



2024 New Quality School Application

For new public charter schools intending to open in fall 2025



Denver Public Schools
Authorizing & Accountability
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Revised December 2023

December 2023

New School Developers,

Thank you for your interest in serving the students of Denver. We truly recognize the immense amount of work and dedication that goes into the development of a new school.

As described in detail in the [2023 Strategic Regional Analysis](#), an accumulation of changes over the past decade has influenced the landscape of Denver Public Schools. The overall adult population and demographics of Denver residents have changed. An inflow of young working adults, mostly without children, along with a gap between the demand and supply of housing has led to increased housing costs across the city. This, accompanied by lower birth rates, has resulted in a smaller student-age population in the city. This is not unique to Denver as urban areas across the country are experiencing similar trends but these changes have multiple implications for urban school districts. The strongest declines in DPS have been at the elementary level which are starting to cross into reductions at the middle school and high school level. This makes for a very uncertain environment for new and existing schools in the district.

DPS has determined that existing and planned schools have enough capacity to meet enrollment needs at least through the 2024-2025 school year in all areas of our city. Under the policies of DPS, the district makes facilities available on the basis of enrollment or restart/turnaround needs. DPS is open to exploring facility support in the Far Northeast Denver Region for spring 2024 applicants planning to operate in fall 2025 and beyond.

We recognize the important roles new schools have played and can continue to play for our students and families, as well as our responsibility under Colorado law to consider new charter school applications annually. The rigorous Quality Authorizing Process for charter schools provides important contextual information that we encourage school developers and community partners to consider as they design new programs. DPS is encouraging new quality schools to offer bilingual programming in the Far Northeast Region beginning the 2025-26 school year. Currently, there are no bilingual programs available in the easternmost part of the region. The Far Northeast is the only DPS region forecast to increase in student population by 2027, most notably in elementary grades. For more information regarding this area, please review [the Far Northeast Denver Considerations](#).

NOTE: Alignment with this request does not guarantee an application will be approved.

Please see our [Quality Authorizing Process Timeline](#) for information on deadlines for this process; letters of intent are due 30 days before submitting the application, no later than March 1. Complete applications are due between February 1 and April 1, 2024. We recommend new school developers thoroughly review all available resources, including [applicant supports](#) available from the Authorizing & Accountability team, as well as links throughout the application to information about DPS priorities and requirements. It is our intention that the application and support will help guide each applicant to thoroughly consider how they can best support students in alignment with DPS' shared values.

Sincerely,

Grant Guyer, Associate Chief of Strategic Operations
Paige Jovanovic, Director of Authorizing and Accountability

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About the New Quality Schools Process

Quality Authorizing Process for New Schools

The DPS Quality Authorizing Process follows best practice and guidance established by the DPS Board of Education, State Board of Education, and National Association of Charter School Authorizers. As stated in [DPS Policy LBD](#) ("Charter Quality Authorizing"), DPS implements "a comprehensive application process that includes clear application questions and guidance; follows fair, transparent procedures and rigorous criteria; engages parents and external experts in the review of applications;" and only approves "applicants who demonstrate a strong capacity to establish and operate a quality school." As stated in the opening letter, because DPS has determined that existing and planned schools have more than enough capacity to meet enrollment needs at least through the 2024-2025 school year.

- A **charter school** is a public school that is incorporated as a non-profit organization and that is overseen by the governing board of the non-profit organization. The governing board of the nonprofit organization holds a contract with the DPS Board of Education to operate the school. Charter schools are publicly funded, do not charge tuition and are open to the public without discrimination or selective criteria.

For more information on the Quality Authorizing Process in DPS, see [LBD-R](#) ("Charter Quality Authorizing Regulation") posted on [BoardDocs](#).

Application Instructions

About the Application and Rubric

This application is divided into five domains that mostly align with the [DPS School Quality Framework](#) (SQF): (I) School Culture, (II) Educational Program, (III) Teaching, (IV) Leadership, and (V) Governance, Operations, and Budget. Each domain is separated into sub-sections. For example, domain II “Educational Program,” includes sub-sections “A. Pedagogy and Instructional Strategies” and “B. Curriculum.” DPS’s School Quality Framework was developed based on research and a study of best practices both nationwide and within DPS, and outlines the factors that typically contribute to a successful school. In the case of this new school application template, alignment to Colorado statute and the [Quality Authorizing Standards](#) adopted by the Colorado State Board of Education is also prioritized.

For each sub-section, there is a corresponding “[Standards of Quality](#),” which are the rubric criteria against which your application will be compared. As an authorizer of new schools, DPS considers each of these rubric points to be a component of a high-quality school. They are also aligned with the Charter Schools Act, for which you will find notations throughout the application referencing specific application requirements. As long as your application abides by the formatting requirements (detailed below), you may address these Standards of Quality for each sub-section in whatever way you see fit. DPS considers not only whether an application addresses these rubric points, but also whether the application does so in a coherent, detailed way, and/or includes research supporting the applicants’ plan.

Quality Authorizing Process

All new school applications are evaluated through the **Quality Authorizing Process**. The Quality Authorizing Process includes:

1) Review of a written application against a public rubric that defines quality standards: [Evaluation Rubric & Standards of Quality](#)

All school developers seeking to open a new school in Denver must submit a letter of intent and a written application on the timelines established by DPS (see below for this year’s timeline). An Application Review Team (ART), composed of both internal and external reviewers with relevant educational, organizational (governance and management), financial, and legal expertise, then evaluate applications against the publicly available rubric. Only applications that demonstrate competence and capacity to succeed in all aspects of the school, consistent with the stated rubric criteria, will be considered for approval. The work of the ART is confidential and deliberative, as it supports deliberations of the Superintendent in delivering a recommendation and body of evidence to the DPS Board of Education.

Applications also are reviewed by the District Accountability Committee (DAC), as is required by state law for charter schools. Learn more about the DAC [here](#).

In addition to a review of the written application, school developers participate in capacity interviews with a smaller group from the ART. This interview team will ask both standard and school-specific questions intended to clarify aspects of the application and gauge the capacity of the applicant to implement it, as well as present scenario-based prompts for the applicant to respond to. (Applicants may not introduce new evidence during the interview.) We recommend several experts from the founding team, including the proposed leader(s) and the founding board’s president and treasurer, be present at the interview.

To conduct due diligence, DPS may also request additional information from an applicant during the review period and provide reasonable time for the applicant to respond.

2) Feedback from community members

The new school application and rubric include important criteria related to community engagement in the development of an application and opportunities to present evidence of family support for the proposed new school. ***Applicants are responsible for engaging community and families and for meeting or exceeding the related standards defined in the application and rubric.***

To support the DPS Board of Education in making the ultimate determination to approve or deny a new school application, the district will also implement the following:

1. DPS staff will host open community meetings in a format that meets current health guidelines (either virtual or in-person), at which applicants will be asked to present. At these meetings, DPS will collect feedback on the applicants from community members. The Superintendent will include this community feedback as part of the body of evidence put forward to the DPS Board of Education with the recommendation.
2. The DPS Board of Education will host a Public Comment session as part of its normal meeting schedule, during which stakeholders may provide testimony regarding new school applicants directly to Board members.

3) A public vote by the DPS Board of Education

Before casting votes to approve or deny a new school, the DPS Board of Education will consider the quality recommendation and body of evidence from the Superintendent, the review of the DAC, and public testimony. If the Board requests it, applicants may also present directly to the DPS Board of Education before votes are cast.

Quality Authorizing Process Timeline

This timeline is subject to change, based on the number of applications received and any unanticipated events that might require adjustments. To stay informed of any changes to the timeline or to request more information, please email CNQS@dpsk12.net.

Item	Dates
Application Materials Released	December 11, 2023
Letters of Intent Due <i>Due 30 days before submitting application</i>	No Later Than March 1, 2024
New School Applications Due <i>No Later Than April 1, 2024</i>	Between February 1 and April 1, 2024
District Hosted Community Meetings	March - May
Applicant Interviews	March - May
Board Work Session for Discussion of New School Applications	No Later Than June 6, 2024
Public Comment with DPS Board of Education	No Later Than June 10, 2024
DPS Board of Education Vote on Applications	No Later Than June 13, 2024

Formatting Requirements

DPS only requires the application in digital format at this time; physical copies are no longer required. The electronic copy of the application must adhere to the following formatting requirements:

1. Font and Page Format
 - a. Limit your proposal narrative to **125 pages total** (not including the executive summary, waivers, appendices, or supplementary Sections VII or VIII).
 - b. Use Tahoma 11-point font and one-inch margins on all sides.
 - c. Number every page of the application.
 - d. Use the headings we've provided for each major section and subsection (e.g., "School Culture" or "Curriculum"), but do not include the questions or rubric.
 - e. Each domain should begin at the top of a new page (e.g., "School Culture" should begin at the top of the page, not in the middle of a page).
 - f. If a particular question or sub-section does not apply to your proposal, please respond, "Not Applicable" and provide a brief statement as to why the section is not applicable.
2. Appendices
 - a. Include all applicable appendices referenced throughout the application; appendices are noted in bold parenthetical text. **Submit only the appendices that are referenced in this application.** Additional material beyond the narrative and appendices referenced in the application will not be evaluated.
 - b. Complete all the required appendices (note: some appendices are optional).
 - c. Observe appendices page limits (where applicable).
 - d. Electronic copies of each appendix should be saved as a separate PDF file and use the following naming convention for each file: "Appendix A – Letter of Intent".
3. Electronic Submission
 - a. Compile an electronic copy of your entire application including the following files (as PDFs unless otherwise noted):
 - i. Executive Summary labeled as:
<Your School Name>_Executive Summary 2024
 - ii. Narrative of the Application (not to exceed 125 pages) labeled as:
<Your School Name>_Narrative 2024
 - iii. Two Excel or Google Sheets budget files (do not submit the budget as a PDF) labeled as:
<Your School Name>_Budget 2024 *and*
<Your School Name>_80% Contingency Budget 2024
 - iv. A folder including each appendix labeled using the aforementioned naming convention for each file. Please include the Applicant Attestations in this folder. The folder should be labeled:
<Your School Name>_Appendices 2024

Submission Requirements

Submit Letters of Intent to CNQS@dpsk12.net **no later than 12 PM MST on Friday, March 1, 2024**, at least 30 days before submitting the application.

