



Doral Academy



of Colorado

DORAL

Doral Academy

Arts Integration Education

Performing Arts / STEAM

**Proposed Jefferson County Public School of Choice
Performing Arts / STEAM
Arts Integration Curriculum**

Grades K-12

**Charter School Application Submitted to:
Jefferson County School District, Colorado**



Application Date: August 14th, 2015

August 14, 2015



of Colorado

Doral Academy of Colorado

Charter School Application Introduction

Submitted to: Jefferson County, Colorado

“Students’ capacity to create and express themselves through the arts is one of the central qualities that make them human, as well as a basis for success in the 21st century.”¹ Doral Academy of Colorado seeks to illuminate the Arts for our children by utilizing Arts Integration Instructional Methods with a standards aligned curriculum. Doral Academy of Colorado (DAC) is proposed to be a Jefferson County Public School of Choice for grades K-6 initially, adding grades 7-12 in subsequent years. DAC Founding Members believe strongly in the proven replicated Doral Academy Inc. model that has over 17 years of success currently in the states of Florida and Nevada. DAC will have continual access to knowledge and support from 9 current Doral Campus Locations to guide the opening of DAC in Jefferson County, CO.

DAC community outreach has informed us current available performing arts school options are not readily available within Jefferson County. DAC looks forward to partnering with The Arvada Center for the Performing Arts, The Colorado School of Mines, the Rock of Life Music Academy, and many more Jefferson County local businesses to create a new innovative educational option for the children of Jefferson County. The Founding Members of DAC are pleased to present the enclosed charter application to the Jefferson County School District’s Board of Education, seeking a charter contract to begin in August 2016.

This application has been prepared in compliance with the Colorado Revised Statutes, the Colorado Charter School Act, and is consistent with the requirements of this Act, Jefferson County Public School policies and procedures, and all applicable state, federal, and local laws, regulations, and policies. It is our belief this charter school application for DAC is correct and complete. However, should the Board of Education of Jefferson County Public Schools require more details, we will provide the relevant data in a timely fashion.

Our team looks forward to working with the Jefferson County School District throughout the application process to offer a new school of choice to the children of Jefferson County, Colorado.

Sincerely,

A handwritten signature in blue ink, appearing to read "Maria Keefe", with a long horizontal flourish extending to the right.

Maria Keefe, Founding Member of Doral Academy of Colorado

Phone: (303) 518-0139

Email: mariackeeffe@gmail.com

Doral Academy of Colorado

Proposed Arts Integration Charter School



July 1, 2015

Doral Academy of Colorado
c/o Maria Keefe
12746 West 85th Circle
Arvada, CO 80005

Jeffco Public Schools
1829 Denver West Drive #27
Golden, CO 80401
303-982-6500

Re: Letter of Intent to Form a Charter School

Dear Staff and Board Members:

Please accept this letter of intent to submit a charter school application, which is proposed to be located in Jefferson County, CO. The name of the proposed charter school is Doral Academy of Colorado. Doral Academy of Colorado will have a focus on the arts. Doral Academy of Colorado will be replicating the high achieving successful Doral Academy Inc. Charter School Network. Doral Academy of Colorado will submit a charter application for K-12 student enrollment with projected gradual enrollment based on community interest.

As a member of the founding committee, I have volunteered to be the liaison with the Authority.

My name is Maria Keefe and my contact information is as follows:

Email: mariackeeffe@gmail.com
Phone: (303) 518-0139
Home Mailing Address: 12746 West 85th Circle
Arvada, CO 80005

We look forward to proposing a new school of choice and working within Jefferson County, CO.

If you need any additional information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Maria Keefe", with a long horizontal flourish extending to the right.

Maria Keefe
Committee to Form Member - Doral Academy of Colorado



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A. Executive Summary

“Students’ capacity to create and express themselves through the arts is one of the central qualities that make them human, as well as a basis for success in the 21st century.”¹ Despite the general understanding that the Arts are a powerful tool for enriching academic content, Jefferson County currently lacks a charter school that explicitly uses Art Integration as a tool for providing today’s students with the tools to become tomorrow’s leaders in creativity and innovation, while also supporting a system of high academic achievement for all learners.

Doral Academy of Colorado (DAC) seeks to fill this gap through its application to the Jefferson County School District (JCSD) for an Arts Integration charter school for grades K-6 initially, and grades 7-12 in future years. DAC’s Committee to Form (CTF) is pleased to present the enclosed charter application to the Jefferson County School District’s Board of Education, seeking a 4-year charter contract to begin in August 2016. DAC’s proven Arts Integration model will provide an exciting choice for students and families, while maintaining high standards of academic achievement. This application is the product of a joint effort between dedicated parents and equally-committed community members and school partners.

This application represents the CTF’s thoughtful process to collaboratively design an exceptional Arts Integration school with support from national leaders in Arts Integration. DAC’s application also exemplifies high levels of collaboration with JCSD to support DAC’s array of services to support high achievement for all students. Most importantly, DAC has positioned itself for success through its careful plan to use and protect public funds through appropriate oversight from a system of strong board governance and sound financial management practices.

¹ Partnership for 21st Century Skills Report (2010), available at http://www.p21.org/storage/documents/P21_arts_map_final.pdf.



Vision

Doral Academy of Colorado seeks to develop students who are college and career ready, having the skills to communicate, collaborate and think critically.

Mission

The mission of Doral Academy of Colorado is to maximize student potential using an arts-integrated curriculum to educate the whole child. DAC will actively engage families and the community in this pursuit.



Doral Academy of Colorado: Year One to Year Five

DAC will have an anti-discriminatory open admissions policy and initially open its doors to any and all students qualifying to attend a traditional public school in grades K-6 in its first year, adding grades 7 and 8 in later years. DAC’s demographics are expected to be representative of the targeted JCSD population. In grades K-5, DAC will have a ratio of 25 students to 1 teacher. In grades 6-12, DAC will have a ratio of 30 students to 1 teacher. DAC’s targeted geographic region is the Northeast Jefferson County area which primarily includes the following zip codes: 80002, 80003, 80004, 80005, 80007, 80021, and 80403.

In year one of operation, there will be three classes per grade level for K-3 totaling 75 students. In grades 4-5, there will be two classes totaling 50 students. In grade 6, there will be two classes totaling 60 students. DAC’s growth plan is as follows:

DAC Five Year Enrollment Plan					
Grade Level	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Kindergarten	75	75	75	75	75
1 st Grade	75	75	75	75	75
2 nd Grade	75	75	75	75	75
3 rd Grade	75	75	75	75	75
4 th Grade	50	75	75	75	75
5 th Grade	50	50	75	75	75
6 th Grade	60	60	60	90	90
7 th Grade	0	60	60	60	90
8 th Grade	0	0	60	60	60
9 th Grade	0	0	0	60	60
10 th Grade	0	0	0	0	60
11 th Grade	0	0	0	0	0
12 th Grade	0	0	0	0	0
Total Student Enrollment	460	545	630	720	810



Governance

The Committee to Form (CTF) consists of parents interested in attending the school, experienced educators, professionals in the fields of Science, Technology, Engineering, and Mathematics, accounting and bookkeeping specialists, and experienced business owners. Once the charter is granted the CTF will transition into the Governing Board of Directors (Board). The Board of DAC was strategically formed to contain the experience, knowledge, and community members necessary to successfully support the school's formation and operation.

The Board will oversee all aspects of the school's operation to ensure that the Mission, Vision and Goals are being met. The Board will implement a plan to identify qualified candidates for the administrative positions at the school that will oversee the day to day operations of the school. The Board will also oversee the fiscal management of the school. To support its financial stewardship, the Board will retain a Management Service Provider (MSP), Academica, to work together as a team to develop financial policies and practices that will help secure the DAC's financial future.

Under the supervision of the Board, Academica will be responsible for the DAC's bookkeeping and financial reporting. Academica will also be assigned by the Board to bid out third-party services that the school requires including an independent audit firm. Once all bids have been received, Academica will present the proposed contracts and pricing to the Board for their decision. The Principal of DAC will be responsible for overseeing portions of the budget that are within his/her control such as expenses related to office supplies, travel, copier, etc, and review this budget with Academica on a bi-monthly basis.

DAC will have a system of checks and balances for financial management of school funds. DAC will adopt a Purchase Order (PO) System in which a PO will be made out for every school purchase. Additionally the school will require two authorized signatures for any school purchase of over \$2,500. Authorized signers for school purchases will include the Board Chair, Vice Chair, Board Treasurer, Principal and approved Academica personnel. The two authorized



signatures cannot come from more than one Academica employee. DAC will adopt a financial policy and procedures manual to carefully manage cash transactions at the school.²

Management Service Provider

The Committee to Form (CTF) has elected to hire an experienced and successful management service provider to assist in the planning and creation of a new charter school. After a diligent process, the CTF chose Academica because they have managed the creation, growth and expansion of several successful Charter School models in multiple states and were the best fit for DAC. In addition, the Committee feels that Academica's services in assisting the Board with financial management, financial oversight, board meeting management and statutory compliance will complete tasks that otherwise require the Board to hire additional staff and will allow the school principal to maintain their primary focus on the school's academic success.

Academica is one of the nation's longest-serving and most successful educational management service providers. The Company was founded in 1999 on the principle that each charter school is a unique educational environment governed by an independent Board of Directors that knows the right path for its school, and Academica's mission is to facilitate that Board's vision. In order to facilitate this mission, Academica's comprehensive services include financial services, facilities, human resources, public relations, strategic planning, accountability, and board facilitation. Staffed by skilled professionals in education, finance, human resources, and law, Academica guides charter schools throughout their development. Academica's services to manage operations allows the Principal to focus on day-to-day school operations. The Principal's priority focus becomes curriculum and instruction; with this support and knowledge of best practices of operations schools become highly successful.

DAC Curriculum

DAC plans to replicate the highly successful curriculum model of Doral Academy Inc. (Doral Inc.).³ The Doral Inc. affiliation is a key partner in the success of the curriculum

² Attachment G.2 Financial Policies and Procedures Handbook

³ Attachment E.7 Draft Doral Inc. Affiliation Agreement



development plan. Doral Inc. has successfully opened and implemented this curriculum model and best practices at their schools in Florida and Nevada. The Doral curriculum model includes four key components:

1. **Standards Aligned Curriculum** (to the state in which the school is located. Nevada and Florida each have aligned their ELA and Math Curriculum to the Common Core Standards and Science to Next Generation Science Standards, thus making the program easily replicable);
2. **Arts Integration:** Arts integration are the best practices instructional strategies and methods utilized to teach the curriculum, it fuses an art form (drama, music, art, etc.) within the learning process;
3. **Basal Textbooks and Other Support Materials:** standards aligned materials that support learning;
4. **Data Driven Instruction Model:** Doral Inc. has the philosophy that their schools should meet the needs of the community in which they are located and the students they serve.

Thus, the affiliation agreement provides support in best practices in implementing: a standards aligned curriculum, arts-integration best-practices, data driven instructional model, positive behavioral support, support in starting a new school, staff training, etc. With this support, each Doral school is provided the freedom to plan their own course scope and sequences and select the type of art-form (instructional strategies) that will be implemented in year one that will be built upon in the following years. This model allows DAC to best to meet the needs of its unique community and students while having the support to ensure success.

School Culture

The school culture at DAC reflects the values expressed in the school's mission and vision. Following the model set other successful Arts Integration schools, DAC challenges all maximize their individual potential having the skills to communicate, collaborate, and think critically preparing students to be college and career ready DAC Academy is committed to engaging partnerships between parents, teachers, and the community.

A student at DAC will experience school as a safe and positive learning environment. She arrives at school and enters the classroom respectfully, ready to start her day. She is



responsible for her belongings and homework, and knows the classroom routines and expectations because they have been thoughtfully taught and practiced. She experiences engaging and creative lessons through a variety of formats, including direct instruction, application through the Arts, small group or partner work, and hands-on inquiry, intentionally planned and developed by the teacher to suit the needs of the students and the content or skills being learned. She enjoys the times when her collaborative group gets to perform their tableau for the class. The classroom library is filled with books she wants to read and she looks forward to the weekly visit to the school library. She moves from homeroom to specials classes such as Music, Dance, Theater, Art or PE, where she is exposed to the arts and learns about other cultures, science, and math through the arts.

She attends lessons within her homeroom for all core content areas, with flexible grouping within the class for differentiation and support. She knows that math is hard for her, and is glad that she gets extra help from the teacher or the aide in small group work. She notices that some students leave the room for extra help but she doesn't realize that these students are receiving special education services.

At the end of the day, she is responsible for gathering her belongings, cleaning up her area and helping with classroom chores. She has a planner that she fills out to record her homework and other information. Her teacher writes a note in her planner telling her parents that she had a great day! She is proud of her work and remembers to take her math worksheet for homework. She grabs the book she was reading when she finished her classwork, so she can continue reading at home after she finishes her homework. She knows she needs to read for at least 20 minutes tonight but she is looking forward to finishing the book. She follows the class outside and finds her mom in the carpool line. She tells her mom what tableau she performed in class today and what she learned – which she remembers because of the unique artistic way she was able to demonstrate mastery of the concept – and who she played with at recess.



Professional Development

DAC understands the importance of high quality professional development for its teachers and leaders, both in the start-up phase and ongoing. The school is committed to providing training in curriculum, content mastery, standards, classroom management, and leadership development. The Principal, Special Education Teacher, Arts Integration Coach/Lead Teacher, and ELL Coordinator/Teacher will provide professional development in the following areas, including, but not limited to:

- Arts Integration
- Curriculum
- State Standards
- Positive Behavioral Support Classroom Management
- Special Populations (Special Education, Gifted and Talented, English Language Learners, Section 504, Educationally Disadvantaged, etc.)

Conclusion

DAC's application represents a thoughtful plan to design a high quality Arts Integration charter school with the appropriate structures to support DAC's goals. This foundation makes DAC well-positioned to realize its Vision to develop students who are college and career ready, having the skills to communicate, collaborate and think critically.



B. Vision and Mission Statements

The Doral Academy of Colorado (DAC) Committee to Form (CTF) developed the Mission and Vision visiting the Doral Academy of Nevada campuses and researching other Doral Academy mission and visions. The committee went through a brainstorming process and a series of edits and drafts to develop the following Mission and Vision statements.

Vision

Doral Academy of Colorado seeks to develop students who are college and career ready having the skills to communicate, collaborate and think critically.

Mission

The mission of Doral Academy of Colorado is to maximize student potential using an arts-integrated curriculum to educate the whole child. DAC will actively engage families and the community in this pursuit.



C. Goals, Objectives and Pupil Performance Standards

DAC’s Committee to Form (CTF) developed several over-arching goals to guide the school. The goals address accreditation performance indicators, student performance standards, and organizational management goals. All goals were designed with the DAC mission in mind, “The mission of DAC is to maximize student potential using an arts-integrated curriculum to educate the whole child. DAC will actively engage families and the community in this pursuit.”

The CTF evaluated the academic performance data of schools in the target area. Utilizing data from the Office of Assessment & Evaluation, the CTF found that schools had a range of performance levels. In the target area, elementary schools students who are performing “At or Above Proficiency” range from 57.58% to 91.88% in reading and 32.89% to 93.46% in math, while secondary “At or Above Proficiency” rates range from 48.45% to 91.32% in reading to 33.03% to 83.2% in math.”⁴

Student Performance Goals

Goal One- Eighty (80) percent of students enrolled at the school for three consecutive years will achieve adequate or advanced status on the state’s annual assessment. This goal applies to students who upon the third consecutive year of enrollment, are registered in the third through eighth grade. Goal will be measured through the state’s annual assessment to determine whether DAC meets the CO Adequate Growth Model.

Goal Two- Eighty (80) percent of students will demonstrate one year’s growth in Reading and Mathematics as measured by the school’s chosen standardized assessment(s)/universal screener(s). This goal will be measured by the school’s chosen standardized assessment(s)/universal screener(s). These screeners will be used for benchmark screening and progress monitoring to ensure academic gains for students.

Goal Three- If an achievement gap exists between students in targeted at-risk student subgroups (economically disadvantaged, English Language Learners, Students with Disabilities and other at-risk groups) and the general student population, the school will work to decrease the achievement gap between each subgroup and the general student population by 30% (without

⁴ Attachment D.2 Targeted General Location School Data



reducing the rigor and performance of the general student population). This goal will be measured by the schools chosen measured by the school's chosen standardized assessment(s)/universal screener(s). These screeners will be used for benchmark screening and progress monitoring to ensure academic gains for students.

