
- Proposed location of the charter school
- Primary contact person (including mailing address, email, and phone number)

- Whether the school expects to contract with an outside educational management provider (EMP) and the name of the company, if already selected
- Proposed grade levels to be served during the initial five years
- Projected enrollment for each grade level in years 1-5

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.

- The philosophy of the proposed charter school (vision and mission statements)
- The circumstances and motivations that brought the applicant team together to propose this charter school
- 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
- Provide aggregate information concerning the grade levels and schools in which prospective pupils are currently enrolled, along with demographic information for the target population
- Provide a rationale for the added value that the proposed charter school would bring to the authorizing school district
- Address how the proposed school will effectively meet the educational challenges impacting the targeted student population
- Educational program (Paideia, Core Knowledge, Classical, Project Based, Montessori, etc.)
- Any unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.
- Describe the school's core values about teaching and learning
- Key programmatic features the school will implement to accomplish its vision and mission.
- 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.

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.

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.

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.)

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.

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

Goals, Objectives, and Student Performance Standards

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.

Articulate a clear plan to meet or exceed state accountability measures and expectations that aligns with the authorizer’s performance framework.

Explain the means for addressing growth gaps as they emerge (all school levels) and post-secondary and workforce readiness (secondary schools).

Educational Program

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

Rationale for Educational Program:

- 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

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

Detail how curriculum objectives, content, and skills will be aligned horizontally and vertically.

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.

Provide information for high school courses offered, graduation plans and credits as applicable.

The process and procedures the school will use to review, evaluate, and revise the curriculum to ensure its effectiveness for all students.

Instructional Strategies

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

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).

Describe culturally responsive, research-based instructional methods and strategies that will be employed to meet the needs of the targeted student population.

Describe how the school will monitor implementation of curriculum with fidelity to include scope and sequence and exit standards.

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.

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. 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

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).

Plan for Evaluating Student Performance

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

Use of Assessments

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.

Describe the corrective actions the school will take if it falls short of student academic achievement or growth goals.

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

Explain the school's policies for promoting students from one grade to the next including any early promotion.

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.

Serving Students with Special Needs

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

Programming

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.

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

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

Based on the intervention plan, describe how the school will hire and retain properly licensed staff to meet the needs of students with individualized needs. Describe the professional development plan for special education teachers, including a calendar of professional development days.

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.

Describe the teacher-to-student ratio for special service providers that complies with authorizing district's requirements for students with individualized needs.

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

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. 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

Governance

Founding Board/Steering Committee Members

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

Board Procedures

Include board non-profit articles of incorporation and bylaws as an attachment to the charter school application.

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

Employees

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

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.

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.

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.

Parent and Community Involvement

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

Discuss how students and parents were informed of the proposed charter and what community meetings were conducted.

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.

Describe how parents and community groups were involved in the concept and development of the charter school.

Describe the plan to survey parents annually to assess success and satisfaction.

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).

Describe how staff and board will engage with external partners to help build a network of support for the school.

Enrollment Policy

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.

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.

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.

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.

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.

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.

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.
- 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.

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.

Facilities

Needs Assessment

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

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.

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).

Provide a timeline for identification, selection, construction/repair, and lease or contract negotiations for the facility.

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

Waivers

Waivers of District Policy

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 GBEB	Staff Conduct
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](#).

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](#).

- 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.

Student Discipline, Suspension or Expulsion

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.

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

Dispute Resolution Process

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.

School Management Contracts

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

EMP Selection

- 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

- 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.
- 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.
- 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.
- List any pending charter school applications where the EMP is the proposed school management organization.
- Provide the most recent independent financial audit report of the EMP and its most recent annual report.

EMP Management Plan

- Provide evidence demonstrating the EMP's capacity for successful expansion while maintaining quality in the schools it is currently managing.
- Provide a detailed description of the division of roles and responsibilities between the EMP and the governing board.
- 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.
- 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.
- State which staff will be employed by the EMP and the board and how supervisory roles will be distributed.
- 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

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.

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.

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.

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.

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.

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

Budget and Finance

Establishing Business Operations

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

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

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 Weld RE-5J School District.

Insurance Coverage

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.

Additional Attachments

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

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

Resume of Lead Administrator (if known)

List of board members, or plan for recruitment of initial board members to be in place by contract approval.