Complete applications are due **no earlier than Thursday, February 1 and no later than 12 PM MST on Monday, April 1, 2024. Submissions outside this timeline will not be accepted.**

The following information provides detailed instructions for submission:

1. Prior to the submission deadline, the Authorizing & Accountability team will share a Google folder with your team. Please upload the full electronic copy of your application to this folder, then send an email to CNQS@dpsk12.net notifying you have done so. Please note applications are only accepted between February 1 - April 1, 2024.
2. **Application Completeness Check.** When you submit your application, members of the Authorizing & Accountability team will review your application for completeness using the Application Checklist. Once completeness is confirmed, we will provide you with a written confirmation of receipt. If it is determined that sections of your application are missing, the Authorizing & Accountability team will provide you with a list of these sections, along with a deadline by which they must be submitted.

Applicant Supports

1. **General Resources**
 - a. See the [Additional Information for Applicants](#) portion of this application, where the Authorizing & Accountability team has provided links and directions to various informational resources for new school applicants. Many resources are also made available as footnotes within the body of the application. It is your responsibility to collect all the compliance and regulatory information necessary to open and operate a school in the state of Colorado and in the City and County of Denver. The resources provided are for your assistance, but are not comprehensive.
2. **Point of Contact for Questions**
 - a. For answers to individual questions about the application, the application process, or other related topics, please contact [the Authorizing & Accountability Team](#).
3. **Prospective Applicant Direct Supports**
 - a. The Authorizing & Accountability team is available to coordinate direct supports, with applicants who request it. Supports provided in the past have focused on areas such as the overall application process, Multilingual Education, special education, enrollment, and budgeting. Contact [the Authorizing & Accountability Team](#) for more information about requesting direct supports.
4. **Communications on the DPS website**
 - a. Applicants can access previously submitted applications and related materials on the [Application Hub](#).
5. **Post-submission communications via Email and Phone**
 - a. Once an applicant submits a Letter of Intent with the correct contact information for their application team, the Authorizing & Accountability team will send email and occasionally phone reminders to the applicant about deadlines, opportunities to present to the community, interviews and opportunities to speak with the DPS Board of Education.
 - b. These communications are restricted to logistical coordination only. **The Authorizing & Accountability team will not communicate any feedback regarding the quality of the application after it has been received.** Applicants may request to meet for feedback following the Board of Education's votes to approve or deny an application.

Executive Summary

The purpose of the executive summary is to provide an overview for internal and external stakeholders. Denver Public Schools will utilize the executive summary as part of our authorizing practice. The executive summary will also be publicly posted as a separate document from the remainder of the application. For example, we may collect feedback from the Student Board of Education, families, community members, community groups, and community organizations using the executive summary. Please limit your executive summary to 3000 words.

Complete and return this portion of the application as a separate PDF.

Applicant Contact Information

Name of Proposed School	
Grade Configuration (Full Build)	
Proposed Neighborhood/Region	
Model or Focus (e.g. Dual Language, etc.)	
Primary Contact (name, email)	
Governance Type (District-Run, Charter)	
Replication? (Y/N)	
Applying to another district/authorizer? (Y/N. List district/authorizer if Y)	

Enrollment Projections

Delete unnecessary rows and/or provide additional columns if necessary to show enrollment at full build-out.

GRADES	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
K ¹					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
Total # students					

¹ The Authorizing & Accountability team does not authorize Early Childhood Education (ECE) programs. If you are interested in having an ECE Center, please contact [Priscilla Hopkins](#), Executive Director of Early Education.

Student Demographics

Provide your estimated student demographics below.

	FRL %	SPED %	MLL %	Hispanic / Latinx %	African American /Black %	White %	American Indian or Alaska Native, Asian, Native Hawaiian/Pacific Islander, Two or More Races, Other %
Student Demographics		12% ²					

Third Party Service Providers (TPSP)

Applicants seeking services from a third party service provider³ must indicate the extent to which the school may employ services through these organizations or corporations. *Note: Colorado State Statute prohibits schools from operating as for-profit corporations.*

1. Does the school expect to contract with a third party service provider or other organization for a substantial portion of school management/operation? **(Y/N)**
2. Is the applicant an existing operator applying to replicate its current school(s)? **(Y/N)** If so, list all the schools currently or previously operated by the third party service provider:

Schools Operated by TPSP	Location (City/State)	Dates of Operation

Executive Summary Narrative

Address the following briefly in a narrative format. Please use the outline numbering and headers provided below.⁴

1. School Culture:
 - a. Summarize the vision and mission of the proposed school and briefly describe the focus of the school culture.

² To ensure that all new schools are sufficiently prepared to serve students with disabilities, this application requires that all applicants design their application and budget for the District average special education population of 12% or higher. If your school is projected to serve a percentage higher than 12%, please list that number.

³ This application defines a third party service provider as a nonprofit, not-for-profit, or for-profit entity that contracts with a school to provide, manage, or oversee some or all of the educational services provided by the school (i.e. education management provider, education service provider, education management organization, etc).

⁴ Per C.R.S. 22-30.5-106(1)(a) the charter application must include an executive summary that outlines the elements of the application and provides an overview of the proposed charter school.

- b. Describe the need that the proposed school intends to address.
 - c. Describe how you have engaged with families and community members to craft your application.
 - d. Summarize your evidence of community support for this school, including the number of completed Intent to Enroll Forms you have collected to date, and how you have determined there is sufficient demand to support the viability of your school.
2. Educational Plan:
 - a. Provide a brief overview of the educational program of the proposed school, including major instructional strategies, key program components and curriculum or curricular focus. If the proposed school is a replication of an existing school, or will belong to a Multiple School Organization (MSO), briefly summarize the academic track record for existing schools.
3. Teaching:
 - a. Briefly describe your school's plan to recruit, train, and support high quality teachers.
4. Leadership:
 - a. *If you have not yet identified a school leader:* Briefly describe the critical qualifications, credentials and attributes you have identified for your school leader and why.
 - b. *If you have already identified a school leader:* Provide a short bio for that leader, including how they possess the critical qualifications, credentials and attributes to lead your proposed school.
5. Governance:
 - a. Briefly describe the role of the School Accountability Committee/Collaborative School Committee in advising the school.
 - b. Briefly describe the role of the board in regards to school governance, academic oversight and fiscal oversight.

Summary Budget for New School Applicants

School Name: _____	2025-26	2026-27	2027-28	2027-28	2028-29
Number of Students					
Local Revenue					
State Revenue					
Federal Revenue					
Private Grants / Foundation Revenue / Gifts & Contributions					
Other Revenue Sources					
Total Revenue					
Total Instructional Expenses					
Total Supporting Services Expenses					
Total Expenses					
NET INCOME					
For any grants or private funds identified above, indicate whether the funding has already been secured and any plans to secure future funding.					

Applicant Attestations

Name of Proposed School	
Grade Configuration (Full Build)	
Model or Focus (e.g. Dual Language, etc.)	
Primary Contact (name, email)	

Multilingual Education Program Attestation

In order to accurately evaluate each application, we are requiring each applicant to affirm which Multilingual Education (MLE) model they are intending to use. Note that there are additional standards of quality to address throughout the application if your school will use an MLE program other than ESL/ELA-E.

1. I understand that all schools, regardless of program, model, or governance type, are required to offer at least 45-minutes of English Language Development per day for Multilingual Learners.
2. I affirm this application is designed to meet the following criteria for an MLE program and should be evaluated as such (choose one):

- ☐ **Bilingual or Dual Language Instruction:** My school will use two (or more) languages to instruct all students to promote bilingualism for all students.

☐ **Native Language Instruction/Transitional Native Language Instruction (TNLI):** My school will provide native language instruction in Spanish in alignment with the District's Language Allocation Guidelines, as required by the Consent Decree in specific circumstances.

☐ **Native Language Support (ELA-S Resource):** My school will strategically provide Spanish instruction, curricular resources, paraprofessional support, and other appropriate strategies to support Multilingual Learners, as required by the Consent Decree in specific circumstances.