Goal Four- One-hundred (100) percent of teachers will participate in formal professional development for the school-wide Arts-Integration strategies annually.

The CTF believes that the school's goals, objectives, and means of measuring student performance on a specific subject and grade levels should be developed annually by the school administration and faculty. Since DAC will use data to drive instruction and measure performance, the specific goals per grade level and subject area will be based off this data. In the school's first year of operation, using the school's chosen universal screener, the school will collect baseline data. Once the school has baseline data, it will develop its Reading, Writing, and Mathematics Goals with the Colorado Academic Standards, Arts Integration, and over-arching goals in mind. Additionally, grade-levels will develop specific measurable objectives for other subjects.

Organizational Management Goals

Goal Five- On annual survey, 80% of parents and teachers will rate the school climate and culture satisfactory or higher. The survey will be measured by Likert scale, and reported to the Governing Board.

Goal Six- Eighty (80) percent of classroom teachers will be retained, excluding separations for health and family reasons. This goal will be measured by personnel records.

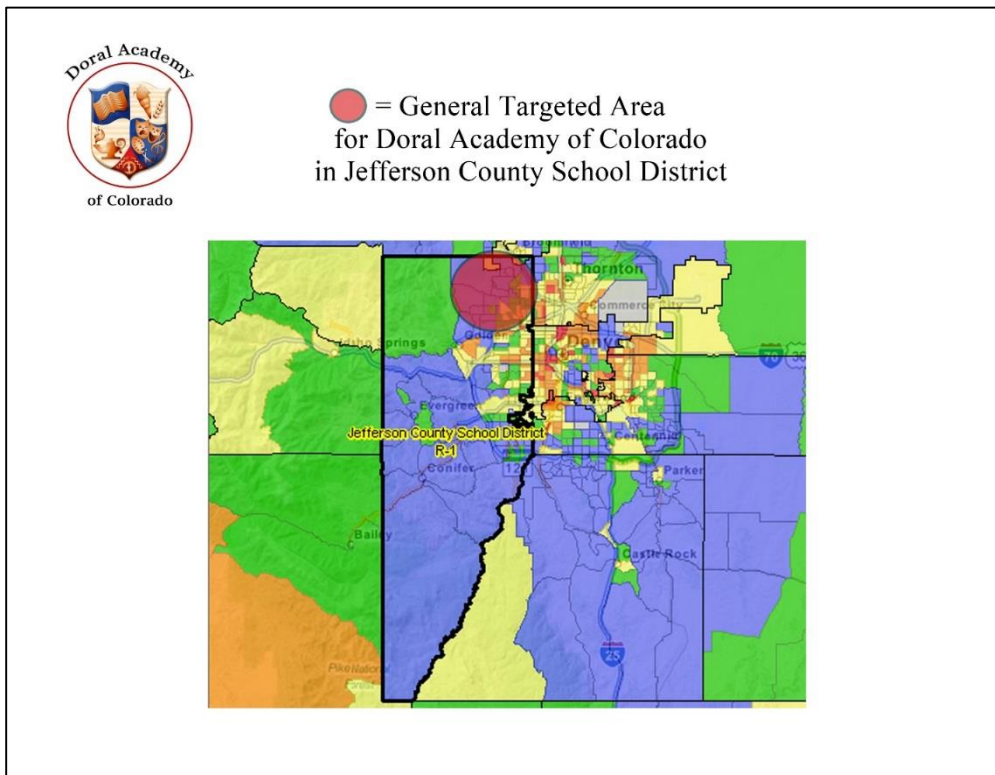
Goal Seven- Each Governing Board member will participate in a minimum of four (4) hours of professional development every year. Board governance professional development targets will include open government, conflicts of interest, ethics, and financial responsibilities.



D. Evidence of Support

DAC plans to provide a new charter school adding a new excellent education choice for the children of Jefferson County School District (JCSD). DAC will have an anti-discriminatory open admissions policy serving any student in grades K-12 (K-6 in the first year with additional grades added in later years), who would qualify to attend a traditional public school in Colorado. The School will not discriminate on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, or need for special education services in DAC's school admissions policy. Although the School is open to all Colorado students, the proposed target populations are those who will be attending grades K-6 and living in the Jefferson County School District. The targeted geographic region primarily includes the following zip codes: 80002, 80003, 80004, 80005, 80007, 80021, and 80403.

DAC is proposing to locate its facilities in the Northeastern region of the Jefferson County, Colorado metropolitan area (as highlighted in the yellow circle on the map below).





JCSD educates more than 86,000 students and currently has 154 schools. Based on demographic data from DAC’s Targeted General Location, the on average the FRL population is 28.09%, the ELL population is approximately 5.01%, Gifted and Talented is on average 9.75%, and Students with Disabilities is approximately 8.78%.⁵

DAC’s demographics are expected to be representative of the targeted JCSD population.⁶ DAC is proposing to open in fall 2016 with 460 total pupils enrolled. Enrollment would break down as follows for the first five years of DAC’s enrollment starting in August of 2016:

DAC Five Year Enrollment Plan					
Grade Level	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Kindergarten	75	75	75	75	75
1 st Grade	75	75	75	75	75
2 nd Grade	75	75	75	75	75
3 rd Grade	75	75	75	75	75
4 th Grade	50	75	75	75	75
5 th Grade	50	50	75	75	75
6 th Grade	60	60	60	90	90
7 th Grade	0	60	60	60	90
8 th Grade	0	0	60	60	60
9 th Grade	0	0	0	60	60
10 th Grade	0	0	0	0	60
11 th Grade	0	0	0	0	0
12 th Grade	0	0	0	0	0
Total Student Enrollment	460	545	630	720	810

⁵ Attachment D.2

⁶ Attachment D.2



DAC plans a steady growth pattern over a 5 year period to end in a total of 810 students in the fall of 2020. DAC's CTF members and founding families have coordinated and implemented extensive community outreach in Northeast Jefferson County, CO.⁷ DAC's outreach has involved speaking with hundreds of families during community events and hosting parent information meetings. DAC is actively accepting Letters of Intent online as well as on paper. DAC is preparing the Letter of Intent to be available in Spanish. The online survey link for families to fill out the Letter of Intent: <https://www.surveymonkey.com/r/DACintent>.⁸ Below are the dates listed in which parent information meetings⁹ have been and will be offered prior to the application date of August 14, 2015:

- May 1, 2015 – Parent information Event at Foothills Community Church
- May 9, 2015- Outreach table at King Soopers table at 64th and McIntyre
- May 17, 2015 – Outreach table at Kings Soopers table at 80th and Wadsworth
- June 23, 2015 – Flier hand out at Standley Lake Branch
- July 11, 2015 – Parent information Event at 2nd Saturday Street Festival Tent
- July 16, 2015 – Parent information Event at Arvada Center for the Arts & Humanities
- August 8, 2015 – Parent information Event at 2nd Saturday Street Festival Tent

DAC has recognized the importance of Community Partnerships for the purposes of fundraising, field trips, educational programming partners, and etc. DAC drafted and created a Community Partner Support Document¹⁰ and is currently seeking to gather further signed support letters within the community.¹¹ DAC has preliminary partnerships with the following organizations:

- Doral Academy Inc. Schools
- Kennedy Center for the Performing Arts
- The Arvada Center for the Performing Arts
- The Colorado School of Mines-Geology Museum
- The Eye of the Needle Alpaca Ranch

⁷ Attachment D.1: Letters of Support

⁸ Attachment D.4 Letter of Intent to Enroll

⁹ Attachment D.7 DAC Parent Interest Meeting Flyer

¹⁰ Attachment D.8Community Partner Support Document

¹¹ Attachment D. 9 Community Letters of Support



- Denver Museum of Nature and Science.
- Rock of Life Music Academy

Along with this outreach they have established a school website and Facebook page to offer continual outreach and open communications within the community.¹²

In just 3 months of outreach (with 2 of those months occurring during the summer)¹³, families have expressed a desire for a total of 121 children to sign up for DAC.¹⁴ While only 66 of these students are eligible to enroll in one of DAC's initial grades, developing this level of interest after only 2 outreach events during the school year and a few outreach events scattered throughout the summer demonstrates a strong desire for the Arts Integration model DAC is proposing. This interest, combined with the community support from partners from the local and national Arts community and beyond, demonstrate more than adequate support for DAC's proposed charter school.

¹² Attachment D.5 DAC Website and Attachment D.6 DAC Facebook Page

¹³ DAC will continue to host outreach programs on an ongoing basis to reach families that may have been unavailable over the summer.

¹⁴ Attachment D.3 Parent Enrollment Interest Survey Data



E. Educational Program

Doral Academy of Colorado (DAC) will provide a rich and engaging educational experience for all students. DAC will build a comprehensive K-12 system. In year one, DAC will start with grades K-6 and add additional grades year after year. The school culture will be positive and engaging while allowing students to explore their creativity and reach academically rigorous goals.

Doral Academy Inc. Model

DAC plans to replicate the highly successful curriculum model of Doral Academy Inc. (Doral Inc.).¹⁵ The Doral Inc. Affiliation is a key partnership in the success of the curriculum development plan. Doral Inc. has successfully opened and implemented this curriculum model and best practices at their schools in Florida and Nevada. The Doral curriculum model includes four key components:

1. Standards Aligned Curriculum (to the state in which the school is located. Nevada and Florida each have aligned their ELA and Math Curriculum to the Common Core Standards and Science to Next Generation Science Standards, thus making the program easily replicable);
2. Arts Integration: Arts Integration instructional strategies and methods are best practices utilized to teach the curriculum fusing an art form (drama, music, art, etc.) within the learning process;
3. Basal Textbooks and Other Support Materials: standards aligned materials that support learning;
4. Data Driven Instruction Model: Doral Inc. has the philosophy that their schools should meet the needs of the community in which they are located and the students they serve.

The Doral Academy Inc. Affiliation Agreement provides support in best practices in implementing this curriculum model. The support provided by Doral Inc. includes, but is not limited to: a standards aligned curriculum; developing course scope and sequences; Arts

¹⁵ Attachment E.7 Draft Doral Inc. Affiliation Agreement



Integration instructional strategies and methods; a Data Driven Instructional model; Positive Behavioral Support; support in starting a new school; and staff training. With this support, each Doral school is provided the freedom to plan their own course scope and sequences and select the type of art-form (instructional strategies) that will be implemented in year one that will be built upon in the following years. This model allows DAC to best meet the needs of its unique community and students while having the support to ensure success.

The Doral Academy Inc. curriculum model has been highly successful in the opening of six schools in Florida and two schools in Nevada. Two of the Doral Academy High Schools have been consistently ranked as one of the nation's top schools. Doral Academy Charter High School, Florida continues to be ranked as one of the nation's top high schools according to US News & World Reports. Fifty three percent of their population qualifies for Free and Reduced Lunch and 94% are minorities. Doral Performing Arts and Entertainment Academy continues to be ranked as one of the nation's top high schools according to US News & World Reports. Fifty one percent of their population qualifies for Free and Reduced Lunch and 91% are minorities.



The following is a chart of the academic track record of the Doral Academy Inc. Schools:

Doral Academy, Inc. Data												
Florida's State Accountability Performance Framework grades schools on an A-F scale.												
Nevada's State Accountability Performance Framework grades schools on a 5-1 Star scale.												
School	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04	2002-03
Florida												
Doral Academy, (Elementary)	A	A	A	A	A	A	A	A	A	A	A	--
Just Arts and Management Charter Middle School	A	B	--	--	--	--	--	--	--	--	--	--
Doral Academy Charter Middle School	A	A	A	A	A	A	A	A	A	A	A	--
Doral Academy of Technology	A	A	A	--	--	--	--	--	--	--	--	--
*Doral Academy Charter High School	B	A	A	A	A	A	A	A	B	B	C	A
**Doral Performing Arts and Entertainment Academy	A	A	A	A	A	A	A	A	A	--	--	--
Nevada												
Doral Academy of Nevada (Elementary)	5 Star	--	--	--	--	--	--	--	--	--	--	--
Doral Academy of Nevada (Middle School)	3 Star	--	--	--	--	--	--	--	--	--	--	--
--Indicates school was Not Yet Open.												



Educational Philosophy

Doral Academy of Colorado's educational philosophy is built upon innovative learning methods. Through Arts Integration instruction, the depth of the embedded meaning in the language of the Common Core State Standards is unlocked. Through the arts, (music, dance, theatre, visual arts, and media production) students will be afforded the opportunity to learn in a way that meets their own unique cultural, intellectual, social, and emotional needs. Students' minds will be opened and their understanding deepened through project-based learning. Learning will focus on creativity, problem-solving, collaboration, perseverance, and the ability to work through the rigorous demands, set forth by the CCSS, of numerous conceptual ideas intentionally woven together across content areas. DAC's program is modeled after specific arts-integration learning methods and strategies that have proven successful in raising both student engagement and achievement.

Doral Academy of Colorado (DAC) is committed to engaging all learners by educating the whole person: mind, body, and heart. DAC believes in high standards of achievement, in a culturally responsive school environment, can be realized through active learning by using an arts integrated approach, nurturing a strong sense of belonging to the school.

The No Child Left Behind (NCLB) Act, identifies the arts as core academic subjects. Americans for the Arts (2005) revealed that the American people overwhelmingly believe that arts are vital to a well-rounded education. Yet, despite federal and state policies aimed at promoting the arts and despite the general public's opinion on arts, arts education is disappearing from our schools.¹⁶ The educational philosophy of DAC focuses on bringing back the arts to the classroom through cross curricular integration.

Arts integration blends content and skills between an art form and an academic subject. Arts integration has been positively linked to increased student engagement, motivation, and persistence. The Arts can engage students who are not typically reached through traditional

¹⁶ Holcomb, S. (2007, January). "State of the Arts". www.neatoday.org.



teaching methods, including those from economically disadvantaged backgrounds, reluctant learners, and those with learning disabilities.¹⁷

Arts Integration enables students to make meaningful connections to one another, to themselves, to their world, and to other content areas. Through experimenting with different art forms and processes, students learn to take risks through exploration and to develop flexible thinking skills, envisioning from different vantage points and responding to new possibilities in the creative process.¹⁸ Thus, arts integration cultivates and provides an arena to display the varying multiple intelligences.¹⁹ “Academic mindsets of the students include drive with traits of mastery and persistence, a sense of belonging, and an intrinsic value for learning...strategies for learning, such as variety, visualization, and creative problem solving. The Arts create opportunities for individuals to develop self- confidence and communication skills, and for the community to connect through compassion.”²⁰

The Arts also create a learning place that is inclusive for all students. The benefits of this model extend beyond students. The nature of integration fosters collaboration amongst all stakeholders as learners; students, teachers, parents, administrators, and community. Such collaborative relationships contribute to increased learner satisfaction, interest, and success, and lead to the development of a sense of community of practice in the school.

¹⁷ Deasy, R. J. (Ed.). (2002). *Critical links: Learning in the arts and student achievement and social development*. Washington, DC: The Arts Education Partnership.

Fiske, E.B. (1999). *Champions of change: The impact of the arts on learning*. Washington D.C.: Arts Education Partnership and the President’s Committee on the Arts and the Humanities.

Stevenson, L.M. & Deasey, R.L. (2005). *Third space: When learning matters*. Washington D.C.: Arts Education Partnership.

¹⁸ Fiske, E.B. (1999). *Champions of change: The impact of the arts on learning*. Washington D.C.: Arts Education Partnership and the President’s Committee on the Arts and the Humanities.

Stevenson, L.M. & Deasey, R.L. (2005). *Third space: When learning matters*. Washington D.C.: Arts Education Partnership.

¹⁹ Pearson, B. (October/November 1998). “Busting multiple intelligences myths.” www.artlinks.ie.

²⁰ Simpson Steele, J. (2012). Happy and Vibrant: Noncognitive Factors in Elementary School Arts Integration. Accessed November 23, 2014.

<http://pomakai.k12.hi.us/PdfFiles/Happy%20and%20Vibrant%20%207%2018%2013.pdf>.