Relations with District Charter Schools

(Procedures for Establishment, Review, Renewal, Revocation, and Closure)

A. Application Requirement

Prerequisite for Filing Application

A district charter school applicant must demonstrate that a majority of the proposed charter school's pupils will reside in the chartering school district or in contiguous school districts in order to apply for or be granted a charter.

Intent to Apply

At least 15 days before submitting an application, applicants must file an Intent to Apply form (LBD*-E) with the district.

Timeline for Submission of Application

In accordance with this regulation, a district charter school applicant shall submit an application to the district by September 1 of the year preceding the proposed opening of the district charter school. This allows time for district administrator(s) to review the application for completeness and a review by the district accountability committee before the application is officially submitted to the Board. However, the Board and the applicant may jointly waive this deadline.

Contents of the Application

In accordance with state law, the approved district charter school application will be the basis for negotiating a contract between the district and the district charter school. At a minimum, the application will include the following:

Intent to Apply form (LBD*-E)

Every element in the Standard Application, Checklist, and Review Document found at www.charterschoolquality.org.

These elements include:

- Executive Summary
- Vision and Mission Statements
- Goals, Objectives, and Pupil Performance Standards
- Evidence of Support

- Educational Program
- Plan for Evaluating Pupil Performance
- Budget and Finance
- Governance
- Employees
- Insurance Coverage
- Parent and Community Involvement
- Enrollment Policy
- Transportation and Food Service
- Facilities
- Waivers
- Student Discipline, Expulsion, or Suspension
- Serving Students with Special Needs
- Dispute Resolution Process
- School Management Contracts

Submission Procedures

No application fee will be charged by the Board.

The applicant must provide two original copies of the completed application printed single-sided on white paper, not stapled, and an electronic copy of the application.

At least 15 days prior to submitting an application, the applicant shall complete the intent to apply form (exhibit LBD*-E) and provide the completed form to the district's superintendent.

On or before September 1 of the year preceding the proposed opening of the district charter school, the applicant shall submit the application to the district's superintendent. Within 15 days after receiving the application, the superintendent shall review the application to determine whether all components required by law and policy have been addressed and if the application is deemed incomplete, the superintendent will document the missing components in a written notice to the applicant within the 15 day period. Applicants shall be allowed 15 days from the date of receipt of such notification to provide the missing information. Alternatively, the applicant may elect to withdraw the application or submit a complete application in a future year.

If the application is deemed complete, the district administrator will indicate the date the applicant filed the initial application and forward the application to the district accountability committee.

Review by District Accountability Committee

The district accountability committee shall review an application before submission to the Board. The committee shall include one person, who need not reside in the district, with knowledge of district charter schools and one parent of a student in the district. The parent must be a district charter school parent if the district has a district charter school. The district accountability committee will have up to 45 calendar days to review the application. Upon the committee's completion of its review, the designated district administrator(s) shall share the findings of the review by the district accountability committee at the next regular Board meeting.

Review by the Board

The Board shall not accept or consider an incomplete application nor shall the Board take action on an application if the information deemed necessary by the district administration to complete the application is not received within the 15 day period allowed by state law. Statutory timelines for Board action upon a complete district charter application shall commence when the district's superintendent receives the initial charter application from the charter applicant. Once a complete application has been accepted by the Board, the Board may interview the district charter applicant. Interviewing the applicant does not preclude the Board from requiring the applicant to submit additional information or documentation.

Public Meetings

After giving reasonable notice, the Board shall schedule and hold community meetings in the affected areas or the entire district to obtain information to assist the Board to make a decision about the district charter school application.

Decision on the District Charter Application

The Board shall make a decision on a complete district charter school application by resolution in a regular or special Board meeting within 90 days after receipt of receiving the official charter application from the charter applicant deadline or such deadline as may be mutually agreed upon by the Board and the applicant.

The Board may approve, approve with conditions, or deny the district charter application.

If the application is approved, the district charter shall be granted for a period of at least four academic years.

The Board may unilaterally impose conditions on a district charter school applicant only through adoption of a Board resolution. Such resolution shall, at a minimum, state the Board's reasons for imposing the conditions unilaterally. If the

application is approved with conditions, the applicant must satisfy all conditions before the Board may approve the application. An applicant's failure to satisfy all of the Board's conditions shall result in the Board's denial of the application.