☐ **English as a Second Language (ESL/ELA-E):** My school will meet the minimum requirements for providing services to Multilingual Learners, including Supported English Content Instruction and daily English Language Development.

Signature:

/s/ _____

Signature of Primary Contact

_____ Date

/s/ First MI Last* By typing his/her last name into this document, the individual is certifying that he/she intends to sign the document and agrees to the use of electronic records for this transaction.

Section I. School Culture

Overview

The purpose of this section is to describe how your program is tailored to the specific needs of the community your school intends to serve, including why the proposed program will meet the needs of your intended students, how families and community members have been and will continue to be engaged in the school, and what structures will be in place to support the overall school culture.

A. Vision and Mission

1. Provide the vision and mission statements for the proposed school.⁵

B. Intended Student Population

1. Complete the table below and describe your intended student population and neighborhood/region for the proposed new school.

GRADES	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
K ⁶					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

⁵ A Vision and Mission Statement must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1) (b) and C.R.S. § 22-30.5-102).

⁶ The Authorizing & Accountability team does not authorize Early Childhood Education (ECE) programs. If you are interested in having an ECE Center, please contact [Priscilla Hopkins](#), Executive Director of Early Education.

11					
12					
Total # students					

	FRL %	SPED %	MLL %	Hispanic / Latinx %	African American / Black %	White %	American Indian or Alaska Native, Asian, Native Hawaiian/Pacific Islander, Two or More Races, Other %
Student Demographics		12% ⁷					

C. Student Recruitment and Enrollment

1. Describe the current enrollment landscape in your intended neighborhood/region.
2. Describe your plan to recruit and enroll students, including how you set your enrollment targets for Years 1-5 and why you believe it is realistic for your school to attract this number of students.⁸

D. Demonstration of Community Support and Demand for the Application

1. Describe the evidence of family/student demand and community support for your school, including how you engaged families and community members in the development of the application and school model.⁹

(Appendix E – Evidence of Support from Families, Community Groups, Teachers & Pupils – no page limit)

2. Complete the Intent to Enroll Forms Summary table included below (customizing to match your school's proposed grade configuration) using the information provided by families on their forms. Indicate the number of students intending to enroll at each grade level you will serve in Year 1, with each row containing all the students that live within the boundary for a particular zoned school. Make sure to also indicate the number of students that submitted forms but will be served in a later year (do not include students who would not be able to attend the school based on their age).

⁷ To ensure that all new schools are sufficiently prepared to serve students with disabilities, this application requires that all applicants design their application and budget for the District average special education population of 12% or higher. If your school is projected to serve a percentage higher than 12%, please list that number.

⁸ An enrollment policy consistent with the requirements of section 22-30.5-104(3) must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1) (I)).

⁹ Demonstration of community support and parent/student demand for the proposed school must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1) (d)).

Designated Boundary School	# of Intent to Enroll Forms	Projected Grade Level for Year 1
Example: School A	27	6 th Graders: 12 7 th Graders: 5 8 th Graders: 3 Would Enroll in Year 2: 5 Would Enroll in Year 3: 2
School B	13	6 th Graders: 6 7 th Graders: 4 8 th Graders: 0 Would Enroll in Year 2: 2 Would Enroll in Year 3: 1
School C	2	6 th Graders: 2 7 th Graders: 0 8 th Graders: 0 Would Enroll in Year 2: 0
Totals	Year 1 Intent to Enroll Forms: 42 Year 2 Intent to Enroll Forms: 7 Year 3 Intent to Enroll Forms: 3	6 th Graders: 20 7 th Graders: 9 8 th Graders: 3 Would Enroll in Year 2: 7 Would Enroll in Year 3: 3

E. School Culture Plan

1. Describe the planned culture for your school, the systems and routines that will support it, and how you will invest your students in the school's culture.
2. Describe how the school will meet the social, emotional, and whole child needs of students, including any supplemental programming or curricula that the school will implement.¹⁰

F. Student Discipline

1. Describe the school's discipline structures and systems¹¹, including how they will be culturally sensitive, equitable, and how they will be in alignment with DPS Discipline Policies JK and JK-R.¹²

(Appendix F – Discipline Policy – 10 page limit)

¹⁰ District-run schools in DPS presently implement the [SEL Framework](#) developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL). Charter schools in DPS have the autonomy to determine their own programming.

¹¹ A discipline policy consistent with the intent and purpose of section 22-33-106 must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1)(p)).

¹² DPS has committed to becoming a Trauma-Informed School District (as described in [this DPS Board resolution](#)), and encourages all new school applicants to consider how they can implement [trauma-informed practices](#) in their schools.

G. Student Attendance and Family Involvement

1. Identify the school's goals for student attendance and describe the strategies the school will implement to promote attendance.
2. Describe the school's expectations and plan for ongoing family and community involvement in the school.¹³
3. Identify what family satisfaction means in the context of the school and how data on this will be used.

H. School Schedule and Calendar

1. Provide the school's calendar and comprehensive daily teacher and student schedules (Year 1 and Full Build). Explain how each was intentionally crafted to meet the needs of students.¹⁴

(Appendix G – School Year Calendar – 2 page limit)

(Appendix H - Comprehensive Student and Teacher School Day Schedules – 4 page limit)

I. Supplemental Programming and Community Partnerships

1. Describe any academic related supplemental programming that the school will offer.
2. Describe any extracurricular activities that the school will offer.
3. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions to support families and students. *(Note: As evidence of confirmed partnerships, include in **Appendix E** letters of support from each organization, business or educational institution that specify exactly what the organization will provide as a partner.)*

¹³ The proposed expectations and plan for ongoing parent and community involvement, as well as the design of a School Accountability Committee, must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1)(k) and C.R.S. § 22-11-401).

¹⁴ A description of the educational program, student performance standards, and curriculum must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1) (e)).

Section II. Educational Program

Overview

The purpose of this section is to describe the educational program that your school will implement, including pedagogical approach, curriculum, and assessments, as well as how your proposed program will meet the needs of every student.

A. Pedagogy and Instructional Strategies

1. Describe the school's pedagogical approach¹⁵ and aligned instructional strategies.¹⁶
2. Describe the school's planned class size and structure.

B. Curriculum

1. Describe the school's curriculum or plan for curriculum development in English, math, science, and social studies. If designing an MLE program other than ESL/ELA-E, also include all curriculum for this programming.¹⁷

C. Scope and Sequence

1. Provide a yearlong scope and sequence document for one core subject (math, literacy, science, or social studies) for one grade for each grade band (elementary, middle, high school) that the school would serve.
2. Provide a more detailed unit overview of a single unit for the same core subject for one grade for each grade band (elementary, middle, high school) that the school would serve.
3. If the school is a high school, provide a course list of all courses that the school plans to offer in Year 1.

(Appendix I – Yearlong Scope and Sequence for One Core Subject – 5 page limit)

(Appendix J – Detailed Unit Overview for Single Unit – 5 page limit)

(Appendix K - High Schools Only – Year 1 Course List– 4 page limit)

D. Culturally Responsive and Sustaining Education

1. Describe how the school defines culturally responsive and sustaining education and the role it will play in all aspects of the school, including culture, teaching, and educational program.¹⁸

¹⁵ For the purposes of this application, "pedagogy" is defined as the overall educational model (e.g. project-based learning, workshop model, etc.) that informs "instructional strategies," defined as the specific teaching strategies and actions utilized in the classroom (e.g. direct instruction, student discourse, etc.).

¹⁶ A description of the educational program, student performance standards, and curriculum must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1) (e)).

¹⁷ A description of the educational program, student performance standards, and curriculum must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1) (e)).

¹⁸ Note that there are additional culturally responsive and sustaining education components throughout this application. This section is intended to allow the applicant to explicitly address culturally responsive and sustaining education as it applies to the school as a whole. For information about culturally responsive and sustaining education in DPS, visit [this page](#).

2. Describe how the school will embrace the excellence of Black and African-American students and prioritize their academic achievement, including the steps outlined in the [Black Excellence Resolution](#).¹⁹

E. Assessments, Progress Monitoring, and Pupil Performance Standards

1. Describe the assessments the school will utilize and how it will use results to inform its program.²⁰
2. Identify the school's performance goals in Appendix L and provide a rationale for these goals.²¹

(Appendix L – Annual and Interim Performance Goals – 4 page limit)

F. Promotion and Retention Policies

1. Describe the school's policies and standards for student promotion, retention, and graduation.²²

G. Intervention and Acceleration

1. Detail your MTSS (Multi-Tiered System of Supports) plan, including the use of academic and social-emotional supports.²³

H. Special Education²⁴

Recruitment/Enrollment, Identification and Monitoring

1. Affirm the school will not consider a student's specific needs as a factor for offering admission to the school.
2. Describe the processes the school will use to identify, monitor, and assess students with disabilities.

Staffing and Professional Development

3. Describe your staffing structure, staffing ratio, and budget allocation to identify and serve students with mild and moderate disabilities through IDEA or Section 504.²⁵
4. Describe the professional development and training the school will provide to special education teachers and general education teachers to identify and serve students with mild/moderate disabilities.

Program Plan

¹⁹ See the [DPS Black Excellence Plan](#) and this [data audit protocol](#) for guidance in understanding expectations for DPS schools.