Aligning with the Standards

DAC's English Language Arts, Reading, and Mathematics curriculum is based on the Colorado Academic Standards (which are aligned to the Common Core Standards). Doral Inc. schools in Nevada and Florida also have state standards that are aligned to the Common Core in the core areas. The Colorado Academic Standards will be used for all other content areas such as science, social studies, music, visual arts, health, physical education, computer and technology, and Spanish. These standards provide a consistent, clear understanding of what pupils are expected to learn at each grade level. The framework will be taught using Arts Integration Strategies and Methods aligned with the core content overviewed below:

Reading, Writing, and Communicating²¹

Through carefully designed differentiated literacy instruction, DAC's English Language Arts instruction will follow the Reading, Writing, and Communicating Colorado Academic Standards in practices consisting of the following:

- Building a strong reading foundation
- Accessing complex text
- Finding and using text evidence
- Engaging in collaborative conversations
- Writing for different genres

Using a rich range of diverse print and digital media, DAC's reading series, Wonders, provides the instructional support and materials necessary to teach the rigor, intent, and depth needed to fulfill and extend students' literacy learning. For students in middle and high school grades, the school will utilize the SpringBoard Curriculum.

²¹ Please see Attachment E.1.A K-5 Course Descriptions, Attachment E.1.B Middle School Course Descriptions, and Attachment E.1.C High School Course Descriptions for more detail.



Mathematics²²

DAC will follow Colorado Mathematics Academic Standards. The following practices are embedded throughout our mathematics curriculum:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

These mathematical practices are utilized along with DAC's core mathematics program, Investigations, to deepen our students' knowledge in arithmetic, basic facts, but most importantly, mathematical thinking, conceptual understanding, and reasoning. For students in middle and high school grades, the school will utilize the SpringBoard Curriculum.

Science²³

Science instruction revolves around hands-on experiences through the guidance of Next Generation Science Standards. Science instruction will use FOSS kits as well as teacher created units. The FOSS Program bridges research and practice by providing tools and strategies to engage our students in enduring experiences that lead to deeper understanding of the natural and designed worlds.

²² Please see Attachment E.1.A K-5 Course Descriptions, Attachment E.1.B Middle School Course Descriptions, and Attachment E.1.C High School Course Descriptions for more detail.

²³ Please see Attachment E.1.A K-5 Course Descriptions, Attachment E.1.B Middle School Course Descriptions, and Attachment E.1.C High School Course Descriptions for more detail.



Social Studies ²⁴

Social Studies instruction provides foundational skills that are key to building communication, collaboration, and critical thinking. Following the Colorado Academic Standards, teachers will create units and utilize the 21st Century Skills to teach students how to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. In grades K-5, Social Studies Standards will be taught through Thematic Units. In Middle and High School Grade, students will take Social Studies courses.

Scope and Sequence/Pacing Guide

The faculty of the school will develop a scope and sequence or pacing guide for each course. DAC will receive support in Professional Development for setting this process up through the Doral Inc. affiliation. This tool serves as the basis for lesson plan development to ensure that all benchmarks are addressed in a timely manner. The scope and sequence or pacing guide will largely be aligned to the basal text. Teachers will develop and/or provide additional resources such as novels of varying genres, as may be necessary, to teach benchmarks not adequately addressed in the basal text. The faculty of the school will also develop a reading and mathematics instructional focus calendar to provide a framework which enables all faculty and support staff to simultaneously address the same standards.

As teachers plan as grade levels and individually, they will make sure to identify:

1. The overall goal of the Lesson/Unit;
2. What students will understand as a result; and
3. Measurable objectives that align with the: 1). Content Strand (s) and 2) Art Strand.

²⁴ Please see Attachment E.1.A K-5 Course Descriptions, Attachment E.1.B Middle School Course Descriptions, and Attachment E.1.C High School Course Descriptions for more detail.



Common Board Configuration

Teachers will implement Common Board Configuration (CBC) which provides a uniform structured itinerary strategically located in the identical location in each classroom. The CBC helps pupils adapt to instructional routines and procedures. Common Board Configuration includes: bellwork, the Essential Question (EQ), the measurable objective, activities, and homework.

K-5 Electives²⁵

The goal of the K-5 electives is to provide students exposure to many different genres of the arts. The students will be on a rotating schedule to experience these throughout the year. In year one of operation the school may not be able to provide all of these electives, however, as the school expands enrollment, DAC will work to offer all of these specials/electives to provide optimal exposure to the DAC students. The electives are as follows:

Music	Visual and Performing Arts	World Languages	Other Electives
<ul style="list-style-type: none"> ➤ Music ➤ Violin 	<ul style="list-style-type: none"> ➤ Art ➤ Dance ➤ Media Arts ➤ Theatre 	<ul style="list-style-type: none"> ➤ Spanish 	<ul style="list-style-type: none"> ➤ Technology

²⁵ Please see Attachment E.1.A K-5 Course Descriptions for more detail.



Electives for Middle School²⁶

DAC understands the importance of offering a high quality selection of electives to enrich the curriculum and provide an attractive alternative as a viable school of choice.²⁷ DAC will maximize options for electives by having middle school teachers lead at least one elective in addition to their core classes. Proposed electives include:

Music	Visual and Performing Arts	World Languages	Other Electives
<ul style="list-style-type: none"> ➤ Beginning Band ➤ Advanced Band ➤ Beginning Chorus ➤ Advanced Chorus ➤ Guitar 	<ul style="list-style-type: none"> ➤ Art ➤ Introduction to Media Technology ➤ Media Production ➤ Theatre 	<ul style="list-style-type: none"> ➤ Beginning Spanish ➤ Spanish 1 (8th Grade for High School Credit) 	<ul style="list-style-type: none"> ➤ Leadership ➤ Office Aide

As DAC grows, the school plans to incorporate these or similar programs, based on student interest, school resources and state requirements. The guiding principle will be that electives are selected to reinforce school goals for arts exposure and integration.

²⁶ Please see Attachment E.1.B Middle School Course Descriptions for more detail.

²⁷ In DAC's first year, the 6th grade will operate as a self-contained elementary classroom. By DAC's second year, the 6th and 7th grades will be departmentalized and operate as a middle school.



Electives for High School ²⁸

DAC will provide students with many engaging options for their high school electives. The High School Electives offer electives in STEM, Media Arts, Performing Arts, Visual Arts, and World Languages.

STEM Electives	Performing Arts	Visual Arts	World Languages
Science <ul style="list-style-type: none"> • Anatomy and Physiology • Environmental Science • Biomedicine • Computer Science • Economics • Modern Music Technology • Psychology • Senior Research Project • Architectural Drafting and Design • Engineering • Journalism • Newspaper • Yearbook • Web Design • Video Production • Commercial Design • Animation 	<ul style="list-style-type: none"> • Speech and Debate • Dance • Music Theory • Vocal Ensemble • Orchestra • Band • Theater • Technical Theater • Playwriting 	<ul style="list-style-type: none"> • Visual Design • Ceramics • Drawing • Photography • Sculpture • Studio Art • History of Art AP • Art Independent Study 	<ul style="list-style-type: none"> • Spanish • French

²⁸ Please see Attachment E.1.C High School Course Descriptions for more detail.



Integrating the Arts Instructional Strategies

Arts Integration Instructional Strategies and Methods are the best practices utilized to teach the curriculum fusing an art form within the learning process. The process of integrating the arts is a multi-tiered process that takes several years. Following the model of Doral Inc. and working with the Kennedy Center of Performing Arts, DAC will use the same process to integrate Arts Instructional Strategies and Methods to teach the standards aligned curriculum.²⁹

DAC will implement two school-wide Arts Instructional Strategies and Methods each year. All staff will receive professional development on these strategies. The school only selects two so that they can be taught with validity, and so that students can learn to produce the outcomes of the methods comprehensively. All staff will implement these strategies and methods throughout their core curriculum. Each year the school will add additional school-wide strategies to broaden their toolbox of Arts Instructional Strategies. DAC will also start with one core curriculum area to focus on Arts Integrations strategies and each year add another core curriculum area.

The following will be the process of integrating the arts in the first three years of operation.

Year of Operation	Focus Subject	Genre	Strategies
Year One	ELA	Drama	Tableau On/Off
Year Two	ELA	Drama	ABA Actor's Toolbox
Year Three	Math/ Science	Dance	Moving Through Math-Grouping Game and Patterns
<p>** By year three of operation, all teachers will have six arts integrated instructional strategies to utilize. The school will continue this process of adding a new strategies each year. The Arts Integration Coach will be the “Keeper of the Strategies” they will make sure that new teachers that join the staff receive professional development in the school-wide strategies.</p>			

Additionally, DAC will seek to hire teachers with an interest, appreciation, and/or background in the visual or performing arts. Teachers will be encouraged to utilize those skills to

²⁹ Attachment E.6 Sample Arts Integration Lesson Plan



further integrate the arts into their own classrooms. For example, if a 2nd grade teacher is hired who has a background in playing the guitar, they may implement music and song throughout their lessons in addition to the school-wide instructional strategies.

Since Arts Integration is about the process, each lesson or unit will highlight the Objective (Content and Arts), Process, Product, and Reflection. In most elementary school classes, lesson and units will have at least two components: 1) The applicable standard, and 2) How it will be demonstrated through arts integration.

In Middle and High School, the students will complete a semester long Arts Integration project in their ELA course. Though this project will be mostly facilitated in their ELA course, the project will have cross-curriculum elements and each core curriculum teacher will spend time addressing those elements for the students to add to their projects.

Moreover, teachers will also implement other research-based instructional strategies including but not limited to: Differentiated Instruction, Scaffolding, Inquiry Based Learning, Project Based Learning, Cooperative Learning, Teacher Modeling, Group Practice, Modeled Writing, and Learning Strategies.

Proposed Textbooks and Other Resources

DAC will select textbooks and other support resources based off of the Doral Inc. Model. However, the Principal and faculty will have the discretion to modify the textbooks DAC utilizes to better fit the student body's needs and to allow for the flexibility of keeping the textbooks current. Textbooks will be aligned to the Colorado Academic Standards. Additionally, DAC will utilize web-based software to provide support and intervention to the students learning. These may include programs like Accelerated Reader, ST Math, Study Island, Reading Smart, or others. DAC's Principal will select the programs that best meet the needs of DAC's student body.



School Calendar and Daily Schedule

DAC has developed a proposed school calendar³⁰ in accordance with CRS 22-33-104, Colorado's Compulsory Attendance Law. The proposed calendar meets or exceeds requirements for days and hours of attendance for each age group. As is typical of many other charter schools, the school day will be longer than local district schools in order to provide time to accomplish school goals for academic excellence.

The school will plan to schedule ten days of professional development, non-contact days, before and throughout the school year. In order to train staff and establish expectations for collaboration and competency, most of these days will be scheduled prior to the beginning of each school year. For the summer before the school opens for the first school year, the teachers will participate in an additional week of Arts Integration training. The remaining professional development days before school starts will be spent in building teams, setting behavior expectations for academics and classroom management, establishing the school culture and setting policies and procedures. Teacher input will be a vital part of this process as the Principal and Arts Integration Coach/Leader Teacher identify areas that need support.

The Principal and Faculty of the school will further refine this schedule to meet the needs of various grade levels and future school growth.

³⁰ Attachment E.4 Draft School Year Calendar 2016-2017



Doral Academy of Colorado Sample Daily Schedule

The following schedule demonstrates a sample daily schedule for elementary school classrooms.

Elementary Schedule	
Kindergarten- 5 th Grade Sample Schedule*	
Time	Sample Daily Schedule
8:00 -8:30 am	Opening and Warm Up
8:30-9:30 am	Mathematics
9:30- 9:50 am	Recess
9:50-10:30 am	Reading (Wonders)
10:30-11:00 am	Writing Workshop
11:00-11:30 am	Lunch
11:35-11:55 am	Reading (Teacher Lead or Silent)
12:00-12:50 pm	Specials (PE, Music, Art, Etc.)**
12:55-1:35	ELA/Inquiry ELA/ Project Based Time
1:35-2:25 pm	Social Studies/ Science
2:50-3:00 pm	Literature
*In year one 6 th grade will follow this daily schedule. In year two, 6 th grade will switch to the Middle School Schedule.	
** This schedule will change on a daily basis. Specials will be held at different times to accommodate for Common Preparation Periods so that Grade Levels can have common planning time.	

The elementary students are scheduled to attend from 8:00 am to 3:00 pm. The middle school students will attend from 7:50 am to 3:10 pm. This extended time will allow for more academic time, and relieve the crowd control issues that may occur when all students are released at the same time.

DAC may plan to implement modified block scheduling for the middle school after the first year. Block scheduling has advantages and disadvantages for students and teachers.



According to the National Education Association website,³¹ advantages of block schedules include:

- Teachers see fewer students during the day, giving them more time for individualized instruction.
- With the increased span of teaching time, longer cooperative learning activities can be completed in one class period.
- Students have more time for reflection and less information to process over the course of a school day.
- Teachers have extended time for planning.

The school may develop a modified block schedule plan that incorporates the best of block and non-block schedules. Students in middle school are transitioning from an elementary self-contained classroom setting to a high school subject-based classroom setting. To facilitate this transition, the school proposes a schedule with non-block days on Monday, Wednesday, and Friday, and block schedules on Tuesday and Thursday. This schedule allows students to and teachers to maintain frequent contact throughout the week and encourages students to complete the day's homework on the day it is assigned. The block schedule will allow teachers an extended period of time to complete larger, more complex projects, such as science experiments, extended research projects, and in-depth novel studies. The more frequent non-block days will allow teachers to maintain contact with students, provide frequent reminders about homework and classwork, and maintain continuity in learning activities. Scheduling Fridays as a non-block day means that teachers can provide a wrap-up to the week's lessons, assess learning through formal and informal assessments, and collect the week's homework.

³¹ <http://www.nea.org/tools/16816.htm>



The proposed schedule for the week is shown below:

Middle School (6th – 8th) Modified Block Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
1	1	1	1	1
2	2	2	5	2
3		3		3
4	3	4	6	4
5		5		5
6	4	6	7	6
7		7		7
Non- Block Days Sample Schedule				
Time		Sample Daily Schedule		
7:50 – 8:20 am		Period One - Advisory		
8:25 – 9:20 am		Period Two		
9:25 – 10:20 am		Period Three		
10:25 – 11:20 am		Period Four		
11:25 am – 12:20 pm		Period Five		
12:25 – 1:10 pm		Lunch		
1:15 – 2:10 pm		Period Six		
2:15 – 3:10 pm		Period Seven		
Block Days Sample Schedule				
7:50 – 8:15 am		Period 1 – Advisory		
8:20 – 10:15 am		Period 2 or 5		
10:20 – 10:30 am		Break		
10:35 am – 12:30 pm		Period 3 or 6		
12:35 – 1:10 pm		Lunch		
1:15 – 3:10 pm		Period 4 or 7		



The school envisions a team environment where subject matter experts collaborate to develop lessons and activities that maximize learning, and to facilitate the arts-integrated strategies. As found in the Elementary schedule, common planning time will be a key element in supporting the development of a successful Arts Integration Standards Aligned Curriculum Model. The Principal and Faculty of DAC will further refine the following the middle school schedule and determine the days that there will be Block and Non-Block Scheduling and to provide for appropriate common planning time.

Parent Partnerships

At Doral Academy of Colorado, there is great emphasis on engaging parent volunteers for school events as well as during the school day. DAC has defined the general parameters for parents volunteering in DAC classrooms as follows:

1. Parent volunteers are an integral part of the DAC. Parents are not only welcome, but also crucial if we are to have high quality teaching of the entire curriculum each year.
2. The teacher’s “individual teaching style” sets the tone for the classroom. This includes everything from delivery of the educational program to classroom management. The teacher has primary responsibility for the classroom and student learning within the classroom.
4. Any grievance or concern a parent has with a classroom or a teacher will be handled by the procedures defined by the school.
5. Under NO CIRCUMSTANCES is it ever acceptable for a parent/volunteer to confront a teacher about an issue “in the classroom, or any other part of the school, when students are present.”

DAC encourages every adult—parents, stepparents, grandparents, aunts and uncles—to take a special interest in the lives of the students, to act as mentors and tutors, and to instill in every student a love of learning. Parents may receive specific training in areas of interest to them so that they may be the most efficient helpers.



School Uniforms

DAC will provide a learning environment that supports academic success for all students. Students wear uniforms to school and follow the dress code. The dress code supports efforts to minimize external distinctions between students, and to invite the individual personalities of the students to shine through. DAC will make uniforms available to all enrolled students at a reasonable or reduced rate based on the needs of the families. A sample dress code is included as Attachment E.5. The student uniform policy will be developed by the school administration and approved by the Board of Directors, with annual review and updates as needed.³²

Field Trips and Special Events

All field trips, classroom activities, and school-wide events are connected to the curriculum and for the purposes of exposure to the Arts.