If the application is denied or if the Board does not review the application, the Board will set forth in writing the grounds for denial or refusal to review. The Board shall notify the Colorado Department of Education of the denial and the reasons within 15 days after it makes this decision. If the application is approved, the Board will send a copy of the approved district charter to the Colorado Department of Education within 15 days after Board approval of the application.

Negotiations

All negotiations between the Board and an approved district charter school on the district charter agreement shall be concluded by and all terms agreed upon no later than 90 days after the Board resolution approving the district charter application.

B. Annual Performance Review of District Charter

The district's administration shall create a process for and ensure an annual review of the district charter school's performance.

At a minimum, the review shall include the district charter school's progress toward meeting the objectives of its accreditation plan and the results of the district charter school's most recent annual financial audit.

If the district charter school is required to implement a turnaround plan for a second consecutive school year, it shall also present the turnaround plan, a summary of changes made to improve its performance, and evidence that it is making sufficient improvement to attain a higher accreditation category within two school years or sooner.

The district charter school shall receive written feedback from the annual review and a copy shall be given to the Board for consideration in any decision to renew, revoke, or renegotiate the district charter.

C. Renewal of a District Charter

Each district charter shall be provided a copy of these renewal procedures and timelines and receive a copy of any subsequent revisions to the procedures or timelines.

The governing body of a district charter school shall submit a renewal application to the Board no later than December 1 of the year prior to the year in which the district charter expires. The renewal application shall contain a complete report on the progress of the school in achieving the goals, objectives, student

performance standards, academic standards, targets for the measures used to determine the levels of attainment of the accreditation performance indicators and other terms of the district charter contract and the results achieved by the district charter school students on state assessments.

The renewal application shall also include a financial statement that discloses the costs of administration, instruction and other spending categories for the school.; and any information or materials resulting from the district's annual review of the district charter school.

D. Revocation of a District Charter

1. A district charter may be revoked or not renewed by the Board if the Board determines that the district charter school did any of the following:
Committed a material violation of any of the conditions, standards or procedures in the contract;
2. Failed to meet or make adequate progress towards achievement of the goals, objectives academic standards, pupil performance standards, targets for the measures used to determine the levels of attainment of the student performance indicators, applicable federal requirements, or other terms identified in the contract;
3. Failed to make sufficient improvement to attain an accreditation category higher than turnaround status within two school years or if the district charter school is required to implement a turnaround plan for a third consecutive year;
4. Failed to meet generally accepted standards of fiscal management; or
5. Violated any provision of law from which the district charter school is not specifically exempt.

The school district administration shall provide the Board and district charter school a written recommendation concerning whether to revoke or renew the district charter, including reasons supporting the recommendation, The recommendation shall be submitted at least 15 days prior to the date the Board will consider action to revoke or renew the district charter.

If the Board revokes or does not renew a district charter, the Board shall state its reasons for doing so.

E. Closure of a District Charter School

Following nonrenewal or revocation of a district charter school's charter, the school district shall, when practicable, allow the district charter school to continue to operate through the end of the school year. However, if the Board determines it is necessary to close the district charter school prior to the end of the school year, the school district shall work with the district charter school to determine an

earlier closure date.

The school district shall work with the parents of students enrolled in the district charter school to ensure the district charter school meets its financial, legal and reporting obligations during the period of time that the district charter school is concluding its operations.

Adopted: August 27, 2001

Revised: December 5, 2011

Revised: August 7, 2019

Relations with Education Research Agencies

The Board of Education recognizes that requests will be made on occasion by nonschool personnel and/or agencies to conduct research projects in the school that have educational and social benefit.

However, because such projects invariably involve school personnel and interrupt class instructional time, it is necessary to evaluate carefully the merits of each project before permission is granted.

All requests to conduct research shall be reviewed by a research testing review committee in accordance with this policy and accompanying procedures to determine if permission shall be granted.

If research by nonschool personnel is to involve students, complete information about the project shall be provided to parents/guardians and students in advance. No student shall be the subject of any research project without the prior written consent of the student's parents/guardians and the student himself/herself if the student is old enough to understand the process and purpose of the project. Consent shall not be necessary when the researcher merely will observe students engaged in normal activities.