²⁰ A plan for evaluating student performance across the curriculum, which aligns with the proposed charter school's mission and educational objectives and provides a description of measurable annual targets for the measures used to determine the levels of attainment of the performance indicators specified in section 22-11-204, and procedures for taking corrective action if student performance if the school falls below the described targets must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1)(f)).

²¹ The expected goals, objectives, and student performance standards must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106(1) (c)).

²² Please reference DPS policies [IKE](#) and [IKE-R](#) for DPS graduation requirements.

²³ More information about [MTSS](#).

²⁴ A plan for serving students with special needs, including budget and staff requirements, must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1) (q)).

²⁵ To ensure that all new schools are sufficiently prepared to serve students with disabilities, this application requires that all applicants design their application and budget for the District average special education population of 12%, unless a school is projected to serve a higher percentage than that. Applications must provide the appropriate number of staff to meet the required student to teacher ratio; this is, at a minimum, 1.0 FTE mild to moderate special education teacher. See the [Budget Guidance Manual](#) for student to teacher ratios.

5. Describe the programs, practices, and strategies the school will employ to meet the needs of students with mild and moderate disabilities in all settings, including how this program plan interacts with the specific model of the proposed school.
6. Describe the methods the school will use to monitor and evaluate the effectiveness of the school's special education program overall.

Serving Students with Severe Disabilities (providing services above mild/moderate needs)

7. Affirm the school's obligation to serve students with severe disabilities (above mild/moderate intensity of supports), as well as the school's willingness to host a center based program, should the District request it.²⁶
8. If applicable, describe the proposed leadership team's experience with center programs and/or serving students with severe disabilities.

I. Gifted and Talented

1. Explain how the school will identify²⁷ and serve gifted and talented students in order to meet both their academic and social/emotional needs, including how this plan interacts with the specific model of the proposed school.²⁸

J. Multilingual Education²⁹

1. Please describe how your school's Multilingual Education (MLE) program will address the following DPS key components:
 - a. MLE Services are provided in alignment with the Life Cycle of a Multilingual Learner.³⁰
 - b. The MLE program is designed to ensure that Multilingual Learners are acquiring both language and content.
 - c. The Families of Multilingual Learners are informed in a language they understand.
 - d. *If Designing a Program Other than ESL/ELA-E:* The design for a program other than ESL/ELA-E program meets expectations.

²⁶ In accordance with our value of Equity of Responsibility, all schools must be willing to host a center-based program. If asked by the District, the school shall work with the District to develop a plan and program to host a center-based program to serve students with severe special needs. The District shall notify the school at least 12 months prior to the intended opening of the center-based program. The District and school shall work jointly to determine if the school is an appropriate host for one or more programs to serve students with severe special needs.

²⁷ See [\(12.02\(2\)\(c\)\)](#) and district identification guidance available on the [DPS GT website](#).

²⁸ A plan for serving gifted and talented students must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1) (q)).

²⁹ A plan for serving English Language Learners (ELLs) must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1) (q)).

³⁰ See page 8 of the [Charter Multilingual Education Guidebook](#) for more information about the Life Cycle of an MLL.

Section III. Teaching

Overview

The purpose of this section is to describe how the school will hire, support, and train its teachers.

A. Teacher Recruitment, Hiring, and Retention

1. Describe the school's teacher recruitment, hiring, and retention criteria and practices.

B. Teacher Coaching

1. Describe the school's plan to coach and support teachers in effectively implementing the proposed school model.

C. Teacher Evaluation

1. Describe your teacher evaluation tools and processes, including the standards and criteria that will be used to evaluate teachers.

(Appendix M –Teacher Evaluation Tools – 10 page limit)

D. Professional Learning

1. Describe the professional learning (PL) that will be provided to teachers and staff to fully implement the educational program and meet the school's proposed goals.

Section IV. School Management and Leadership

Overview

The purpose of this section is to describe not only the leadership personnel, but also the processes that will ensure school operational sustainability and achievement.

A. Leadership Capacity and Sustainability

1. Provide a leader profile for the school leader and leadership team, including how these individuals have the collective qualifications and capacity to lead the school.³¹ For positions that have not yet been filled, provide the ideal profile for this position and describe the school's process and timeline for filling it.
2. Describe the school's leadership succession plan.³²

(Appendix N – Job Descriptions for all Leadership Team Positions – 10 page limit)

(Appendix O – Resumes for all Identified Leadership Team Members – 10 page limit)

B. Organizational Structure

1. As appendix P, provide an organizational chart for the school (Year 1 and Full Build) that clearly illustrates the school's staffing structure and identifies each employee.³³
2. As appendix Q, provide a staff roster for the school that details all staff positions for the school and which year they are added to the school.
3. Describe in narrative format how the school's organizational structure will support the implementation of the educational program.

(Appendix P – School Organization Chart – 2 page limit)

(Appendix Q – Staff Roster – 2 page limit)

C. Leadership Coaching and Evaluation

1. Describe the school's system for providing coaching and professional development for the school leader and leadership team.
2. Describe the school's leader evaluation tools and processes, including the standards and criteria that will be used to evaluate leaders.
3. Describe the next steps if the school leader does not meet accountability measures outlined in the school leader evaluation tool.

(Appendix R – School Leader Evaluation Tool – 4 page limit)

³¹ CCR 301-88 states that charter school authorizers should use rigorous approval criteria, including requiring that founding team members demonstrate diverse and necessary capabilities, and that they provide clear evidence of the applicant's capacity to execute its plan successfully.

³² A description of the governance and operation of the proposed charter school, including the nature and extent of parental, professional educator, and community involvement in the governance and operation of the proposed charter school must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106(1)(h)).

³³ Note: General education teaching positions can be included as one box on the organizational chart; however, special education and MLL positions should be listed separate from general teaching.

Section V. Governance, Operations, and Budget

Overview

The purpose of this section is to describe the policies, systems and structures that will provide oversight of school programming, ensure and monitor financial sustainability, and ensure the school is safe and secure for students and adults.

A. School Accountability Committee/Collaborative School Committee

1. Describe the composition, roles and responsibilities of your School Accountability Committee (SAC)/Collaborative School Committee (CSC)³⁴ and the structure(s) the school will put in place to support the group in the school's oversight.

B. Charter School Board Capacity and Structure

1. Describe the board's current and desired size and capacity (i.e. skills, expertise, etc.), how you intend to increase the capacity of the board over time, and how the board will effectively support the success of the school.³⁵
2. Describe the board's current and future structure, including board officer roles, any committees it will implement, and the process for conducting regular board meetings.
3. Describe the process for the recruitment and on-boarding of new board members.

(Appendix S – Resumes of all Proposed Board Members – no page limit)
(Appendix D – Charter School Board Member Questionnaire – no page limit; using template provided in Appendix D)³⁶

C. Charter School Oversight

The Governing Board is the entity legally responsible for holding the charter, entering into the contract with Denver Public Schools, and overseeing the operation and academic performance of the charter school. Governance also includes all financial planning, budgeting and oversight.

1. Describe the board's roles and responsibilities in overseeing the school.³⁷

³⁴ The proposed expectations and plan for ongoing parent and community involvement, as well as the design of a School Accountability Committee, must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1)(k) and C.R.S. § 22-11-401).

³⁵ A description of the governance and operation of the proposed charter school, including the nature and extent of parental, professional educator, and community involvement in the governance and operation of the proposed charter school must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106(1)(h)).

³⁶ All board members are required to fill out the "Charter School Board Member Questionnaire," found in Appendix D. These completed questionnaires should be included in the application as Appendix D.

³⁷ A description of the governance and operation of the proposed charter school, including the nature and extent of parental, professional educator, and community involvement in the governance and operation of the proposed charter school must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106(1)(h)).

2. Describe the systems, metrics, goals and benchmarks that the board will utilize in its evaluation and oversight of the school.

D. Charter School Board Status and Compliance

1. Describe how the board will maintain appropriate compliance by including drafts of Articles of Incorporation, Bylaws, policies and procedures for compliance with the Colorado Sunshine Law/Open Records Act, and grievance process and policy. If you do not have a draft for any one of these documents, provide a timeline for its development.³⁸
2. Note if the school or any board members are currently engaged in any litigation or arbitration proceedings.

(Appendix T – Articles of Incorporation & Bylaws – no page limit)

(Appendix U – Conflict of Interest Policy – 4 page limit)

(Appendix V – Grievance Process and Policy – 2 page limit)

(Appendix W – Parent Complaint Process – 2 page limit)

E. Employment Policies

1. Explain the school's employment policy³⁹ and provide the school's personnel policies or employee manual (or plan for their development).

(Appendix X – Personnel Policies or Employee Manual – 20-page limit)

F. Operations – Transportation⁴⁰

1. Provide a detailed plan for how the school will meet transportation needs for its students.⁴¹ If the school will not provide transportation for its students, describe why this will not be a barrier to access.⁴²

G. Operations – Student Safety

1. Explain the school's process to create and maintain the required Emergency Management Plan and provide an outline of that plan.⁴³

³⁸ A description of the governance and operation of the proposed charter school, including the nature and extent of parental, professional educator, and community involvement in the governance and operation of the proposed charter school must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106(1)(h)).