DAC will develop special events, activities, and performances to support learning and engagement and to showcase student learning. These events also provide a perfect opportunity for parents and other community members to participate and contribute their talents to the school. The school will actively seek such partnerships and encourage parent volunteer participation.

³² Attachment E.5 Sample School Uniform Policy and Logo



F. Plan for Evaluating Pupils

Assessing Doral Academy of Colorado's educational effectiveness is essential to ongoing growth in excellence for individual students as well as in regards to developing our school-wide model to truly be responsive to our students' needs. In order to have a holistic approach to assessment, multiple school level assessments, both formative and summative, will be utilized to measure specific learning outcomes. Other of forms of assessment and data collection will include the Colorado State standardized assessment(s). At this time, it is expected that the Colorado State Assessment will be provided by the CMAS: PARCC for reading and mathematics for grades 3-8. CMAS and CoAlt for Social Studies will be given in grades 4 and 7 and Science in grades 5 and 8. These assessments will be utilized to measure DAC's Goal One and Goal Three.

DAC will participate in all federal and state required assessment programs as directed by the JCSD, following all required policies and procedures with regard to administration of tests and standardized practices. DAC will administer whichever assessments are chosen to be utilized within the State's accountability system. In addition to the data collected from the statewide assessment program, DAC will monitor academic growth of individual students, cohorts of students, and the progress as a school as a whole.

DAC's administration will purchase a commercially available standardized instrument (universal screener), such as AIMSweb Curriculum-Based Measurement, Renaissance Learning's STAR Assessment, NWEA Northwest Evaluation Association, etc. to regularly monitor students. The principal and faculty will select the commercially available assessment that best fits the needs of their students. Data from the school's chosen universal screener(s) will be utilized to measure Goal Two and Goal Three.

Examples of such assessments are included herein. Should the school select AIMSweb, all students will be assessed three times per year for universal screening (early identification) and general education progress monitoring using the online computer program AIMSweb. This program will allow the school to monitor at-risk students monthly, evaluate



the effectiveness of instructional strategies, write individualized pupil goals and provide a system to report results to students, parents, teachers and administrators. Should the administration and faculty select Renaissance Learning's STAR Assessment; all students will be initially evaluated. A suggested ongoing assessment system may be designed as follows: students who are performing above grade level will be subsequently assessed on a monthly basis, students performing at grade level will be subsequently assessed every two weeks, and students performing below grade level will be subsequently assessed weekly. Both AIMSweb Curriculum-Based Measurement and Renaissance Learning's STAR Assessment track students over time and thus are appropriate instruments for the School to monitor its student growth. The commercially available instruments listed are standardized instruments that demonstrate validity and reliability. Additionally, the tests aligned to the Common Core Standards.

Moreover, DAC will comply with the Colorado Reading to Ensure Academic Development Act (READ Act -H.B. 12-1238). The READ Act focuses on early literacy development for all students and especially for students at risk of not achieving reading proficiency by grade three. The READ Act creates a guideline for schools to assess literacy and increase literacy development in grades K-3 and development READ Plans for students who have a Significant Reading Deficiency (SRD). In accordance, DAC will assess the literacy development of K-3 students utilizing one of the recommended diagnostic, interim, and summative assessments such as Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next), AimsWeb, STAR, NWEA etc. For students with SRD, the team will create a READ Plan to ensure the effectiveness of intervention strategies. Throughout the READ Plan implementation decisions will be made collaboratively with the school team and the parents. Parents will receive regular, ongoing-updates from the student's teacher concerning the results of the intervention instruction and the student's progress in achieving reading competency. The READ plan will be reviewed at least annually in which it will be updated or revised as appropriate to the student's progress in demonstrating reading competency.

All Data will be disaggregated and used by teachers to inform and drive instruction on student knowledge and skills relative to the as follows:



1. **Screening:** Screening assessments such as the commercially available standardized assessment (AIMSweb, STAR, NWEA, DIBELS etc) will be used to identify students who need additional instruction. Students will be screened by teachers in the beginning of the school year. Once the School has data from State wide assessments, the School will utilize this data to inform instruction as well. Data reports on these and all state-mandated assessments will be disaggregated by student, by standard, by teacher, and by school to inform decisions about adjustments to the educational program. These reports will be made available to all teachers (and individual students as applicable) to identify areas needing improvement while informing instruction to enhance curriculum delivery and teacher effectiveness.
2. **Data Collection and Analysis:** The Data Team will be comprised of school administrators and instructors from each department. The Data Team will compile progress-monitoring data on a quarterly basis (or when available) and will disaggregate the results for cohorts and school-wide growth. The Data team will meet monthly to: evaluate data and correlate to instructional decisions; review progress-monitoring data at the grade level and classroom level to identify students and their academic levels; identify professional development to enhance students' achievement levels; collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills; facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
3. **Reflection on Student Progress:** Based on the data analysis, administrators, the Data Team, and school faculty collaboratively develop an instructional focus calendars with timelines for addressing targeted strands as denoted in assessed benchmarks. Through the use of the calendars, student assessment data will drive-decisions for continuous improvement of the teaching and learning process. Teachers will modify their instruction, monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction.
4. **Grade Level/Department Meetings:** Grade/Department Chairs will communicate with teachers to determine the areas of students' strengths and weaknesses as demonstrated by



class work assignments and assessment results. Departments will work collaboratively to plan and support differentiated instruction to work on student deficiencies.

5. Differentiated Support and Targeted Interventions: Each teacher will be training and expected to use all data available to determine the instructional focus lessons and differentiate instruction accordingly. Struggling students referred by teachers, and/or identified by the Data Team will be targeted for Early Bird/After School tutoring and/or daily pullout tutoring. Students at and above mastery level will be challenged through the use of additional hands-on investigations, projects and research assignments that will reinforce the mastery of benchmarks.

Using real-time data from frequent assessment results, DAC will provide the necessary individual, classroom and/or school-wide intervention programs. The Data Team and along with teacher referrals will determine which students may need additional targeted interventions which include: requiring students to attend specific targeted tutoring, Early-Bird, during school, or afterschool; providing for supplemental intervention programs and support within the respective reading, math, science classrooms through academic coaching, lesson modeling, computerized intervention programs and pull out services (as needed). The Data Team will work with students and families to accommodate schedules. Additionally, the Data Team will identify students that may need to be part of the RtI (Response to Intervention) process.

The school will use data on an ongoing basis as a feedback system to guide teachers in lesson planning and individualizing instruction and to provide students with knowledge of their current levels of performance. The school will also use data on an ongoing basis to inform instructional practices allowing for increased student-learning outcomes. These actions will enhance instructional interventions by closely monitoring activities aligning results with effective instructional decision-making.

As well as the data collected from the commercially available standardized and assessments, teachers will provide a variety of formative and summative assessments to determine student growth and progress monitoring within their class. School-based assessments to be used in all courses may include:



- Weekly teacher-generated quizzes;
- Unit assessments and chapter tests;
- Class projects and/or investigations based on focus lessons;
- Class participation rubrics;
- Videoed Student Performances or Project Explanations; and/or
- Student Portfolios.

Internal Data Management System

The Data Team will develop an internal management system to manage and monitor students' progress. One example of an internal management system, is a Data Wall.³³ In an area without student access, a wall be utilized to visually depict a grid chart that places students by classroom at their Reading and Math levels. During the progress monitoring meetings, student data will be reassessed and moved if progress is gained. This allows the teacher to have a visual of how their students are making progress. Each teacher will also receive their classes information via excel spreadsheet.

³³ Attachment F.1 Data Wall Example



Sample Progress Monitoring Calendar

	Fall (Within 30 days of the start of the school year) All Students	30 Day After Initial Test READ Act Students Below Cut Points	Winter Benchmark	Spring
K	DIBELS STAR	DIBELS	DIBELS STAR	DIBELS STAR
1	DIBELS NWEA Math Only STAR	DIBELS	DIBELS NWEA Math Only STAR	DIBELS NWEA Math Only Math STAR
2	DIBELS NWEA STAR	DIBELS	DIBELS NWEA STAR	DIBELS NWEA STAR
3	DIBELS NWEA STAR	DIBELS	DIBELS NWEA STAR	DIBELS NWEA STAR *CMAS:PARCC
4	NWEA STAR		NWEA STAR	DIBELS NWEA STAR *CMAS:PARCC *CoAlt: Social Studies
5	NWEA STAR		NWEA STAR	DIBELS NWEA STAR *CMAS:PARCC *CoAlt: Science
6	NWEA STAR		NWEA STAR	DIBELS NWEA STAR *CMAS:PARCC
7	NWEA STAR		NWEA STAR	DIBELS NWEA STAR *CMAS:PARCC *CoAlt: Social Studies
8	NWEA STAR		NWEA STAR	DIBELS NWEA STAR *CMAS:PARCC *CoAlt: Science

*DAC will follow all of the CDE’s mandated tests and testing windows.

** As DAC will not have a High School until its fourth year of operation. During DAC’s second year of operation, the Principal and administrative team will select progress monitoring assessments for the high school.



Longitudinal data analysis will be reported at least annually to the Jefferson County School District and the Colorado Department of Education by DAC to measure success and will consist of:

1. A pupil baseline developed during the first year using testing results.
2. A comparison of annual results with the baseline scores to assess progress.
3. Grade-level and school composite scores.
4. A graph of annual results showing year-to-year change.
5. A graph of school scores relative to state and national averages.
6. Sub-analysis of a variety of variables to identify areas for improvement.

Student Information System

DAC will purchase the Student Information System (SIS) utilized by its sponsor (Jefferson County School District) to fulfill data transfer requirements to the sponsor. At this time, Jefferson County School District uses JeffCo Connect for their SIS. The School will report data required its sponsor and the CDE by the beginning of the School's first year of operation. The school administrator will monitor the mainframe to ensure that data is appropriately maintained and entered in a timely fashion. Parents will be provided with login credentials to monitor their child's progress in school.

Grading Philosophy and Report Cards

DAC is committed to fair, timely, and accurate communication of student progress and achievement. Progress Reports from the classroom teachers will be sent home at least once per quarter, at approximately nine weeks. Teachers will contact parents promptly if a student is not demonstrating mastery in a major skill or content area. The teacher, parent, and student will work together to develop a plan to help the student achieve mastery, which may include reviewing the material and re-assessing, tutoring, academic support services, or referral to the Principal or designee for further evaluation.

Report Cards will be presented to parents at Parent/Teacher Conferences after each Quarter. DAC will report student grades using standard letter grades, A through F (90% -



100%/A, 80% - 89%/B, 70% - 79%/C, 60% - 69%/D, <60%/F). The school will not grade on a curve, and grades are curriculum-based, not standards-based. School leaders will ensure that teachers work together to develop grading practices where mastery of skills and content is accurately reflected. Teachers will record student grades in an online grading program to be determined by the school, and parents will have access to their children's grades with a reasonable time period allowed for grading and recording. The school will develop a consistent format for weighting grades and tracking progress in various subject areas and grades. A sample Elementary Report Card is available in Attachment E.3³⁴

Graduation/Promotion/Retention of Students

DAC will follow the Colorado State Board of Education's comprehensive guidelines outlining student requirements for a high school diploma by ensuring students demonstrate minimum college and career readiness determinations in English math science, and social studies as demonstrated in the Transitional Colorado Assessment Program (TCAP) or any other assessment Colorado chooses to adopt in the future. DAC will also ensure students earning high school diplomas demonstrate 21st century skills and successfully complete an Individual Career and Academic Plan (ICAP) by the time of high school graduation. At a minimum, DAC's requirements for high school graduation will adhere to JSCD's, as set forth in JSCD policy IKF-R (Graduation Requirements (classes of 2013 and beyond).)

DAC is also committed to ensuring fair and equitable promotion and retention of our students in alignment with DAC's mission. Using real-time data from frequent assessment results, DAC will provide the necessary individual, classroom and/or school-wide intervention programs. The Data Team and along with teacher referrals will determine which students may need additional targeted interventions which include: requiring students to attend specific targeted tutoring, Early-Bird, during school, or afterschool; providing for supplemental intervention programs and support within the respective reading, math, science classrooms through academic coaching, lesson modeling, computerized intervention programs and pull out services (as needed). Parents of students who are in need of interventions (individual or other)

³⁴ Attachment E.3 Sample Report Card



will be notified throughout the process. The teachers will work with students and families to accommodate schedules. Additionally, the Data Team will identify students that may need to be part of the RtI (Response to Intervention) process. If the Data Team and Classroom teacher should identify a struggling student that may be in need of retention, they will be referred to Pupil Promotion/Retention Team by the end of the first semester.

The Pupil Promotion/Retention Team may be comprised of a member of the administrative team, current teacher, next year's teacher, and special education teacher (if applicable). Administration is responsible for identifying the appropriate members of the team. The school will identify benchmarks and procedures for promotion at each grade level. Students who meet or exceed the benchmarks determined by the school will be promoted to the next grade level. Data to be considered may include attendance, state assessments, school and curriculum-based assessments, classroom observations, parent and teacher surveys, and classroom grades and work samples. The Pupil Promotion/Retention Team will review the data and make a recommendation for promotion to the next grade level or retention. The Team will then meet with the parent/guardian to discuss the data, recommendation, and social emotional concerns, and the options for their student. The team along with the parent will make a decision to promote or retain the student. Doral Academy of Colorado will comply with State and Federal laws regarding the students with disabilities and IDEA.



G. Budget and Finance

The Doral Academy of Colorado (DAC) Board will oversee all aspects of the fiscal management of the school. The Board will retain a Management Service Provider (MSP), Academica, to work together as a team to develop financial policies and practices that will help secure the DAC's financial future.

Under the supervision of the Board, Academica will be responsible for the DAC's bookkeeping and financial reporting. Academica will also be assigned by the Board to bid out third-party services that the school requires including an independent audit firm. Once all bids have been received Academica will present the proposed contracts and pricing to the Board for their decision. The Principal of DAC will be responsible for overseeing portions of the budget that are within his/her control such expenses related to office supplies, travel, copier, etc. The Principal will review her budget with Academica on a bi-monthly basis.

DAC will have a system of checks and balances for financial management of school funds.³⁵ DAC will adopt a Purchase Order (PO) System in which a PO will be made out for every school purchase. Additionally the school will require two authorized signatures for any school purchase of over \$5,000. Authorized signers for school purchases will include the Board Chair, Vice Chair, Board Treasurer, Principal and approved Academica personnel. The two authorized signatures cannot come from more than one Academica employee. DAC will additionally adopt a financial policy in regards to cash transactions at the school.

DAC will continually strive to comply with generally accepted accounting principles (GAAP) and Colorado law, including Colorado's Financial Transparency Act.