All researchers shall be prepared to explain the purpose, risks, benefits, procedures, results and intended uses of the project in understandable terms. A student's/ or parent's/guardian's decision not to participate in a research project conducted by nonschool personnel shall be kept private and respected in all cases.

Any survey, assessment, analysis or evaluation of students shall be consistent with district policy and applicable law.

Adopted: April 10, 1995

Reviewed: August 10, 1998

Revised: August 7, 2019

LEGAL REFS.:

20 U.S.C. §1232h (rights of students and parents to inspect instructional materials and give prior consent for certain surveys, analysis and evaluation)
C.R.S. 22-1-123 (district shall comply with federal law on protection of pupil rights; Colorado provisions regarding survey, assessment, analysis and evaluation of students)

CROSS REFS.:

GCS, Professional Research and Publishing
JLDAC, Screening/Testing of Students (And Treatment of Mental Disorders)

Relations with Education Research Agencies (Research Testing Guidelines)

1. The superintendent will appoint a research testing review committee to review research requests initiated from graduate students, professional groups or individual professionals (including school employees working on a non-district project) who wish to conduct research testing involving students in the district. The committee will have a membership which will include as a minimum one or more school employees, a licensed psychologist who is a member of the American Psychological Association, a researcher and a parent/guardian of a student attending a district school. A committee member may not participate in reviewing a request for which the member is a sponsor or researcher.
2. A written proposal for permission to do research testing will first be submitted to the assistant superintendent of instruction and the director of student services for a review of the proposal's feasibility and appropriateness. If the assistant superintendent of instruction and the director of student services believe the proposal may be feasible and appropriate, the request shall be submitted to the committee.
3. The committee will operate under the administration of the director of student services. Depending upon the volume of requests, the committee may find it advisable to decline to review proposals from certain categories of researchers (i.e., graduate students, undergraduate students). The committee will be provided with such information as it deems necessary, including information on current research standards applicable to the project.
4. The committee will judge the merit of written requests for testing with attention being given to the following areas:
 - a) Scientific soundness of the project; that is, how likely it is to produce valuable information relative to student class time.
 - b) Procedures to ensure anonymity.
 - c) Soundness of stated purpose and methods.
 - d) Benefits of the resulting information.
 - e) Evaluation of possible risk to students.
 - f) Examination of parent/guardian consent forms and student consent forms when applicable. Consent of the parent/guardian will be obtained for all research with students not conducted or contracted for by school employees unless the research consists merely of observing unidentified students engaged in their normal activity. Student consent will be sought when appropriate.
 - g) A clearly written statement appropriate for parents/guardians which explains:
 - The project's purpose.
 - How the student was selected.
 - General procedures to be followed.

- Anticipated benefits for general knowledge, the student and the district.
 - Whether students will be personally identifiable and to whom.
 - To whom results will be available.
 - The right of parents/guardians to inspect testing materials before consenting.
 - Researcher's name, address and telephone number and professional affiliations.
 - Any identifiable risks to participating students.
 - How the student may opt out of the research.
 - Post-research follow-up procedures.
 - That the school is neither conducting nor sponsoring the project.
5. The committee will make a recommendation to the director of student services who will make the final decision about the research project.

Adopted: August 7, 2019

Student Teaching and Internships

The Board authorizes the district to provide field experiences in teacher education to student teachers participating in teacher education programs.

Student teachers shall be placed with experienced teachers of demonstrated competence. While no staff members will be required to supervise student teachers, it is felt that professionally interested teachers will volunteer to do so from time to time. Teachers new to the district and those having three years or less of teaching experience normally will not be asked to undertake such responsibilities. Any compensation received by the Board shall be paid to the supervising teacher, and, if set forth in an agreement, to the student teacher.

The duties and responsibilities of the student teacher shall be determined by mutual agreement between the district and an authorized representative of the college or university.

For the duration of the field experience, the student teacher shall be deemed an employee of the district for the purpose of worker's compensation and liability insurance as provided for other employees.

Adopted: February 10, 1986

Reviewed: August 10, 1998

Revised: August 7, 2019

LEGAL REFS.:

C.R.S. 22-62-101 through 22-62-105 (Cooperative Teacher Education Act of 1973)