³⁹ Employment Policies must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1) (i)).

⁴⁰ The following Operational Items are legally required as part of the new application and will be used to confirm compliance with state and federal laws. Should an applicant be approved these operational items may require revisions and site-specific information, depending on facilities and location.

⁴¹ Please note, district-run and charter schools that serve a geographic boundary or shared enrollment zone are generally required to provide transportation for their students through DPS Transportation. Schools that will operate as non-boundary schools may still have the option to purchase DPS Transportation on a fee-for-service basis, but the provision of service is not guaranteed.

⁴² A statement of whether the proposed charter school plans to address the transportation or food service needs of its students while they are attending the school per C.R.S. § 22-30.5-106 (1)(m).

⁴³ See more information on [Emergency Management](#), including the [Emergency Management Plan checklist](#), the [Emergency Preparedness Manual](#), [Colorado Public and Charter School Fire and Evacuation Drill Guidance](#), and [DPS Board Policy KDE](#).

H. Operations – Insurance Coverage

1. Provide a list of the types of insurance coverage the school will secure, including a description of the levels of coverage.

I. Operations – Food Service

1. Describe the school's proposed food service program.⁴⁴

J. Facility

1. Describe the school's plan to secure a facility.⁴⁵
2. *If the school has already secured a facility:* If possible, include the lease agreement or Memorandum of Understanding detailing the agreement.

(Appendix C – School Facility Questionnaire – required; using template found at the end of this application)⁴⁶

(Appendix Y – Lease Agreement or MOU for Facility Rentals)

K. Budget Narrative⁴⁷

*Note: All applicants are required to submit two completed budget templates as separate electronic documents in Excel or Google Sheets: one budget for the school's intended enrollment, and another contingency budget built on 80% of the school's intended enrollment. **Applicants do not need to submit a printed copy of the budget form.** Click on the link for the budget template for [charter applications](#).*

1. Describe your School Finance Act revenue assumptions, including estimated percentage of students who are eligible for free or reduced price lunch.
2. Provide a summary of all year-0 start-up costs.
3. Describe your anticipated private revenue sources, including contributions and grants.
4. Provide an overview of how the allocation of resources supports the vision, mission, and education plan of the school, including which expenses are essential for supporting the school model and how they are prioritized within the budget.
5. Describe any services to be contracted, including costs and criteria for selecting service providers.
6. Describe the internal controls which will be in place to responsibly manage accounting, purchasing, payroll and financial reporting requirements, including an independent annual audit.
7. Provide a contingency budget file for Years 1-5 that assumes your school is only able to enroll 80% of its target enrollment across all grades. For Year 1, detail in narrative format your contingency plan, describing each material budget cut that is reflected in your contingency budget, how each cut impacts your school program, and how this contingency budget continues to provide your school's core educational program.
8. Describe your School Finance Act revenue assumptions, including estimated percentage of students who are eligible for free or reduced price lunch.
9. Describe your anticipated private revenue sources (anything separate from DPS funding), including contributions and grants.

⁴⁴ A statement of whether the proposed charter school plans to address the transportation or food service needs of its students while they are attending the school per C.R.S. § 22-30.5-106 (1)(m).

⁴⁵ A facility plan that details viable facility options and the reasonable costs of those facilities, which are also reflected in the proposed budget, must be included in a charter application per Colorado Statute (C.R.S. § 22-30.5-106 (1)(n)).

⁴⁶ All applicants are to fill out the School Facility Questionnaire, located in Appendix C.

⁴⁷ Per C.R.S. 22-30.5-106(1)(g) the plan must include evidence that the plan for the proposed charter school is economically sound, including a proposed budget for a term of at least 5 years.

10. Provide an overview of how the allocation of resources supports the vision, mission, and education plan of the school, including which expenses are essential for supporting the school model and how they are prioritized within the budget.
11. Describe any services to be contracted, including costs and criteria for selecting such services.
12. Describe any expenses the school expects to incur that are in addition to what DPS traditionally funds.
13. Explain the policies and processes that will be implemented to ensure that sound financial management practices are followed and that the financial plan is executed with fidelity.
14. Provide a contingency budget file for Years 1-5 that assumes your school is only able to enroll 80% of its target enrollment across all grades. For Year 1, detail in narrative format your contingency plan, describing each material budget cut that is reflected in your contingency budget, how each cut impacts your school program, and how this contingency budget continues to provide your school's core educational program.

Section VI. Waivers

Overview

Per the Colorado Charter Schools Act, charter schools are able to waive and replace certain district and state policies. This section outlines the automatic waivers requested by Denver Public Schools for all charter schools and provides space for charter applicants to request additional waivers and provide replacement policies.

A. District Policy Waivers⁴⁸

Type	Implication
Not waivable	DPS would not approve a waiver for this policy
Type I	Automatic Waiver – These policies do not apply to charter schools. <i>Note: Charter schools may still want to create replacement language for some Type I policies, but DPS will not request or review it.</i>
Type II	Charter schools can waive this policy, and DPS does not need a replacement policy on file. However, should DPS ask for a school's replacement policy, the school must produce it.
Type III	Charter schools can waive the policy, but DPS needs the replacement policy language on file and the District must approve the replacement language before inclusion in the contract. Otherwise, the DPS Board policy governs.

Type II District Policy Waivers

Charter schools should review each [Denver Public Schools Policy](#) and select the appropriate Type II waiver(s) below that aligns with the proposed school model. **Complete the following table and include it in your application.** If approved, charter schools will have the opportunity to review and update this list during the contracting process.

A Policies: Foundations and Basic Commitments

☐	ADF/ ADF-R	School Wellness
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B Policies: School Board Governance and Operations

☐	BDF-R4	Collaborative School Committees
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D Policies: Fiscal Management

☐	DJ	Purchasing
☐	DJA	Purchasing Authority

⁴⁸ Per C.R.S. 22-30.5-106(1)(o) the plan must include a list of waivers of statute, state rule, and school district policy the proposed charter school is requesting.

	DJA-R	Regulations for Purchasing Authority
☐	DJB	Purchasing Procedures
☐	DJD	Cooperative Purchasing
☐	DJE	Bidding Procedures
☐	DJG	Vendor Relations
☐	DK DK-R DK-R1 DK-R2 DK-R3 DK-R4 DK-R5	Stewardship of Funds Propriety of Expenses Procedures Regulations for Travel Expenses Food Purchases Procedure - Non-Student Meal Related District Cell Phone Procedures Payroll/Deductions/Direct Deposit/Expense Reimbursements Gift Card Purchasing Procedures

E Policies: Support Services

☐	EEA EEA-R1 EEA-R2	Student Transportation Regulation for Transportation of Students in School Buses Student Transportation in Private Vehicles
☐	EEAEEA EEAEEA-R	Drug and Alcohol Testing for Bus Drivers and Employees in Safety Sensitive Positions (only applies when providing non-DPS transportation) Regulation for Alcohol and Drug Testing for Bus Drivers and Employees in Safety-Sensitive Positions (only applies when providing non-DPS transportation)
☐	EFEA	Nutritious Food Choices
☐	EGAEA EGAEA-R1 EGAEA-R2	Electronic Mail and Internet Policy (<i>when on DPS systems waivable</i>) Regulations of Use of Electronic Mail and Internet Systems (<i>when on DPS systems waivable</i>) Regulation of Student Use of the Internet and Electronic Communications (<i>when on DPS systems waivable</i>)
☐	EHB	Records Retention

F Policies: Facilities Development

☐	FFA FFA-R	Commemorative Activities and Memorials Commemorative Activities and Memorials Regulation
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I Policies: Instructional Program

☐	IHAM	Health and Family Life/Sex Education
☐	IHBK IHBK-R	Preparation for Postsecondary and Workforce Success Regulations for Preparation for Postsecondary and Workforce Success
☐	IKA IKA-R	Grading/Assessment Systems Regulation for Grading/Assessment Systems
☐	IKE IKE-R	Promotion, Retention and Acceleration of Students Procedure for the Promotion, Retention, and Acceleration of Students
☐	ILBC ILBC-R	Early Literacy and Reading Comprehension Procedures to Implement the Colorado READ Act

☐	IMDB	Flag Displays
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J Policies: Students

☐	JICA	Student Dress Code
☐	JICDE	Bullying Prevention and Education
☐	JICEA	School-Related Student Publications
	JICEA-R	Regulation regarding School-Related Student Publications
☐	JICEC	Student Distribution of Noncurricular Materials
	JICEC-R	Regulation for Student Distribution of Noncurricular Materials
☐	JJH	Student Travel and Field Trips (if not waived, "superintendent" approval will be replaced by "charter school leader" approval)
	JJH-R	Regulation regarding Student Travel and Field Trips
☐	JLC	Student Health Services and Records
☐	JLCD	Administering Medications to Students (if using DPS nursing, this policy is unwaivable)
	JLCD-R	Administering Medications to Students Regulation
☐	JLCDA	Students with Food Allergies
☐	JLDAC	Screening/Testing of Students
	JLDAC-E	Notifications of Rights under the Protection of Pupil Rights Amendments (PPRA)
☐	JRA	Student Records/Release of Information on Students
	JRC-R	Regulation Regarding Student Records and Release of Student Information

K Policies: Instructional Program

☐	KB	Family Engagement (Including Title I Family Engagement)
	KB-R	Regulation for Family Engagement (Including Title 1 Family Engagement)
☐	KDB	Public's Right to Know - Freedom of Information
	KDB-R	Regulation regarding Public's Right to Know - Freedom of Information
☐	KFA	Public Conduct on School Property
	KFA-R	Regulation regarding Public Conduct on School Property
☐	KHB	Advertising in Schools
☐	KI	Visitors to Schools

Type III District Policy Waivers

Charter schools should review each [Denver Public Schools Policy](#) and select the appropriate Type III waiver below that will align with the proposed school model. If seeking to waive Type III policies, please reach out to the Authorizing & Accountability team for guidance on Type III replacement policy language, as DPS needs the replacement policy language on file and the District must approve the replacement language. If approved, charter schools will have the opportunity to review and update this list during the contracting process.