³⁵ Attachment G.2 Financial Policies and Procedures Handbook



Budget Narrative

Chart of Accounts Number-Title	Narrative
Revenue	
450-Per Pupil Funding	<p>The School Finance Bill SB 15-267 project per pupil revenue (PPR) for 2015-2016 to be \$7,109. To be conservative, DAC assumes that 2016-2017 PPR will remain the same as 2015-2016 or \$7,109. DAC budgeted for an enrollment of 460 students in year 1 and a weighted enrollment of 428.5. DAC additionally included a 5% contingency in their expenses to protect the school from enrollment being lower than expected or decrease in funding.</p> <p>DAC assumes a 1.5% increase in PPR for years 3 & 5. The 5 Year budget includes enrollment increases year after year.</p>
450-Mill Levy Override	<p>DAC Mill Levy Override budgeted funding of \$1,350 per weighted student. To be conservative DAC did not increase Mill Levy Override funding year after year.</p>
450-State Special Education (Tier A & B)	<p>DAC budgeted to receive \$1,250 per pupil with an identified IEP for Tier A funding. DAC assumed that approximately 9% of their student population will have IEP's. DAC will additionally apply for Tier B funds but to be conservative did not include these in the 5 year budget.</p>
456-Kindergarten Revenue	<p>DAC plans to offer a full-day Kindergarten option. The annual fee for full-day Kindergarten in year 1 of operation will be \$3,250 annually. DAC expects to offer 1 full-day Kindergarten class years 1-5. If demand for full-day increases or decreases the Board will reassess the amount of offerings for full-day Kindergarten.</p>
498-Contributions and Donations	<p>In year 0 of operation, the school will receive a donation of \$25,000 for start-up expenses. This will fund advertisement and marketing of the school. DAC will use mailers, open houses, social media, etc., to market and advertise the school.</p>
Grants and Federal Funding	<p>DAC, after receiving a charter contract will apply for the Colorado Charter Schools Program (CSSD) Tier II. DAC will apply and identify additional grants that will help supplement prospective school programs and activities, such as Title II funds for Professional Development. DAC will also apply for Title III funds to provide funding ELL students.</p>



Expenses	
Chart of Accounts Number-Title	Narrative
Salaries of Regular Employees	<p>In Year 1, DAC budgeted \$95,000 for a Principal salary, \$43,000 average teacher salary for 23 Teachers and 1.5 Special Education Teacher(s), \$55,000 for a Lead Teacher, \$43,000 for one Office Manager, \$36,000 for one registrar, \$17,000 for 2 Teacher Assistant (9 month employee), \$20,000 for one Campus Monitor (12 month employee) and \$17,000 for one Receptionist (9 month employee). Estimated total salaries for Year 1 of operation is \$1,153,000.</p> <p>In the 5 year budget, DAC projects salary increases by 2% every year after year 1. The 5 Year budget shows teacher and staff increases year after year. DAC is able to add new job positions as the funding and the student body increase. Added positions include: Assistant Principal (\$73,000) in Year 2, School Counselor (\$50,000) in Year 4.</p>
Salaries of Temporary Employees-Subs	DAC plans to contract with a third-party provider for substitute teachers. DAC budget includes \$140 per day for 10 teaching days per teacher with 24.5 Teachers Year 1.
Medicare	For Medicare expenses, DAC assumed 1.45% of each employee's salary.
Social Security	DAC will contribute too Colorado's Public Employee Retirement Association and not Social Security.
PERA Contributions	DAC budgeted PERA contributions to be approximately 18.35% of employee's salary in Year 1 and annual increases of 0.5% every year after.
Health Insurance	DAC plans to make an average employee health insurance contribution of \$4,800 annually per employee. DAC will work with Academica and the Colorado League of Charters to identify an optimal health insurance plan for their employees.
Dental Insurance	DAC budgeted \$240 per employee for Dental Insurance contributions.
735-Banking and Payroll Services	DAC will contract with a third-party payroll company to process their payroll. DAC has budgeted \$240 per employee for this service.



Chart of Accounts Number-Title	Narrative
731-Contracted Services (Management)	DAC has chosen Academica as their Management Service Provider. Academica's annual fee is \$450 per weighted student
824 - Other Professional Services-Assessments	DAC budgeted \$12 per student to provide an assessment tool such as STAR Reading/Math or AIMS Web. In addition, this budgeted line item includes \$500 for WIDA Assessment Materials in Years 1-5.
731-Legal Services	DAC in year 1 budgeted \$5,500 to retain a school attorney. In Years 2-5, DAC assumes a 3% increase.
731-Audit and Accounting Service	DAC will not incur an audit fee in the first year of operation. DAC's first audit will take place in September following the first fiscal year. In Year 2, there is \$15,000 budgeted for an independent audit firm. In Years 3-5, DAC assumes a 3% increase.
7455-Technical Services	DAC plans to contract with a 3 rd party to provide technical support. DAC budgeted \$3.50 per student/per month and a \$5,000 start-up fee to retain the services of a professional IT company. Years 2-5 include a \$3.50 per student/per month fee.
764-Utility Services	In Year 1, DAC budgeted \$90,000 for utility services. For Year 2-5, DAC increased the utility services budget incrementally by the increase in student population. DAC's budget includes Electricity, Water/Sanitation, Natural Gas and Trash/Recycling. For Years 2-5 DAC increased the budget incrementally by student population increase.
745-Custodial Services	DAC assumes that the school's facility will be a minimum of 30,000 sq. feet in Year 1. DAC budgeted custodial costs to be 10 cents per square foot/per month. DAC assumes that the contract they enter into for custodial service will include custodial supplies. For Years 2-5 DAC increased the budget incrementally by student population increase.



Chart of Accounts Number-Title	Narrative
746-Repairs and Maintenance Service	<p>DAC assumes that their facility will be under a triple net lease. DAC will adjust their maintenance budget based off of the condition of the facility that they identify or build. In Year 1, DAC will budget \$20,000 for maintenance which will include AC, plumbing, electrical, etc., repairs and maintenance.</p> <p>For Years 2-5 DAC increased the budget incrementally by student population increase.</p>
742-Rental of Land and Buildings	<p>DAC assumes that an existing facility or build out facility will be identified in Years 1-5 that will have a maximum lease rate of 18% or less of per pupil revenue. DAC will look to negotiate the lowest lease rate possible. DAC will look to attain long term financing with low interest rates once the schools has an established credit.</p>
Tabor Reserve	<p>DAC will annually maintain the required TABOR Reserves required by state law.</p>



Chart of Accounts Number-Title	Narrative
743-Rental of Equipment	DAC will lease one commercial grade copier. Additionally, DAC will lease individual printers for teachers and office staff. The leasing arrangement will include maintenance and cartridge replacements. This will cost significantly less than purchasing and maintaining individual printers.
Insurance: Liability, Property, D&O, Auto, etc.	DAC will carry all insurance coverages required under Colorado Law. Projected cost of insurances for years 2-5 of operation increase incrementally by student population. ³⁶
7708-Unemployment Insurance	DAC 0.3% of employee salaries for state unemployment.
770-Worker's Comp. Insurance	DAC in Year 1 budgeted \$6,000 for workers compensation insurance. ³⁷ Workers Comp. will increase by employee populations year after year.
763-Data Lines.	DAC in Year 1 budgeted \$5,000 for phone and internet connection.
768-Postage	DAC budgeted \$1,000 for postage Year 1.
701&702-Travel/Registration/Entrance (Professional Development)	DAC budgeted \$5,000 in Year 1 of operation Travel, Teacher Professional Development and Board professional development. For Years 2-5 DAC increased the budget incrementally by student population increase.
950-District Purchased Services-Special Ed.	DAC plans to purchase special education services from the school district. In Year 1 of operation, DAC budgeted \$400 per student for district special education services. DAC's 5 year budget assumes a 2% cost increase annually.
950-District Purchased Services-Admin.	DAC included 5% of per pupil funding for school district administrative costs.
810-General Supplies	DAC budgeted \$20,000 for Year 1 general supplies. This includes paper, pens, folders, and other school supplies. The Principal will be responsible for fundraising activities to increase the general supplies budget. For Years 2-5 DAC increased the budget incrementally by student population increase.
710-Food and Meeting Expenses	In Year 1, DAC will budget \$1,500 for school lunch. DAC has budgeted this amount to provide food to students who forget or do not bring lunch or for start-up costs for the National School Lunch Program.

³⁶ Attachment J.1 Insurance Quote.



Chart of Accounts Number-Title	Narrative
822 (Books and Periodicals), 747&748 (Instructional Technology Hardware), 820 (Furniture and Fixtures)	<p>DAC plans to leverage their relationship with Academica to secure financing for start-up equipment, furniture, books and technology products. Due to their relationship with Academica, DAC will be able to lease furniture, equipment, books and technology products without an established credit history due to this relationship. DAC will outfit the school in the first year of operation with furniture, technology and books conducive to an optimal learning environment. DAC plans to enter into a lease with a purchase option to finance the acquisition of these items. DAC's budget for these items assumes that it will cost \$820 per student to outfit the entire school with furniture, technology and books. DAC projects that 40% will be attributed to books/periodicals, 40% to furniture and 20% to technology. DAC expects to receive similar leasing terms as other Academica managed charter schools. These terms include a 4 year lease, 5% interest rate and early purchase option (5% Residual) in the 45th month. This would equate to an annual lease of \$106,375.</p> <p>In Years 2-5, DAC will incrementally increase their lease amount by student population. After Year 1, DAC will budget an additional \$70 per student to purchase textbooks and/or consumable workbooks annually.</p>
769-Permits/Licenses/Fees	<p>DAC will budget \$5,000 for annual dues and fees.</p> <p>For Years 2-5 DAC increased the budget incrementally by student population increase.</p>
Contingency	<p>DAC will budget a 5% PPR contingency every year. This contingency will help protect the school in the case that enrollment is lower than expected, funding decreases and or unexpected expenses arise.</p>
713&715-Transportation/Field Trips	<p>DAC will budget \$7,500 for transportation/field trips in year 1 of operation.</p> <p>For Year 2-5, this line item is increased incrementally based upon student population growth.</p>
Miscellaneous	<p>In Year 1, DAC will budget \$6,500 for Miscellaneous expenses.</p> <p>For Years 2-5 this line item is increased incrementally based upon student population growth.</p>

³⁷ Attachment J.1 Insurance Quote.



Required Reserves	
Tabor Reserve	DAC will reserve the required amount annually pursuant to Tabor Reserve requirements.
Surplus (Shortfall)	In Year 1 of operation, DAC projects a 2% surplus. At the end of year 5, DAC projects a 7% unrestricted fund balance as a percentage of total expenses.

Annual Audit

DAC will retain an independent audit firm familiar with federal, state and local accounting practices to perform the school’s annual audit. Academica, as DAC’s Management Service Provider, will work with the chosen auditing firm to provide them all pertinent financial information requested to perform a successful audit. The Board will procure multiple bids before choosing an accounting firm for their annual audit.

Audits will be conducted on a yearly basis in accordance with the Requirements of the Financial Accountability System Resource Guide (FASRG) as well as other required state reporting requirements such as the Colorado Financial Transparency Act. Guidelines for financial accounting and reporting to be followed are derived from generally accepted accounting principles (GAAP). The Financial Accounting Standards Board (FASB) defines GAAP in statements of financial accounting standards and other pronouncements. Some of the FASB statements that apply specifically to charter schools are identified below. Other FASB statements, as applicable, may also apply to the school’s financial accounting and reporting structure. Forthwith are some of the applicable standards and is not all-inclusive: Statement of Financial Accounting Standards No. 93, *Recognition of Depreciation by Not-for-Profit Organizations*; Statement of Financial Accounting Standards No. 116, *Accounting for Contributions Received and Contributions Made*; Statement of Financial Accounting Standards No. 117, *Financial Statements of Not-for-Profit Organizations*; Statement of Financial Accounting Standards No. 124, *Accounting for Certain Investments Held by Not-for-Profit Organizations*; and Statement of Financial Accounting Standards No. 136, *Transfers of Assets to a Not- for-Profit Organization or Charitable Trust That Raises or Holds Contributions for Others*. I



In the absence of other specific guidance, the charter holder will follow generally accepted accounting principles. The charter school management company will be the liaison and work with entities selected by the governing board to ensure completion of the annual audit of the financial and programmatic operations of the school. In preparing budgets for grant applications, particular attention will be paid to proper coding to ensure that all expenses are allowable. There will be strict adherence to the designated use of restricted and temporarily restricted funds. There will be timely draw down of funds, report generation and filing. All parties will be held accountable for the results of the external audit. Exceptions noted by external auditor will be reported to the governing board and will be considered during the annual review of performance of the principal and contractors.

The primary aim of this collaborative work will be to ensure that generally accepted accounting principles and standards are adhered to. The governing board will use the information received from the annual audit to assess the performance of the school, the principal, and all other parties involved in providing services to the school. They will also use such information to ensure that such reporting is in compliance with generally accepted accounting principles and generally accepted standards of fiscal management. The audit will be presented no later than four months after the school's fiscal year-end.

Facilities

DAC set aside approximately 15% of their revenues to be attributed to rent. DAC is in the process of identifying a facility in Northeast Jefferson County, CO. DAC will designate responsibility to their contracted management company to bring before the Board appropriate financing options to obtain a facility. DAC will have Academica engage charter school development groups similar to Turner-Agassi Charter School Facility Fund.

Contracted Services

It is expected that Doral Academy of Colorado (DAC) will seek to enter into contracts for the following services:

1. Substitute Teachers: DAC will contract with staffing agency similar to Kelly Educational Staffing for substitute teachers. Pricing assumptions are included the budget narrative.



2. Payroll: DAC will contract with a payroll company to process employee payroll. DAC will receive bids from multiple payroll companies before making a decision as a Board.
3. Legal Services: DAC will contract with a local attorney to provide legal support to the school. DAC will use their attorney to review major contracts including the facility lease or purchase.
4. Accounting Firm: DAC will contract with a local accounting firm to conduct their annual audit. DAC will receive multiple bids before making their selection.
5. IT Company: DAC plans to contract with an IT Company for their technology needs. This service should include firewall set-up/maintenance, server set-up/maintenance, computer installations, computer imaging, configuration of wireless system and continual IT support. DAC will receive multiple bids before making their selection.
6. Janitorial Company: DAC will contract with a local janitorial company. DAC will have their facility cleaned nightly 5 times a week. The school will not need to contract for a day porter because they will have a campus monitor accomplishing those duties. The janitorial contract will also include semi-annual floor care and custodial supplies. DAC will receive multiple bids before making their selection.
7. Facility Maintenance: DAC will enter into contracts for AC Repair, Pest Control, Lawn Care, among other facility maintenance contracts based upon the needs of the school. DAC will receive multiple bids before making their selection.



H. Governance

The Governing Board of Directors (Board) of Doral Academy of Colorado (DAC) was strategically formed to contain the experience, knowledge, and community members necessary to successfully support the school's formation and operation. The Committee to Form (CTF) consists of parents interested in attending the school experienced educators, professionals in the fields of Science, Technology, Engineering, and Mathematics, accounting and bookkeeping specialists, and experienced business owners. Furthermore, the proposed Bylaws of the DAC Board of Directors require that this breadth of knowledge and experience be maintained in the future to ensure the School's successful operation.

DAC Board Members intend to have an open and collaborative relationship with Jefferson County School District (JCSD). The members of the CTF have already demonstrated their capacity for proactive communication through this application process. CTF members have met with JCSD staff including Tim Matlick the Achievement Director of Charter Schools at JCSD. DAC intends to continue to work with JCSD throughout the establishment and opening of DAC.

The CTF conducted diligent research to support the implementation of successful best practices during the establishment of DAC. Through this process, the CTF selected Academica, a successful charter management service provider because Academica's pricing, services, and philosophy made it the best fit for DAC.³⁸

Among the responsibilities set forth in the proposed services agreement with Academica is the responsibility, if requested by the Board, to serve as a liaison to JCSD personnel. In this way, the Board has taken further steps to ensure that adequate resources and personnel are dedicated to maintaining open and effective communications with JCSD staff, personnel and leaders.

The CTF members have diligently worked to establish a strong community outreach program. The CTF held several parent interest meetings, established a website and Facebook page, and are contacting local organizations to obtain community partner support letters. DAC

³⁸ For more detailed information on the selection of a MSP, please see Attachment H.2 Letters Describing MSP Selection.



will continue to maintain effective communication with the community throughout DAC's establishment as well as seeking to engage local community organizations. In addition, the DAC Board will support the development of a Parent Teacher Organization as well as an active School Accountability Committee to provide parent and community input into the school's operations. Furthermore, DAC's Bylaws mandate permanent parent representation on the Board of Directors. Through all of these plans the DAC Board is confident that parents and the community will remain engaged in the governance and leadership of DAC.

DAC seeks to ensure parental, educator and community involvement in the governance and operation of the school. For this purpose, DAC's Bylaws require that membership include parents of enrolled students, licensed educators, and professionals from the community with experience in those areas that will most assist the Board in effectively governing the school. By mandating that these community interests are represented on the Board, DAC can ensure a Board of Directors with the knowledge, experience, and community involvement necessary for the success of the school.

In addition, DAC will be accountable to the public through the school's goals and accountability measures. Furthermore, DAC will work closely with the Parent-Teacher Organization and the School Accountability Committee to ensure that all members of the community have an active voice in the school's governance and operations.

It shall be the responsibility of the DAC Board to establish annual budgets, adopt financial policies and procedures, set human resources policies, and select the school's legal counsel. The Principal will be responsible for all aspects of school operations within the scope of operating policy and budgetary parameters set by the Board. The Principal will maintain the day-to-day operations of the school and serve as the instructional leader of the school, selecting teaching personnel and identifying and special staffing needs. As such, the Board will locate a Principal by recruiting talented individuals who have knowledge of and experience with instructional, educational, and school site matters.

DAC's on-site administration consists of the Principal and administrative team (Arts Integration Coach/Lead Teacher, Special Education Teacher, etc.)³⁹ is responsible for curriculum

³⁹ These positions constitute the administrative team's positions for Year 1. In subsequent year, the budget provides for other administrative positions such as an Assistant Principal.



development, working with the teaching staff, addressing student- related issues, and administering programs for Exceptional and Special Needs Student Populations. The administrative team, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The Principal will be an employee of the school, not an employee of the Management Service Provider (MSP). The Principal, with the support of the administrative team, will ensure that the operations of the school (resources, courses, policies) are in accordance with DAC's Mission and Vision. The Principal will be the person authorized to draw purchase orders for payment of the school's money.

Bylaws and Conflict of Interest Policy⁴⁰

DAC's Bylaws ensure that the Board of Directors will possess the knowledge, training and experience to adequately govern the school, set forth procedures to ensure compliance with applicable laws and best practices, and provide for governance structures to ensure the efficient and effective operation of the Board and School. Most importantly, the Bylaws contain DAC's Vision and Mission to guide and direct the function and decisions of the board.

The construction of the Board is designed to ensure strong parental involvement while also inviting the full scope of expertise necessary to govern all school operations. To achieve this purpose, the Bylaws provide that the Board shall consist of at least 5 members, 2 of whom must be parents of enrolled students. The other positions, which may also be parents of enrolled students if qualified parents can be identified, must include at least one licensed educator (not an employee of the school), one individual with knowledge or expertise in the areas of law or human resources, and one individual with knowledge or expertise in the areas of finance or accounting. These membership requirements set forth a minimum amount of knowledge and expertise to lead the school's governance, while the Bylaws further allow the Board to be expanded up to 9 members so that additional board members could also be included.

The varied expertise and background of the Board members will facilitate effective participation in committee assignments. The Bylaws provide for the formation of a School

⁴⁰ Please see Attachment H.1 Bylaws and Attachment H.4 Conflicts of Interest Policy.



Accountability Committee as required under C.R.S. §22-11-401, a Governance Committee, a Finance Committee, a Vacancy Committee, and an Advisory Committee, while also empowering the Board to designate additional committees as needed to support the Board’s functions and responsibilities.

The DAC Bylaws set forth the procedures and requirements for regular and special meetings of the Board of Directors. Board meetings will occur no less than monthly, which will enable meeting agendas to promptly address all issues while also maintaining a reasonable length to Board Meetings. Board Meeting Notices, Agendas, and procedures will be compliant with the Colorado Open Meeting law. Furthermore, the DAC Bylaws provide for the maintenance of Board records and meeting minutes which will be available to the public.

Board members are limited to no more than two, 5-year terms of Service. When board vacancies occur, it is anticipated that the Board will utilize a Vacancy Committee to actively reach out to the school community and seek the best qualified candidates to govern the School. Board Vacancies will be filled according to the membership qualifications set forth in the Bylaws and the Board Handbook. The Vacancy Committee will have the responsibility of performing the necessary outreach to ensure multiple qualified candidates can be located, including, at a minimum, advertising all vacancies to the entire school community through school publications and email. The Vacancy Committee may then bring qualified candidates to the Board for consideration and election. The Vacancy Committee and the Board will endeavor to maintain a Board membership that is diverse and reflective of the community that the school serves.

Incorporated into the DAC Bylaws by reference in Article III, Section 6 is the DAC Conflict of Interest Policy.⁴¹ The Conflict of Interest policy is designed to protect DAC when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of DAC. The Conflict of Interest policy sets forth the requirement that all potential and actual conflicts be disclosed and the affected Board Members recuse themselves from any action or discussion. The Conflicts of Interest policy is intended to

⁴¹ Additionally, DAC has adopted a Conflicts of Interest Policy which can be found in Attachment H.4 Conflicts of Interest Policy.



supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

Transition of Committee to Form to Board

The Committee to Form consists of the following seven individuals who have participated in the planning, development, and community outreach leading to this charter application. As set forth in the Bylaws, the Committee to Form will transition to be the initial Board of Directors of DAC:

Board Member Name	Professional Experience	Parent of Student(s) Who Intends to Enroll Yes/No
Maria Keefe	Experienced Educator	Yes
Jessica Huston	Experienced Educator	Yes
Stefanie Emnott	Office Manager with Accounting and Bookkeeping Experience	Yes
Angie Walker	Experienced School Administrator	No
Jeff Anderson	Senior Project Manager IT Department (STEM Professional)	No
Jasmine Hutton	Energy Project Manager (STEM Professional)	Yes
Sue Bishop	Senior Technology Manager, Small Business Owner, and Human Resources (STEM Professional)	Yes



Principal Hiring Plan

The DAC Board will implement a plan to identify qualified candidates for the administrative positions at the school. Using job placement advertisements in national industry publications and local advertising/marketing such as Education Week, the Board will develop a database of highly qualified candidates meeting all state and local school district standards and qualifications. Applicants will be screened by a team of professionals, including the Board, trained to identify the individuals best suited to carry out the mission of the school.

At minimum, the Board will seek an individual who has: extensive administrative (preferably in a school setting) and teaching experience; experience working with school or advisory educational boards; strong managerial capabilities; knowledge of the needs of diverse student population; positive evaluations from previous administrative position(s); letters of recommendation; excellent communication skills; and a background or interest in the arts. DAC will reach out to the Kennedy Center of the Arts to seek recommendations of Principals who have Kennedy Center Training and may be interested in leading DAC.

Resumes of Applicant Team and/or Founding Board Members

The resumes of the CTF and Applicant team are attached.⁴²

Board Handbook

The Board Handbook must be signed by all Board members and contains the expectations of Board Membership, including commitment to DAC's educational philosophy, ongoing training and Board Development, behavior and professionalism expectations of Board members, and compliance with Federal, State, and JCSD laws, regulations, and policies, including Colorado's Open Meeting Law.⁴³

Grievance Process

The Board Grievance Process sets forth the manner in which members of the school community can have concerns addressed by School leadership. The Grievance policy is

⁴² Attachment H.3 CTF/Board Resumes

⁴³ Attachment H.6 Board Handbook



designed to ensure effective communication between all members of the school community, and allows the Board of Directors and Principal to address issues in the proper order and manner. It is the purpose and intent of the Policy to serve as a benefit to the school community by setting forth a clear process and procedure through which they can be heard⁴⁴

⁴⁴ Attachment H.4 Conflicts of Interest and Attachment H.5 Grievance Process



I. Employees

Organizational Chart

The Organizational Structure and Chart is included in Attachment I.2 Organizational Chart.⁴⁵

Job Descriptions

Job descriptions for administrator, teachers (to include qualifications to meet ESEA standards as well as what certification is required by the school) and key employees are included in Attachment I.1 Key Job Descriptions.⁴⁶

Professional Development Plan

Doral Academy of Colorado understands the importance of high quality professional development (PD) for its teachers and leaders, both in the start-up phase and in future years. DAC is committed to providing training in Arts Integration Instructional Methods, curriculum, blended-learning, content mastery, standards, classroom management, and leadership development. DAC will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering on-site trainings. Staff members will participate in school- initiated and other relevant and necessary workshops for professional development. A member of the administrative team will oversee, coordinate, assist and monitor the staff development process. Teachers will attend relevant local and national conferences and serve as trainer to the remainder of the staff upon return to DAC. The professional development offered to teachers will align with student achievement data, curriculum, instructional personnel needs, School Improvement Plans, and annual school reports.

Prior to the opening of DAC, professional development will be offered. In the spring prior to opening, the administrator and identified school leaders (department chairs) will receive professional development in DAC's Mission, Vision, and in fundamental components of Arts

⁴⁵ Attachment I.2 Organizational Chart

⁴⁶ Attachment I.1 Key Job Descriptions



Integration. This training will be led by Doral Academy instructional leaders. In the train the trainer model, the Nevada instructional leaders will be able to provide training and support to the teaching faculty at DAC. All DAC faculty will receive one to two weeks (at minimum) of on-site professional development prior to the inaugural school year.

Each school year, DAC's Principal will assess the faculty's professional development needs by surveying faculty and reviewing data for trends that could be addressed through appropriate professional development. This survey will be used to prioritize on-going professional development. DAC will provide, at minimum, professional development training in the following areas: DAC's Mission and Vision; Opening of School Procedures; Data Driven Decision Making; Positive Behavioral Support; Serving Exceptional and Educationally Disadvantaged Students; Differentiated Instruction; Technology; and Safety and Security. Additionally, the staff will receive professional development on applicable State, Federal, and JCSD applicable laws, regulations, and policies. (Safety Training, OSHA Requirements, Blood Borne Pathogens, etc).



Annual Professional Development

DAC will provide annual professional development to aide in the curriculum delivery, specific to the school’s mission and vision including, but not limited to:

- Arts-Integration Instructional Methods- DAC will receive PD on two school-wide Arts Instructional Strategies/Methods annually. The school only selects two methods so they will be taught with validity⁴⁷, and students can learn to produce the outcomes of the methods comprehensively.

Year of Operation	Genre	Strategies
Year One	Drama	Tableau On/Off
Year Two	Drama	ABA Actor’s Toolbox
Year Three	Dance	Moving Through Math- Grouping Game and Patterns

Additionally, Teachers will receive professional development on other instructional best practices based on their needs identified in the survey, including but not limited to: Scaffolding, Inquiry Based Learning, Project Based Learning, Cooperative Learning, Teacher Modeling, Group Practice, Modeled Writing, Learning Strategies, etc.

- Opening of Schools Policies and Procedures Training- All personnel will participate in policy and procedures training (conducted by Principal and Lead Staff);
- DAC’s Mission, Vision, and Educational Philosophy;
- Data-Driven Decision Making- An interactive workshop to teach faculty how to use specific performance indicators to identify student needs and target instruction;
- Curriculum Implementation by Grade Level/Subject/Specialty-Teachers will participate in school-wide and grade level/department training throughout the school year related to curriculum implementation. These include but are not limited to: Horizontal and

⁴⁷ Phased implementation of Arts Integration strategies also allows for the development of in-house expertise by DAC faculty. For instance, if a trainer from the Kennedy Center trains faculty members in Tableau and On/Off in Year One, a trained faculty member can train any new faculty hires in these strategies in Year Two, while also learning two new strategies taught by an outside Arts Integration expert.



Vertical Team Planning, Textbook (Wonders, Investigations, SpringBoard, Etc) Training, Implementing the Colorado Academic Standards, etc.;

- Serving Exceptional and Educationally Disadvantaged Students- Teachers will receive professional development on working with students with special needs. This will include, but is not limited to: Differentiated Instruction for at risk learners, Special Education Students, and Gifted and Talented Students; Sheltered Instruction Content Model for ELL students. WIDA Screening and Assessment professional development will be provided to identify faculty. Based on the student population and faculty survey, additional training may be offered to support the needs of the student body;
- Differentiated Instruction-Teaches faculty how to differentiate and individualize instruction in order to create effective targeted instructional lesson and tutoring to increase student achievement and maximize instructional time;
- Positive Behavioral Support- This training will ensure that teachers have the necessary strategies to implement classroom intervention strategies (Tier 1-3);
- Technology- Teachers will participate in hands-on technology workshops to learn how to intergrade technology into the classroom. The purpose is to ensure schools are growing with technology to ensure students and teachers are prepared for the expectations of the 21st century and national technology standards; and
- Safety and Security- This training will include: daily safety procedures, the school safety plan, and Crisis Prevention Institute trainings (CPI). Safety trainings, such as blood borne pathogens, will be offered to meet Occupational Safety and Health Administration (OSHA) requirements.



Recruiting, Mentoring and Evaluation of Faculty

Doral Academy of Colorado understands the importance of ensuring a high quality, committed, and consistent staff of teachers and leaders. The school develops and reviews specific personnel policies to support its goals and to ensure fairness and compliance with state and federal law.

Selection of School Staff

The Principal's specific personnel service goals are as follows:

1. Recruit, select, employ, train, and retain the best-qualified personnel available to staff the school. DAC will seek to recruit staff that have an interest and/or appreciation in the arts, or have a background in visual arts and/or performing arts.
2. Provide equal employment opportunities for all candidates for positions in accordance with the Board's Non-Discrimination Policy. Develop high quality human relationships conducive to high levels of staff performance and satisfaction.
3. Interview committees may consist of members of the personnel committee, Principal, other staff members, and others appointed by the Principal.
4. Develop and manage staff compensation, leave, and benefit programs in ways that attract and retain qualified employees.
5. Manage the development and updating of job descriptions by appropriate administrators.
6. Oversee an employee evaluation program that contributes to the improvement of staff performance and professional development.
7. Effectively administer contracts and personnel policies with the aim of safeguarding good relations between the board and its staff.

Doral Academy of Colorado supports the development of high quality teachers with strategic recruitment, frequent feedback through observations and evaluations, and supportive mentoring.



Recruiting

Doral Academy of Colorado is committed implementation of Arts Integration Instructional Strategies and Methods. To achieve this goal, the school must attract and retain highly qualified teachers who are committed to the ideas behind these strategies and willing to do the work necessary to create an engaging learning environment. DAC will develop a recruiting plan that identifies and secures the most effective teachers possible who have an interest in the arts, and then provide the professional development and compensation plans that will ensure the highest percentage retention possible.

Mentoring

Teachers at successful schools work together to collaborate on curriculum plans, lessons, activities, and special events to enrich and enhance the students' learning experiences. New teachers will be partnered with experienced teachers on grade levels where possible, and mentoring will be an important part of their training and development. Experienced teachers will be invited to become mentors, and will receive training and support so that the school can provide an exemplary experience for new teachers. Mentor teams will meet frequently, one-on-one or in groups, to discuss areas of interest and to cover basic issues common to all new teachers. The Principal will oversee the mentoring program and is responsible for assigning mentor teams, providing resources, and developing new mentors.

Evaluations

The Principal shall be evaluated by the Board of Directors. This evaluation may take place twice a year (mid-year and end-of-year) but at least once each year. The evaluation process will give the administrator an opportunity to set personal and professional goals in alignment with the charter prior to the beginning of the school year. The formal evaluation will consist of documentation giving evidence of the Principal's progress toward meeting school and professional goals and setting new goals. The evaluation process should also provide opportunities to recognize exemplary performance or correct concerning behavior.

In line with best practices, the Principal should administer reviews/evaluations of teachers and staff members annually. The Principal should help each staff member to develop a



professional development plan and set goals that support the school's mission and goals. The Principal is expected to facilitate best practices in teacher development, such as incorporating Colorado Teaching Standards into the review process, establishing procedures and expectations for peer and coaching observations, and developing mentoring teams. The Principal will also observe the staff in day-to-day activities to determine strengths and areas of deficiency, and if necessary, the appropriate remediation. The Principal's goal is to provide regular performance feedback to staff members including but not limited to, constructive remediation, problem-solving support, and recognition for exemplary performance, formal and informal evaluations.

All employees will be observed on an ongoing basis by the Principal, using both formal and informal observations. Formal observations may include a pre-observation conference as well as a post-observation feedback session. First and second year teachers will have at least two formal observations per year. All teachers will have at least one formal observation per year.

Formal Evaluations - First Year Employees, Alternative Teacher Licensure and Induction

For all first year employees and any teacher who has not received their Professional Teacher License, there shall be two formal reviews (one in each semester of the school year). This includes employees in the Alternative Teacher Licensure program. The formal evaluation will review the employee's self-assessment, job description, areas of responsibility, areas of improvement, progress toward goals, and plan for improvement. The formal evaluation shall include a plan for completing the requirement for the Professional Teacher License (if appropriate) and documenting any concerns. At that time, the Principal may inform the employee and report to the Board of Directors whether the school intends to continue employment for the subsequent school year. Results of the formal evaluation will be put in writing, signed by employee and Principal, and copies placed in the employee's professional portfolio and personnel file.

Formal Evaluations - Returning Employees

For returning staff members, there shall be a minimum of one formal review six months after the start of the year. The formal evaluation will provide an opportunity to review progress toward the employee's professional development plan and goals. In addition, the employee may



provide feedback to the Principal on the Principal's job performance. At that time, the Principal may inform the employee and report to the Board of Directors whether the school intends to continue employment for the subsequent school year. Results of the formal evaluation will be put in writing, signed by employee and Principal, and copies placed in the employee's personal portfolio and employment file.

Response to Observations and Evaluation Findings

All employees shall have the right to make written objections to the observations or review finding within one week of receipt by stating areas of disagreement. These objections will be attached to the observation and/or evaluation and kept in the employee's personnel file.