☐	ADC	Tobacco and Marijuana-Free Schools
☐	ADD	Safe Schools
☐	EBBA	Prevention of Disease/Infection Transmission

	EBBA-R	Regulation-Prevention of Diseases/Infection Transmission
☐	EIAI	Artificial Intelligence
☐	IKF IKF-R IKF-R1 IKF-R2 IKF-R3	IKF - Requirements for Graduating Class of 2021 and beyond Graduation Requirements for Class of 2021 and Beyond - Supporting Details Graduation Requirements: Financial Literacy Graduation Requirements: Cultural Competency Graduation Requirements: Comprehensive Health Education
☐	JB JB-R1	Equal Educational Opportunity and nondiscrimination Regulation for Implementing Section 504 of the Rehabilitation Act of 1973 ("Section 504") and Section 504 Grievance Procedures
☐	JICH JICH-R	Drug and Alcohol Use by Students Regulations for Drug and Alcohol Use by Students
☐	JIH	Student Interviews, Interrogations, Searches and Arrests
☐	JK JK-R	Student Discipline (<i>Note: Provisions related to expulsion cannot be waived</i>) Student Conduct and Discipline Procedures (<i>Note: Provisions related to expulsion cannot be waived</i>)
☐	JKA JKA-R	Restraint of Students Restraint of Students Regulation
☐	JLCC	Communicable/Infectious Diseases
☐	JLCDB JLCDB-E	Administration of Medical Marijuana to Qualified Students Written Plan: Administration of Medical Marijuana to Qualified Students
☐	JLF JLF-R	Child Abuse and Reporting Reporting Child Abuse and Child Protection
☐	JQ	Student Fees, Fines and Charges (<i>If not waived, "area superintendent approval" will be read as "charter school leader approval"</i>)
☐	JRCB JRCB-R	Privacy and Protection of Confidential Student Information Privacy and Protection of Confidential Student Information Regulation

B. State Statute Waivers

The state board 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.

State Automatic Waiver	
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

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)	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

State Waivers Available Upon Request

There are a number of state statutes that are no longer considered automatic. Schools who wish to acquire non-automatic waivers must request these waivers and prove adequate rationale and replacement policies using the table below. A list of commonly requested non-automatic waivers and sample replacement policy language can be found on the [Colorado Department of Education's website](#).

Charter School's Replacement Policies for Additional Waivers from State Statutes

List any non-automatic state statutes that you are seeking to waive and provide your detailed replacement policy including a description of why these additional waivers are critical for the operation of your proposed school using the sample table provided below for **each** additional waiver request.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan
Statutory Citation and Title (<i>i.e. C.R.S. §22-9-106 Local Board of Education, Duties-Performance Evaluation System</i>)
Rationale:
Replacement Plan:
Duration of Waivers: The duration of the contract.
Financial Impact:
How the Impact of the Waivers Will Be Evaluated?

Expected Outcome:

Section VII. Replication and Multiple School Organizations Addendum

Overview

The purpose of this section is to describe the relationship between the charter school and a charter school network (including out-of-state networks), or the replicating school and the proposed new school. The term “MSO” as used throughout this addendum applies to any applicant that meets one or more of these arrangements. DPS staff will conduct additional due diligence on the performance and quality of the applicant organization and its existing schools, based on information provided by the applicant and other sources. A report on this due diligence will be provided to application reviewers for consideration as part of the evaluation process.

A. MSO Performance and Capacity

1. Briefly summarize and provide evidence regarding the academic performance of all schools operated by the MSO for two years (state assessment data and performance frameworks), including disaggregated data for students with disabilities, multilingual learners, students of color, and students who qualify for free and reduced lunch.
2. Briefly summarize and provide evidence regarding enrollment, student and family satisfaction, staff satisfaction, and staff retention (and other relevant engagement data) for all schools operated by the MSO for the same two years.
3. Describe how this data supports the creation or replication of the proposed new school, as well as how the MSO will improve performance in areas where needed.
4. What is the financial, educational and operational capacity and experience of the MSO team to lead this expansion while maintaining the operations and success of the other schools in the MSO?

(Appendix Z – MSO Academic Performance Data – no page limit)
(Appendix AA – MSO Enrollment and Engagement Data – no page limit)
(Appendix BB – Authorizing Evidence and Most Recent Authorizer Performance/Evaluation/Renewal Reports – no page limit)

B. Shared Personnel and/or MSO Personnel *(If Applicable)*

1. Describe the role of the central office or leadership team that will support all schools, the decision rights framework (i.e. who will hire and coach principals), and how this structure will support individual schools and the network.
2. Provide a profile for the organization leader, explain how this person will be evaluated, and describe the succession plan for any shared leaders (i.e. CEO, Executive Director or Executive Principal).

(Appendix CC–Shared Staff Organizational Chart & Staff Roster – 2 page limit)
(Appendix DD – CEO/ED Evaluation Tool, if applicable – 4 page limit)

C. MSO Finance

1. Describe the MSO’s long-term fundraising plan and policy for allocating resources across schools.

D. MSO Long Term Planning

1. Describe the MSO’s long term growth plan, strategic plan, and key organizational priorities.

E. MSO Governance

1. Describe any specific changes that will be made to the governing board to oversee additional schools.⁴⁹
2. Describe the oversight role the governing board plays for individual school sites, as well as the entire organization.
3. Describe what will trigger the MSO’s governing board to intervene, if one or more schools are not meeting expectations, including which actions for addressing poor performance live at the school level versus the network or board level.

⁴⁹ For Innovative Management Organizations, please address these questions in regards to its advisory committee (if applicable).

Section VIII. Third Party Service Providers

Addendum

Overview

If the proposed school intends to contract with a nonprofit, not-for-profit, or for-profit third party service provider — including, but not limited to, an education management provider (EMP) or an education service provider (ESP) – to provide, manage, or oversee some or all of the educational services provided by the school, the application must also include the following items, per Colorado Statute (C.R.S. § 22-30.5-106(1)(s)):

A. Third Party Service Provider Selection and Track Record

1. Explain how and why the third party service provider was selected and provide summary information from reference checks conducted regarding that provider.
2. Provide additional information for schools served by the third party service provider that serve the same target student population as the proposed school, as well as evidence of a track record of academic and operational success and financial health for the third party service provider.
3. Disclose and explain any contract terminations (where a school has ended the contract with the third party service provider, but continued to operate) as well as any charter revocations, non-renewals or withdrawals/non-openings that schools contracting with the proposed third party service provider have experienced.

(Appendix EE – Financial Audit of Third Party Service Provider - 15 page limit)

B. Third Party Service Provider Legal Relationships

1. Provide evidence that the board is self-governing and independent from the third party service provider and discuss any potential conflicts of interest between this provider and the school.
2. Provide evidence that the third party service provider is a corporate entity that is authorized to do business in Colorado and identify and separately document any agreements the applicant has made with this provider.

(Appendix FF – License Authorizing Business in Colorado – 2 page limit)

C. Third Party Service Provider Organizational Structure

1. Provide a detailed description of the roles and responsibilities of the third party service provider.
2. Describe the scope, timeline for delivery, and costs of all services to be provided by the third party service provider.
3. Describe the methods that the Board will use to oversee the third party service provider.
4. Describe the financial responsibilities of the third party service provider.
5. Explain the duration of the management agreement, as well as the process for its renewal and termination.

6. Provide a copy of the actual or proposed performance contract between the governing board and the third party service provider.⁵⁰

(Appendix GG – Draft of Management Agreement – 10 page limit)

⁵⁰ By law, the application must include a copy of the actual or proposed performance contract between the governing board and the third party service provider that specifies, at a minimum, the following material terms: (A) Performance evaluation measures; (B) The methods of contract oversight and enforcement that the governing board will apply; (C) The compensation structure and all fees that the proposed charter school will pay to the education management provider; and (D) The conditions for contract renewal and termination. (C.R.S. § 22-30.5-106(1)(s)(IV)).

Appendix A: Letter of Intent

This letter of intent (LOI) will provide formal notice to the Authorizing & Accountability team in Denver Public Schools regarding an applicant's intention to submit a new school proposal to open in the 2025-26 school year. Submit Letters of Intent to CNQS@dpsk12.net no later than 12 PM on Friday, March 1, 2024.