Employee Benefits

Teacher retention will be a focus and responsibility of both the board and the school administrator. Teachers will be paid salaries commensurate with their experience and comparable to the local school district. A competitive benefits program will be offered to teachers and staff to ensure their retention and employment satisfaction. The Benefits program will include features from other Academics managed schools including:

- Buy-Back of Paid Time Off
- Tuition Reimbursement
- Retention Bonuses to returning staff.



Employee Policies

A sample draft of the Employee Handbook for DAC can be found in Attachment I.3 Draft DAC Employee Policies Handbook.⁴⁸ The Draft DAC Employee Policies Handbook abides by Colorado State and Federal laws. The Draft DAC Employee Policies Handbook includes, but are not limited to, the following topics: benefits (medical insurance, paid time off, retirement, educational assistance, etc.), dress code, rules of conduct, harassment (sexual and non-sexual), child abuse and neglect, retaliation, Family Medical Leave Act, policies (drug and alcohol use, electronics use, school relationships, computer and internet use, social media use, etc.), criminal activity, emergency procedures, mission, vision, goals, teacher evaluations, schedules, and standards of professionalism.

⁴⁸ Attachment I.3 Draft DAC Employee Policies Handbook



J. Insurance Coverage

DAC will purchase Directors & Officers/Employment Practices Insurance, General Liability/Property, Educators Professional Liability, Excess Liability and Worker Compensation. DAC will purchase any additional insurances required by the State. Please see Attachment J.1 Insurance Quote.⁴⁹

Emergency Management

DAC will engage the Colorado Department of Education, the Jefferson County School District, applicable law enforcement agencies, and the Colorado School Safety Resource Center to develop an Emergency Management Plan and Safety and Security Plan. The plan will create a safety team, appoint a designated crisis response spokesperson, and establish a claims management follow-up process.

Safety and Security

DAC takes the safety and security of its students and staff extremely seriously. From a physical security perspective, a security plan will be incorporated in the facility design or renovation to include securing access to DAC. This plan will include security in depth and solutions controlling and limiting access to school property. Other processes and policies will also be developed in collaboration with the Colorado Department of Education, the Jefferson County School District, applicable law enforcement agencies, and the Colorado School Safety Resource Center to develop an Emergency Management Plan and Safety and Security Plan. The plan will create a safety team, appoint a designated crisis response spokesperson, and establish a claims management follow-up process. DAC will prepare their school staff by attending Colorado Safe Schools Regional Training or a course similar to create a proactive safe school environment. DAC will take a strict no bullying policy and will align to the Colorado Safe Schools Act (C.R.S. 22-32-109.1) which states discipline policies will be implemented on any pupil that creates any written or verbal expression, or physical, or electronic act or gesture or a pattern there of, that is intended to coerce, intimidate, or cause any physical, mental or emotional harm to any student.

⁴⁹ Attachment J.1 Insurance Quotes



K. Parent and Community Involvement

Marketing

DAC is will marketing via multiple modes to ensure that all families are informed of their educational options. A grassroots recruitment campaign is especially important to make sure that “harder-to-reach” families (e.g. single-parent families, low socio-economic households, second language families, etc.) are aware of the choice program and their eligibility to apply for enrollment. A grassroots marketing campaign includes: school website, social media such as Facebook, flyers, direct mailers, advertisements in varying media, building relationships with community groups, and a “door to door” approach.⁵⁰ The School will post flyers in local public facilities such as the post office, community centers and other locations of public access. The goal is to reach parents by using various means of information delivery. Promotional flyers and/or postcards will be distributed via direct mail and/or directly to community groups and churches to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment.

In addition, DAC’s Committee to Form (CTF) has been building relationships with community groups and organizations. In partnership with community organizations, informational events at open forums such as community centers, parks, and libraries will be held to inform the public. All of these methods are key to successful recruitment.⁵¹ Specifically, DAC reached out and shared information about the charter application and proposed public school option with the following local businesses, museums, churches, libraries, etc.: Kid to Kid of Arvada; Arvada Ceramic Arts Guild; My Gym Arvada; Historic Olde Town Arvada; Skate City, Arvada; Arvada YMCA; Arvada Center for the Arts and Humanities; Denver Museum of Nature & Science; Jefferson County School Board Watch; Jeffco Kids First; Standley Lake Library; Jefferson County Public Library – Arvada; Colorado School of Mines; Foothills Art Center; Papa Murphy’s; Chick Fil A; Beyond the Blackboard; Sprouts; King Soopers; Music and Arts –

⁵⁰ Attachment D.8 DAC Parent Interest Meeting Flyer, Attachment D.9 Community Partner Support Document Attachment D. 10 Community Letters of Support, Attachment D.6 DAC Website, and Attachment D.7 DAC Facebook Page

⁵¹ Section D Evidence of Support



Westminster; TKP Architects; Eye of the Needle Alpaca Ranch; Rock Life Music Academy – Arvada; Lilikoi Fashions; Steamers Coffeehouse / Jack’s; House 2 Home; Crystals Jays; Ace Hardware – Westwoods; Tonya’s Little Tots of Learning Preschool; Foothill’s Church – Arvada; Slavic Christian Church; Denver Church of Christ; Arvada Church of Christ; Arvada Covenant Church; Arvada LDS Stake; and Arvada Lutheran Church. DAC will continue the grassroots campaign for student interest and enrollment.

Parent Involvement

Parental involvement is a fundamental aspect of the Mission and Vision of DAC. DAC will encourage parents to be active participants in their children’s education through volunteer opportunities at the school. DAC will develop a multi-tiered communication plan that will best fit the needs of their school’s community. This plan will include regularly scheduled communications through the following means:

- E-mail Newsletter: At least twice per quarter, Parents will receive a newsletter updating them on school events and highlights. For families that do not have access to e-mail, a paper copy of the e-mail may be sent home with the student.
- DAC School’s Website: The School’s website will be a resource with a wealth of information for families. The website will be designed to meet the needs of the DAC community. The website will include information on:
 - DAC’s Mission, Vision and History
 - DAC’s School Schedule and Calendars
 - DAC’s Curriculum
 - Frequently Asked Questions
 - DAC’s Governing Board Meetings: Public Notices, Agendas, and Minutes
 - DAC’s Governing Board Meetings are open public meetings that are held, on average, every other month.
 - Directory of Administration and Staff
 - Uniform Policy Information and Links for Purchasing
 - News and Announcements
 - Any other pertinent information that parents may need to know.



- For a sample of what the DAC website may look like please see
- DAC Facebook Page

Parent and Family Events

The school will also use workshops, parent meetings, open houses and other events to inform parents of involvement opportunities throughout the school year, parents will be informed of the e-mail, website, etc., as noted above. These include event and activities include:

- Quarterly Parent/Teacher Conferences: Hosted in the evenings at the School where parents can discuss topics that affect their children's educational progress.
- Open houses, Career Fairs, Family Day: Events held yearly to recruit new students, maintain communication and involvement between the DAC and the surrounding community.
- PTSO: Parent Teacher Student Organization coordinates extra-curricular events involving the community. Through the PTSO and other such committees, parent and community members will also be able to partake in the school's decision-making process. The school plans to provide parent workshops on education-related topics, such as decision-making regarding school performance and student assessment needs.
- Volunteering for School Events: Chaperoning Field Trips, assisting with class projects, helping in the library or office, speaking during career week, family day, lunch and recess monitoring, holiday events, etc.

Parent satisfaction is critical to the success of the school, as will be determined by DAC's overarching *Goal Seven- On annual survey, 80% of parents and teachers will rate the school climate and culture satisfactory or higher. The survey will be measured by Likert scale, and reported to the Governing Board.*

As stated in the Bylaws, there will be two parent representatives on the Board of DAC. An DAC Academic Committee shall be created to review school data, ensure academic expectations and goals are being met, and provide insight to instructional activities that meet specific needs of the students. In addition, the public, specifically parents, are notified of Board meetings and may be active participants at DAC Board meetings by providing public comment and bringing relevant matters to the Board's attention. Parents will be encouraged to come to the principal of



DAC to discuss any concerns. DAC and parents will work in simultaneously to provide the best educational plan possible for each students learning needs. DAC encourages parent involvement in all parts of their children’s education. DAC will implement a policy to encourage parents to give a minimum of 20 volunteer hours a school year within DAC.

DAC will provide a Student Information System, at this time it is expected to be JeffCo Connect, for parents to have direct access to log in and monitor any missing assignments and current grade updates. DAC teachers and staff who see students struggling academically will notify parents proactively to discuss a student’s progress via phone call, in person meeting, etc. DAC will distribute mid quarter progress, and quarterly and semester report cards to parents.



Community Involvement

Community involvement is a fundamental aspect of the Mission and Vision Doral Academy of Colorado. Community partnerships are extremely important as it broadens the student's opportunity to be exposed to the arts during the school day and outside the school day. DAC will seek partnerships with community arts organizations that enrich the after-school programs, field trips, guest speakers, etc. DAC drafted and created a Community Partner Support Document⁵² and is currently seeking to gather further signed support letters within the community.⁵³ DAC has preliminary partnerships with the following organizations:

- Doral Academy Inc. Schools
- Kennedy Center for the Performing Arts
- The Arvada Center for the Performing Arts
- The Colorado School of Mines-Geology Museum
- The Eye of the Needle Alpaca Ranch
- Denver Museum of Nature and Science.
- Rock of Life Music Academy

DAC plans to continue to network and engage community businesses and organizations for the purposes of after-school programming, fundraising, field trips, educational programming partners, fundraising, guest speakers and more.

⁵² Attachment D.9 Community Partner Support Document

⁵³ Attachment D. 10 Community Letters of Support



L. Enrollment Policy

DAC 's enrollment policy ensures all students have an equal opportunity to be enrolled without regard to race, creed, color, sex, national origin, religion, sexual orientation, ancestry, disability, or need for special education services, subject to the preferences set forth in the attached enrollment policy. A comprehensive draft Enrollment Policy is included as Attachment L.1 Enrollment Policy.⁵⁴

M. Transportation and Food Service

Transportation

DAC will not provide daily transportation for the students to and from school. The School intends help facilitate a forum where parents/guardians of students to facilitate interested in creating carpooling groups can communicate. The school will work to develop a transportation plan so that students who are economically disadvantaged can have equal access to the school. This may involve fundraising, a liaison to connect families with a carpool, and other options. Should a Special Education student who is enrolling in DAC have an IEP that has transportation as an accommodation, DAC will honor their IEP. DAC will work to partner with the LEA, JCSD, as to how to best provide this accommodation.

Should the school plan field trips and/or athletic events, a plan will developed to accommodate transportation needs such as contracting with a charter bus company.

Food Services

The DAC Governing Board will determine what type of food service program will be provided based on the needs of its enrolled student population and if they will benefit from participating the National School Lunch Program. Once the lunch program has been determined it will abide by State and Federal Laws for Health and Safety.

⁵⁴ Attachment L.1 Enrollment Policy



If the school chooses to participate in the National School Lunch program, a budget is not provided at this time as it is expected to break-even. The school will look to choose a vendor who can provide meals at or below the cost of the federal reimbursement rate.

If the school does not plan to offer a lunch program, it will develop a plan to address the needs of students who forget or cannot provide a lunch. This plan will be developed before the start of the first school year. In the Year One budget, there has been \$2500 set aside to supplement the start-up cost for the National School Lunch Program or for the school to develop a plan to address the needs of students who forget or cannot provide a lunch.



N. Facilities

Doral Academy of Colorado (DAC) is currently in the process of identifying a facility in Northeast Jefferson County. The Board hopes to secure a location that is desirable and easily accessible to their student body. The targeted geographic region is an area which includes the following zip codes: 80002, 80003, 80004, 80005, 80007, 80021, and 80403. **

DAC has set aside 18% of their per pupil revenue per year for facility rent. DAC is looking to identify a facility with a minimum of 60 square feet per child. The square footage per student is less than state averages due to the higher cost of land in the fast-growing area in Northeast Jefferson County. Academica, DAC's Management Service Provider (MSP) informed the Committee to Form (CTF) that 60 square feet per child would still allow for necessary classrooms, computer labs, science labs, multi-purpose room (cafeteria) and office space needed. Academica manages over one-hundred schools nationwide, with a majority that have facilities with the model of 60 square feet per student, and have found that this provides ample space to meet the needs of the student body.

In Year 1, DAC will need at least 27,600 square feet and will need to identify additional space in subsequent years as the student population grows to meet the maximum enrollment. Though not optimal, if the school is unable to identify a site that holds all of their students DAC will consider hosting the elementary and middle school students at separate sites.

DAC is utilizing the assistance of Legend Retail Group. Currently, Legend Retail Group is looking for potential facilities with the necessary square footage that are in a conducive environment for an educational institution. Properties under consideration include the potential sublease of space from Foothills Church located at Meadows Centre, 8270 W 80th Ave #2 in Arvada, the purchase and development of land in and around the Candelas development (three large parcels for sale that could be suitable for school development), and the refurbishment and occupancy of the former Zerger Elementary Public School.

The CTF has asked Academica to engage charter school development groups similar to Turner-Agassi Charter School Facility Fund. Groups like the Turner-Agassi Charter School Facility Fund have been willing to allow charter schools to stair-step their lease payments until enrollment increases to a level that financially allows the school to make a full lease payment. This allows a charter school to grow into a facility over time. Additionally, DAC will look to enter into a lease that includes a purchase-option of their facility. DAC understands that it is imperative that they eventually own their facility to



allow for a fixed rent rather than a traditional lease that includes annual escalators.

Spaces Needed	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten Classrooms (1 Full-day and 2 Half-day classes)	2 (700 SF)	2 (700 SF)	2 (700 SF)	2 (700 SF)	2 (700 SF)
1 st Grade Classrooms	3 (700 SF)	3 (700 SF)	3 (700 SF)	3 (700 SF)	3 (700 SF)
2 nd Grade Classrooms	3 (700 SF)	3 (700 SF)	3 (700 SF)	3 (700 SF)	3 (700 SF)
3 rd Grade Classrooms	3 (700 SF)	3 (700 SF)	3 (700 SF)	3 (700 SF)	3 (700 SF)
4 th Grade Classrooms	2 (700 SF)	3 (700 SF)	3 (700 SF)	3 (700 SF)	3 (700 SF)
5 th Grade Classrooms	2 (700 SF)	2 (700 SF)	3 (700 SF)	3 (700 SF)	3 (700 SF)
6 th Grade Classrooms	2 (840 SF)	2 (840 SF)	2 (840 SF)	3 (840 SF)	3 (840 SF)
7 th Grade Classrooms	X	2 (840 SF)	2 (840 SF)	2 (840 SF)	3 (840 SF)
8 th Grade Classrooms	X	X	2 (840 SF)	2 (840 SF)	2 (840 SF)
9 th Grade Classrooms	X	X	X	2 (840 SF)	2 (840 SF)
10 th Grade Classrooms	X	X	X	X	2 (840 SF)
11 th Grade Classrooms	X	X	X	X	X
12 th Grade Classrooms	X	X	X	X	X
Resource Room	1 (400 SF)	1 (400 SF)	1 (400 SF)	2 (400 SF)	2 (400 SF)
Elective Classrooms (Art, Language, Science etc.)	2 (840 SF)	3 (840 SF)	4 (840 SF)	5 (840 SF)	6 (840 SF)
Computer Labs	1 (840 SF)	2 (840 SF)	2 (840 SF)	3 (840 SF)	3 (840 SF)
Library	1 (500 SF)	1 (500 SF)	1 (500 SF)	1 (500 SF)	1 (840 SF)
Multipurpose Room (Cafeteria/Gym)	1 (4500 SF)	1 (4500 SF)	1 (5500 SF)	1 (5500 SF)	1 (5500 SF)
Administrative Offices	3 (100-150 SF)	4 (100-150 SF)	5 (100-150 SF)	5 (100-150 SF)	6 (100-150 SF)
Front Office Space	1 (300 SF)	1 (300 SF)	1 (300 SF)	1 (300 SF)	1 (300 SF)
Teacher's Lounge	1 (250-300 SF)	1 (250-300 SF)	1 (250-300 SF)	1 (300-400 SF)	1 (300-400) SF
Hallways, Bathrooms, Storage , Etc	6,800 SF	8,000 SF	9,250 SF	10,000 SF	10,150 SF



Additional criteria for an acceptable location includes:

- Open area and playground space.
- Meets requirements for parking spaces.
- Adequate space for traffic flow for drop off and pick-up.
- Facility meets all necessary building codes to received Certificate of Occupancy.
- Zone as “Permitted” for a Charter School (zone types A, OR, OC, or TND)

Pursuant to C.R.S. 22-30.5-104(3), DAC will comply with state and federal law requiring any facility alterations to accommodate special education students.