The information presented in the LOI is non-binding.

Proposed School Name:	
Grade Configuration:	
Model or Focus:	
Primary Contact Person:	
Phone:	
Email:	
Region and Neighborhood:	
Proposed Leader (if known):	
Governance Type	District-Run ☐ Charter ☐
Replication:	Yes ☐ No ☐
Contract with Third Party Service Provider:	Yes ☐ No ☐
Applying to another district/authorizer?	Yes ☐ No ☐ List district/authorizer if yes.

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

GRADES	2025-26	2026-27	2027-28	2028-29	2029-2030
X					
X					
X					
Total # students					

	FRL %	SPED %	MLL %
Proposed Demographics			
Mission of School:			
Provide a brief overview of the education program of the proposed school:			

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

Name	Current Professional Title and Organization	Board Role	Focus/Expertise

Appendix B: Application Checklist

(Please complete the "Applicant Check" and include with one printed copy of the application)

Section of Application	Application Components	Applicant Check	Authorizer Check
Executive Summary		☐	☐
Applicant Attestation		☐	☐
Section I. School Culture	A. Vision and Mission	☐	☐
	B. Intended Student Population	☐	☐
	C. Student Recruitment and Enrollment	☐	☐
	D. Demonstration of Community Support and Demand for the Application	☐	☐
	E. School Culture Plan	☐	☐
	F. Student Discipline	☐	☐
	G. Student Attendance and Family Involvement	☐	☐
	H. School Schedule and Calendar	☐	☐
	I. Supplemental Programming and Community Partnerships	☐	☐
Section II. Educational Program	A. Pedagogy and Instructional Strategies	☐	☐
	B. Curriculum	☐	☐
	C. Scope and Sequence	☐	☐
	D. Culturally Responsive and Sustaining Education	☐	☐
	E. Assessments, Progress Monitoring, and Pupil Performance	☐	☐
	F. Promotion and Retention Policies	☐	☐
	G. Intervention and Acceleration	☐	☐
	H. Special Education	☐	☐
	I. Gifted and Talented	☐	☐
	J. Multilingual Education	☐	☐
Section III. Teaching	A. Teacher Recruitment, Hiring, and Retention	☐	☐
	B. Teacher Coaching	☐	☐
	C. Teacher Evaluation	☐	☐
	D. Professional Learning	☐	☐

Section IV. School Management and Leadership	A. Leadership Capacity and Sustainability	☐	☐
	B. Organizational Structure	☐	☐
	C. Leadership Coaching and Evaluation	☐	☐
Section V. Governance, Operations and Budget	A. School Accountability Committee and Collaborative School Committee	☐	☐
	B. Charter School Board Capacity and Structure	☐	☐
	C. Charter School Oversight	☐	☐
	D. Charter School Board Status and Compliance	☐	☐
	E. Employment Policies	☐	☐
	F. Operations – Transportation	☐	☐
	G. Operations – Student Safety	☐	☐
	H. Operations – Insurance Coverage	☐	☐
	I. Operations – Food Service	☐	☐
	J. Facility	☐	☐
	A. Budget Narrative	☐	☐
	Section VI. Waivers	B. District Policy Waivers	☐
A. State Statute Waivers		☐	☐
Section VII. Replication and Multiple School Organizations (If Applicable)	A. MSO Performance and Capacity	☐	☐
	B. Shared Personnel and/or MSO Personnel	☐	☐
	C. MSO Finance	☐	☐
	D. MSO Long Term Planning	☐	☐
	E. MSO Governance	☐	☐
Section VIII. Third Party Service Providers Addendum (If Applicable)	A. Third Party Service Provider Selection and Track Record	☐	☐
	B. Third Party Service Provider Legal Relationship	☐	☐
	C. Third Party Service Provider Organizational Structure	☐	☐
Appendices	Appx. A – Letter of Intent (copy of LOI submitted)	☐	☐
	Appx. B – Copy of Completed Application Checklist	☐	☐
	Appx. C – School Facility Questionnaire	☐	☐
	Appx. D – Charter School Board Member Questionnaire	☐	☐

	Appx. E – Evidence of Support from Families, Community Groups, Teachers & Pupils	☐	☐
	Appx. F – Discipline Policy	☐	☐
	Appx. G – School Year Calendar	☐	☐
	Appx. H – Comprehensive Student and Teacher School Day Schedules	☐	☐
	Appx. I – Year Long Scope and Sequence for One Core Subject	☐	☐
	Appx. J – Detailed Unit Overview for Single Unit	☐	☐
	Appx. K – Year 1 Course List (High Schools Only)	☐	☐
	Appx. L – Annual and Interim Performance Goals	☐	☐
	Appx. M – Teacher Evaluation Tools	☐	☐
	Appx. N – Job Descriptions for all Leadership Team Positions	☐	☐
	Appx. O – Resumes for all Identified Leadership Team Members	☐	☐
	Appx. P – School Organization Chart	☐	☐
	Appx. Q – Staff Roster	☐	☐
	Appx. R – School Leader Evaluation Tool	☐	☐
	Appx. S – Resumes of All Proposed Board Members	☐	☐
	Appx. T – Articles of Incorporation & Bylaws	☐	☐
	Appx. U – Conflict of Interest Policy	☐	☐
	Appx. V – Grievance Process and Policy	☐	☐
	Appx. W – Parent Complaint Process	☐	☐
	Appx. X – Personnel Policies or Employee Manual	☐	☐
	Appx. Y – Lease Agreement or Memorandum of Understanding (if applicable)	☐	☐
	Appx. Z – MSO Academic Performance Data	☐	☐
	Appx. AA – MSO Enrollment and Engagement Data	☐	☐
	Appx. BB – Authorizing Evidence and Most Recent Authorizer Performance/Evaluation/Renewal Reports	☐	☐
Appx. CC – Shared Staff Organizational Chart & Staff Roster	☐	☐	

	Appx. DD – CEO/ED Evaluation Tool (<i>if applicable</i>)	☐	☐
	Appx. EE – Financial Audit of Third Party Service Provider (if applicable)	☐	☐
	Appx. FF – License Authorizing Business in Colorado (if applicable)	☐	☐
	Appx. GG – Draft of Management Agreement (if applicable)	☐	☐
Electronic copy of completed budget template		☐	☐
Electronic copy of completed budget template (80% contingency)		☐	☐

DENVER
PUBLIC
SCHOOLS

School Name:					
Primary Contact for Facility Planning:					
Telephone:			Email:		
Grade levels and ideal student enrollment estimates for the first five years:					
	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Grades					
Enrollment					
Region:					
Description of the facility/ies under consideration including available square footage and quotes (for years 1-5) from property owners:					
Facility #1:					
Facility #2					
Facility #3					
Are you interested in investigating the possibility of occupying a district-owned facility should a district-owned facility be available? ☐ Yes ☐ No					

Classroom Requirements Years 1-3:		
How many students will you have per classroom on average? ____		
Number of full size classrooms you will need each year as you grow out – include core, special education, and elective classroom but not gym.		
Year 1	Year 2	Year 3

Administrative/Support Spaces		
Main Office	☐ Yes	☐ No
If yes, list number of private offices needed (e.g., principal, AP, etc.):		
Satellite Office	☐ Yes	☐ No
Work Room/Copy Room	☐ Yes	☐ No
Teacher Work Room(s)	☐ Yes	☐ No
If yes, list number of teacher work/planning rooms needed:		
Specialty Classroom Needs		
Number of science labs:		
Number of art rooms (with or without kiln):		
Number of computer labs:		
Library Media Center (LMC)	☐ Yes	☐ No
Performance/Dance Room	☐ Yes	☐ No
Auditorium	☐ Yes	☐ No
Other (list room type and number):		
Physical Education/Athletic Requirements		
Gymnasium	☐ Yes	☐ No
Locker Rooms	☐ Yes	☐ No
Weight Room	☐ Yes	☐ No
Field(s) – soccer, football, multipurpose	☐ Yes	☐ No
Baseball Field	☐ Yes	☐ No
Softball Field	☐ Yes	☐ No
Other (please list):		
Other Needs		
Playground(s)	☐ Yes	☐ No
Large space for class/school assemblies (e.g., morning meeting, cafeteria)	☐ Yes	☐ No
Spaces not addressed and/or special considerations:		

Appendix D: Charter School Board Member Questionnaire

(To be completed individually by each proposed board member for the Charter School)

The purposes of this survey are: 1) to supply pertinent information to the application review team; 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and 3) to identify any potential conflicts of interest you may have as a board member.

Conflict of Interest

The information requested below is being requested to identify any potential conflicts of interest that you may have as a board member. This is in alignment with best practices in non-profit and charter school governance and is also DPS policy for its board members. If the charter school is approved, any conflicts of interest that are identified must be addressed by the charter school in alignment with its board conflict of interest policy.

Background/Criminal History Checks

Background checks are an important volunteer management tool for charter schools. The safety of students, employees, and board members is of utmost importance. Moreover, the judicious oversight of the school's finances and operations is among the governing board's main responsibilities. In addition, it is DPS policy to conduct a background check on all volunteers who are working with our schools. In keeping with that policy, if the charter school is approved, DPS will request that the school conduct background checks with their volunteers, including board members.

Contact Information

Name of charter school:	
Your Name:	
Home Address:	
City/State/Zip:	
Telephone:	
Email:	
Employer:	
Employer Address:	

Employer City/State/Zip:	
-----------------------------	--

Are you a Colorado resident?	☐	Yes	☐	No
Will (or do) any of your children attend this public charter school?	☐	Yes	☐	No
If yes, how many?				
Will you be able to attend regularly scheduled board meetings?	☐	Yes	☐	No
Check your highest education level:				
☐ High School/GED ☐ Associate's Degree ☐ Trade/Business School ☐ BA or BS Degree ☐ Master's Degree ☐ MD, DO, JD, Ph.D., etc.				
Please check each area of expertise you would contribute to the board:				
☐ Community Service ☐ Education ☐ Finance ☐ Fundraising ☐ Law ☐ Management ☐ Marketing ☐ Personnel ☐ Public Relations ☐ Parent Involvement Programs ☐ Other:				

As a reminder, board member resumes should be attached in Appendix D.

Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School. ☐ Yes. ☐ No.

If yes please list the board(s) and date(s) of service.

2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? ☐ Yes. ☐ No.

If yes, please explain.

3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner? ☐ Yes. ☐ No.

If yes, please describe.

4. Do you or any immediate family members⁵¹ have any contractual agreements with the School? ☐ Yes. ☐ No.

If yes, please describe.

5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? ☐ Yes. ☐ No.

⁵¹ "Immediate Family Member" is defined as a "party related to a director," and "shall mean a spouse, a descendent, an ancestor, a sibling, the spouse or descendent of a sibling, an estate or trust in which the director or a party related to a director has a beneficial interest, or an entity in which a party related to a director is a director, officer, or has a financial interest."

If yes, please describe.

6. Will you or any member of your immediate family be leasing or selling any real property to the School? ☐ Yes. ☐ No.

If yes, please explain the arrangement in detail.

7. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? ☐ Yes. ☐ No.

If yes, please describe.

8. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School)? ☐ Yes. ☐ No.

If yes, please describe.

9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? ☐ Yes. ☐ No.

If yes, please describe.

10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School? ☐ Yes. ☐ No.

If yes, please describe.

11. Do you or an immediate family member know any individual(s) or entity (ies) that does or plans in the next year to engage in business or any exchange of services with the School?
☐ Yes. ☐ No.

If yes, please describe.

12. Other than your current board position, do you currently serve as an elected or appointed public official? ☐ Yes. ☐ No.

If yes, please describe.

13. Do you currently serve with any other board, group or corporation that has an interest in the actions you would take as a member of the board? ☐ Yes. ☐ No.

If yes, please explain.

14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? ☐ Yes. ☐ No.

If yes, please explain.

15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in an independent manner?
☐ Yes. ☐ No.

If yes, please describe.

School Mission and Program:

1. What is your understanding of the school's mission and guiding beliefs?
2. What is your understanding of the school's proposed educational program?
3. What do you believe to be the characteristics of a successful school?

Governance:

1. Why do you wish to serve on the board?
2. What is your understanding of the appropriate role of a public charter school board member?
3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.
5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interests of the school?

Certification:

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Denver Public Schools, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

/s/

Signature

Date

Additional Information for Applicants:

Information for Applicants: Per-Pupil Funding

Per Pupil Revenue. Each school founded after fiscal year 2003-2004 receives a per pupil revenue which is based on the school's specific at-risk percentage. Beginning with the 2021-2022 school year, in addition to students who qualify for free lunch, students who qualify for reduced-price lunch will also be included in the at-risk count. If a **school's at-risk percentage** is above or below the **district average at-risk percentage** the school's PPR will be correspondingly increased or decreased relative to the District PPR. CDE's estimate for the current years' (FY23-24) district average at-risk percentage is 58.00% and the FY23-24 District PPR amount is \$10,869.42. The budget template provided to you will automatically calculate your school-specific PPR based upon your Projected Free and Reduced Lunch (FRL) Percentage entered into the template. Once you've entered a value, check the "School's PPR" tab to view your adjusted PPR.

<https://www.cde.state.co.us/cdefinance/charteratrisk>

School Finance Act Formula Per-Pupil Revenue



Base Funding. The state determines this District-wide figure based on a cost of living factor, a personnel cost factor and a size factor (all as measured or determined by the state).

School Specific At-Risk Formula Factor (alternate at-risk funding calculation). The alternate at-risk funding calculation applies to all charter schools that are:

- Newly created as of FY 2004-05 or thereafter;
- In a district that has retained exclusive chartering authority; and
- In a district that has an at-risk percentage greater than 40%.

The intent of the alternate at-risk funding calculation is to provide at-risk funding based on the at-risk population served by the charter school.

The school-specific at-risk formula factor is provided by the CDE and is based on the following factors:

- District Total At-Risk Funding
- District Funded Pupil Count
- District At-Risk %
- District At-Risk Formula Factor
= District Total At-Risk Funding (a) / District Funded Pupil Count (b)
- School Funded Pupil Count K-12
- School At-Risk Pupil Count K-12
Students eligible for free or reduced lunch
Based on audited count submission to CDE
- School K-12 Membership
- School At-Risk %
= At-Risk Pupil Count (f) / K-12 Membership (g)
- School At-Risk Formula Factor
= District At-Risk Formula Factor (d) / (School At-Risk % (h) * District At-Risk % (c))

Negative Factor. Starting in FY 2010-11, an additional factor was included in the school finance formula. This factor acts as a reduction to other existing factors and shall not reduce any base per pupil funding districts receive through the school finance formula.

Information for Applicants: Mill Levy Funding

Denver Public Schools currently receives five Mill Levy Overrides (MLOs) from years 1998, 2003, 2012, and 2016, and 2020. Years 1998, 2003, and 2012 have been combined into "Other MLO" for funding and calculations. The 2016 and 2020 MLOs show as separate funding streams for payments and calculations. In addition, MLO Equalization is an agreement that DPS has with the charter schools in response to the 2005 MLO passed for ProComp. Denver voters passed an MLO for ProComp that was not available to charters. In the pursuit of equity DPS agreed to give additional funding to charters for teacher pay.

Charters will have access to all components of these MLOs through either a distribution of funds or through a credit to the standard facility use rate charged by the District. The per pupil funding amounts for each component of each mill are determined by identifying the total eligible student count and then dividing funds evenly across eligible students. Funds dedicated to instructional supports and kindergarten are prioritized for students qualifying for free and reduced lunch.

The following calculations are estimates based on district projections (amounts are also listed in the budget template):

Year	Category	Students Funded	Per Pupil
Mill Levy Equalization	Great Teachers	Per ECE-12 Student	\$72
Other MLO	Technology	Per ECE-12 Student	\$61
Other MLO	Textbooks	Per K-12 Student	\$120
Other MLO	Kindergarten	Per Kindergarten FRL Student	\$1674
Other MLO	High Poverty	Per Certified Free Lunch Student	\$111
Other MLO	Arts/PE/Enrichment	Per ECE-12 Student	\$410
Other MLO	Tutoring (Non-FRL)	Per ECE-12 Student	\$86
Other MLO	Other Instructional Supports	Per K-12 Student	\$55
2016	Early Literacy Support	Per ECE-3 Student	\$40
2016	Ready for College/Career	Per 9-12 Student	\$236
2016	Classroom Technology	Per ECE-12 Student	\$18
2016	Great Teachers	Per ECE-12 Student	\$97
2016	Support for Whole Child	Per ECE-12 Student	\$8
2020	Facilities	Per K-12 Students	\$799
ECE Classroom Funding	Per Classroom	Per Classroom of 16 ECE Students	\$150,175 per classroom

Information for Applicants: Sample Intent to Enroll Form⁵²

This confidential Intent to Enroll Form is used to demonstrate interest in having your child(ren) enroll at _____. Signing this Intent to Enroll does not obligate the student to attend _____ nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child(ren) in this school in the event that Denver Public Schools approves the applicant's proposal to open _____ in the fall of 2025.

Parents and guardians should understand that **this school has not yet been approved**. The DPS Board of Education must vote to approve any new school (regardless of school type), which typically occurs in June of each year.

School Information			
School Name:			
Grades Served:			
Proposed Regional Location:			
Anticipated Opening Date:			
School Leader/Contact:			
Parent/Legal Guardian Information			
Parent/Legal Guardian's Name(s):			
Primary Phone:			
Email:			
Student's Home Address			
Street Address:			
City:	State:	Zip Code:	
Student(s) Information:			
Please list each child whom you are interested in enrolling in the school. "Zoned School" refers to the school your student would attend based on where they live.			
Student's Name:	Age:	Grade in fall 2025:	Zoned School:
Student's Name:	Age:	Grade in fall 2025:	Zoned School:
Student's Name:	Age:	Grade in fall 2025:	Zoned School:

Parent/Legal Guardian Name (Print) _____

Parent/Legal Guardian (Signature) _____

Date ____/____/____

⁵² DPS recommends converting this Intent to Enroll Form into a digital format in accordance with health and safety recommendations due to the pandemic.