It is expected that Doral Academy of Colorado will seek contracts for the following services:

- Substitute Teachers: DAC will contract with staffing agency similar to Kelly Educational Staffing for substitute teachers. Pricing assumptions are included the budget narrative.
- Payroll: DAC will contract with a payroll company to process employee payroll. DAC will receive bids from multiple payroll companies before making a decision as a Board.
- Legal Services: DAC will contract with a local attorney to provide legal support to the school. DAC will use its attorney to review major contracts including the facility lease or purchase.
- Accounting Firm: DAC will contract with a local accounting firm to conduct its annual audit. DAC will receive multiple bids before making their selection.
- IT Company: DAC plans to contract with an IT Company for its technology needs. This service should include firewall set-up/maintenance, server set-up/maintenance, computer installations, computer imaging, configuration of wireless system and continual IT support. DAC will receive multiple bids before making their selection.
- Janitorial Company: DAC will contract with a local janitorial company. DAC will have their facility cleaned nightly 5 times a week. The school will not need to contract for a day porter because they will have a campus monitor accomplishing those duties. The janitorial contract will also include semi-annual floor care and custodial supplies. DAC will receive multiple bids before making its selection.



- Facility Maintenance: DAC will enter into contracts for AC Repair, Pest Control, Lawn Care, among other facility maintenance contracts based upon the needs of the school. DAC will receive multiple bids before making its selection.

O. Waivers

For requested DAC Waivers, please see Attachment O.1 Waivers. ⁵⁵

P. Student Discipline, Expulsion, or Suspension

DAC's Student Discipline Policy Overview

PBS will serve as the underlying philosophy for guiding DAC's behavioral systems, and the PBS team-based approach to offering positive reinforcements, identifying root causes of problem behaviors, and finding appropriate behavioral interventions guide DAC's progressive discipline framework. DAC's policies will continue to be developed with the goal of providing a learning environment that is safe and conducive to learning. Upon the establishment of the school, the principal and teachers will further refine the discipline policy. The policy will provide for the progressive discipline of students and on-site review of disciplinary decisions. The policy will be developed with input and participation from the teachers, parents, and other school stakeholders. It shall be consistent with the rules of behavior prescribed in accordance with Colorado State Law and Federal Regulations include provisions designed to address the specific disciplinary needs and concerns of the school; and provide for the temporary removal of a pupil from the classroom.

DAC's discipline policy will follow progressive discipline guidelines as prescribed by Federal Regulations, Colorado Revised Statutes (C.R.S 22-32-109.1), and district policies. As stated in C.R.S 22-32-109.1 .II. A DAC will "impose proportionate disciplinary interventions

⁵⁵ Attachment O.1 Requested Waivers



and consequences, including but not limited to in-school suspensions, in response to student misconduct, which intervention and consequences are designed to reduce the out-of-school suspensions, in response to misconduct....” As part of the disciplinary policy the school will plan for the “appropriate use of prevention, intervention, restorative justice, peer mediation, counseling, or approaches to address student misconduct, which approaches are designed to minimize student exposure to the criminal and juvenile justice system...”

Minor student infractions are generally handled by a student’s classroom teacher, but may also involve the Principal. Anytime a student is required to see the Principal, a learning opportunity arises. Every student is encouraged to be responsible for this or her own actions, and students are instructed to share the incident with their parents. If and when necessary, the interaction between the student and the Principal will be followed up with a phone call or written communication to the parents as soon as possible after the incident.

The Principal or faculty members may assign consequences. Depending on the nature of the offense, damages to others, and continued pattern of offenses, consequences may include detentions, service, student behavior plans, fair remuneration, relinquishing privileges, apologies, required extra work, and/or activity restrictions. More severe behavioral issues will warrant immediate parent conferences. Only the Principal or designee may issue consequences for major infractions involving suspensions or more serious consequences.

All detentions for discipline will be served soon after the infraction. If the discipline situation warrants notification of the parents, an attempt will be made to notify them the day the detention is given. Students serving a detention or suspension on the same day as an after school activity will not be allowed to participate in the activity until the detention/suspension is served. Any change in the detention or suspension date(s) will be at the discretion of the Principal or designees.

Certain major infractions may require an immediate parent conference prior to suspension, during which time appropriate follow-up actions are discussed. These actions may include activity restrictions, creation of remedial student discipline plans, and requirement of parent to attend class with student for a specified time or other plans. Discipline referrals and suspensions become part of a student’s permanent record.



If a student has been given an In-School Detention or an Out-Of-School Suspension two or more times during the year, or if the student has received more than 8 tardies in a quarter, the Principal or designee reserves the right to restrict the school events or field trips that the student may attend. All decisions concerning this matter will be made at the discretion of the Principal or designee.

DAC's disciplinary policies and practices will comply with all applicable laws, regulations, and policies to ensure that disciplinary infractions involving students receiving special educational involve appropriate team members and consider all relevant aspects of 504 Plans and IEPs. Specifically, DAC will ensure that all students receive adequate due process, including, but not limited to a consideration of whether the behavior exhibited is a manifestation of a student's special needs. Additionally, DAC will maintain disciplinary records to track incidents involving minority and disabled students to ensure that serious disciplinary consequences are not disproportionately issued to these student populations.

Discipline Philosophy (Positive Behavior Support)

DAC will develop a student discipline policy and related procedures that integrated with Positive Behavior Support (PBS). Positive Behavioral Support is a collaborative, assessment-based approach to developing effective interventions for problem behavior. The "use of PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change."⁵⁶ Positive Behavioral Support can target the entire school as well and individual student behaviors, as "it does not focus exclusively on the student, but also includes changing environmental variables such as physical setting, task demands, curriculum, instructional pace, and individualized reinforcement."⁵⁷

This is especially important for students who are at-risk. PBS emphasizes the proactive, educative, and reinforcement-based strategies that will achieve meaningful and long-lasting positive behaviors. When PBS strategies are implemented school-wide, it builds environments that are conducive to learning for all students. Research has shown that "schools

⁵⁶ Cohn, A. (2001). Retrieved at http://www.nasponline.org/resources/factsheets/pbs_fs.aspx.

⁵⁷ Cohn, A, See Foot Note 49



that implement system-wide [PBS] interventions also report increased time engaged in academic activities and improved academic performance.”⁵⁸

The goal of Positive Behavioral Support is to encourage appropriate behaviors through the use of positive reinforcement techniques in order to reduce further disciplinary consequences. Students that are struggling with appropriate behavior will be monitored frequently through the use of individual behavior plans. Since inappropriate behavior is a reflection of a multitude of variables from life at home to school, it is important to understand all aspects contributing to the inappropriate behavior. Since each child has different social and emotional needs, it is vital that the behavior plan be unique to the needs in this root-cause analysis. The overarching goal of utilizing a positive behavioral support philosophy is to reduce the number of expulsions and suspensions that often serve as a gateway to the justice system.

DAC will collaborate with parents, staff, and faculty in its PBS implementation process. As part of this collaboration, individuals (faculty, staff, and parents) learn more about their own behaviors, learn to work together, and support each other as a community of learners. DAC’s Principal or designee will ensure that extensive professional development is provided to implement PBS, including, but not limited to professional development on effective instruction to improve student. DAC’s PBS implementation will also closely involve DAC’s data and RtI teams to develop strategies and methods to help teachers discover root causes of problem student behaviors.

⁵⁸ Cohn, A, See Foot Note 49



Classroom Intervention Strategies

Classroom intervention strategies at Doral Academy of Colorado are designed to meet the needs of struggling students, support academic and behavior improvement, and create a positive learning environment for all students. The school will develop strategies, interventions, and support systems to meet the needs of the student population aligned with the philosophy of Positive Behavioral Support, and RtI.

School-Wide Positive Behavioral Support is a specific, researched based application of the three tiered model.⁵⁹ In the article “Developing a Classroom Management Plan Using a Tiered Approach,” Sayeski and Brown maintained that a three-tiered support structure is a necessary component of a school wide PBS model.⁶⁰ In this model, no behavioral intervention should occur until the appropriate team responsible for creating individual behavior plans has had the opportunity to identify root causes to a student’s problem behaviors. But when an intervention is necessary, the Response to Intervention (RtI) model provides an excellent structure that correlates to a tiered approach to behavioral interventions. According to Fuchs and Fuchs, the fundamental supposition of RtI is that teachers who apply effective instructional practices at Tier 1, many of their students will demonstrate growth academically, but other students will need additional levels of support.⁶¹ The same is true for the concept of behavior.

The application of effective behavioral supports in the classroom (e.g, high expectations, engaging instruction, clearly identified routines and procedures) should enable the majority of students to behave within classroom norms. Students who do not respond to preventative, proactive behavioral supports will require additional levels of support.⁶²

RtI and PBS models both account for three levels of support, including three tiers of support:

⁵⁹ Sugai, G., & Horner, R. H. (2009). Responsiveness-to-intervention and school-wide positive behavioral supports: Integration of multi-tier system approaches. *Exceptionality*, 17, 223-227. Doi.10.1080/09362830903235375.

⁶⁰ Sayeski, K.L., & Brown, M. R. (2011). Developing a Classroom Management Plan Using a Tiered Approach. *Teaching Exceptional Children*, 44, no 1 S.

⁶¹ Fuchs, L. & Fuchs, D. (2006). A framework for building capacity for responsiveness to intervention. *School Psychology Review*, 35, 621-626

⁶² Sayeski, K.L., & Brown, M. R., See Footnote 53



- Tier 1 or universal support for all students with a focus on Prevention (preventative classroom management).
- Tier 2 or targeted group support that includes evidence based practices and monitoring (first line interventions).
- Tier 3 or individual support based on individual assessment process (intensive, individualized interventions).⁶³

Reinforcement systems are an integral part of Tier 2 school-wide PBS programs. “In contrast to surface management techniques that teachers use to address occasional behaviors that occur in classrooms, reinforcements systems are planned instruction and reinforcement of desired behaviors”.⁶⁴ A few evidence based reinforcement systems include: token economies where students earn tokens (eg. points, stickers,) that are used for a desired activity or item;⁶⁵ behavior contracts focus on desired behavior and specify contingent relationships among behavior;⁶⁶ and group contingency management systems where students can gain or lose privileges based on the whole class, teams, groups.⁶⁷

Formal Discipline Proceedings

According to CRS 22-33-105 2(a) and (b), a student may not be suspended for more than 25 school days. Opportunities will be given for a student to make up school work during suspension; however, the school will determine the amount of credit the student shall receive for this makeup work.

Suspensions at Doral Academy of Colorado can be assigned only by the Principal or designee. Prior to suspension, the student’s parent will be notified, and a parent conference will

⁶³ Sayeski, K.L., & Brown, M. R., See Footnote 53

⁶⁴ Sayeski, K.L., & Brown, M. R., See Footnote 53

⁶⁵ Filcheck, H.A., McNeil, C.B., Greco, L.A. & Bernard, R.S. (2004). Using a whole-class token economy and coaching of teacher skills in a preschool classroom to manage disruptive behavior. *Psychology in the Schools*, 41, 351-361. Doi:10.1002/pits.101608.

⁶⁶ Anderson, J. (2002). Individualized behavior contract. *Intervention in School & Clinic*, 37, 168-172. Doi:10.1177/105345120203700306.

Cook, M.N, (2005), The disruptive or ADHD child: What to do when kids won’t sit still and be quiet. *Focus on Exceptional Children*, 37, 1-8.

⁶⁷ Hulac, D.M., & Benson, N. (2010). The use of group contingencies for preventing and managing disruptive behaviors. *Intervention in School & Clinic*, 45, 257-262. Doi:110.117/105345209356442.



be required before the student returns to class. Notice of suspension shall be given in writing. An informal hearing will be offered to a parent and student after receipt of notice of suspension lasting less than 10 days, by the Principal. A parent conference involving the Principal, student, and student's parent(s) or guardian(s) may be required before a student will be readmitted following a suspension. A suspension lasting more than 10 days will be given a formal hearing.

School officials shall strictly protect student confidentiality in matters of discipline and take all reasonable measures to keep information dissemination on a need-to-know basis.

Levels

If the student continues to be disruptive and exhibits inappropriate behavior or actions, the student will be placed on levels. A level 1 is an indication that the student is exhibiting behavior or actions that are not acceptable. A level 2 status indicates that the student is continuing with the inappropriate actions or behavior. A level 3 will result in expulsion from the school and the school district. Doral Academy of Colorado reserves the right to place the student at any level at any point according to the severity of the offense.

Step 1, Initial suspension

An initial suspension will occur after a major infraction or a series of minor infractions, depending on the severity of the infraction(s). Step one, initial suspension, will include a minimum of a one-day, and a maximum of a ten-day suspension. A remedial student discipline plan may be created during the conference between parent, student, and/or Principal depending on the severity of the infraction. A parent-student-Principal conference may be required before student re-admittance to the classroom. Depending on the severity of the infraction, the student may or may not be placed on a level 1 at this point.

Step 2, Secondary suspension with remedial discipline plan review and revision

A secondary suspension is the second step of formal discipline proceedings and will occur after one or two major infractions following initial suspension, depending on severity of offense, and/or as a result of the student's violation of his or her remedial discipline plan. Step 2 suspensions will include a minimum of two days and a maximum of no more than ten days total suspension. A required parent-student-Principal conference will be held before student is



allowed to return to school. If a remedial student discipline plan already exists, it will be reviewed and revised. If a remedial student discipline plan has not been created as yet, one will be created for the student at this point. Depending on the severity of the infraction, the student may or may not be placed on a level 1 or 2 at this point.

Step 2, Final suspension

A final suspension from Doral Academy of Colorado is the third and final step of formal discipline proceeding. After a final suspension, and prior to movement toward a declaration of “habitual disruption” (placing the student on a Level 3) or the expulsion proceedings, a student may appeal the decision and obtain a hearing from the representative of the Board of Directors. In addition, “The board of education of each district may deny admission to, or expel for any period not extending beyond one year, any child whom the board of education, in accordance with the limitations imposed by this article, shall determine does not qualify for admission to, or continued attendance at, the public schools of the district. (CRS 22-33-105 2c). According to Colorado statute, a student may be declared habitually disruptive after being suspended three times in one year on the grounds set forth in CRS 11-33-106 for causing a material and substantial disruption in the class, on school grounds, on school vehicles, or at school activities or events because of behavior that was initiated, willful, and overt on the part of the student, and the suspensions were made for

- Continual, willful disobedience or open and persistent defiance of proper authority;
- Willful destruction or defacing of school property;
- Behavior on or off school property, which is detrimental to the welfare or safety of other students or of school personnel;
- Serious violations in a school building or in or out of school property;
- Repeated interference with a school’s ability to provide educational opportunities to other students;
- And other grounds found in CRS22-33-106(1)(a),(b),(c),(d), and (e).

Expulsion from Doral Academy of Colorado shall be mandatory for the following violations:

- Carrying, bringing, using, or possessing a dangerous weapon (including a firearm or firearm facsimile, any pellet, or BB gun or other device operational or not, designed to propel projectiles by spring action or compressed air, fixed blade knife with a blade that



measures longer than three inches in length or a spring loaded knife with a blade longer than three and one-half inches, any object, device, instrument, material, or substance, whether animate or inanimate used or intended to be used to inflict death or serious bodily injury;

- The sale or possession of a drug or controlled substance;
- Death threats to other students or administration;
- The commission of an act, which if committed by an adult would be robbery or assault other than third degree assault.

Expulsion

In the event DAC proposes to expel a student, it shall notify the appropriate JCSD responsible for student discipline within 1 school day of the decision to expel. As part of such expulsion proceeding, DAC shall offer the student an opportunity for a due process hearing, including the opportunity to present appropriate testimony and evidence at the hearing. If a student is expelled from DAC, the student may be considered to be expelled from the JCSD as well. Unless services are purchased from the JCSD, any general education services required by law to be provided to suspended or expelled students shall be the sole responsibility of DAC. Any special education and related services required by law to be provided to suspended or expelled students shall be the responsibility of the JCSD. DAC shall code all suspensions and expulsions in accordance with the District's practices for its student information systems.



Q. Serving Exceptional and Educationally Disadvantaged Students

Program Administration and Overview

The Doral Academy of Colorado (DAC) is committed to all of its students, including its gifted and talented pupils, students with disabilities, English Language Learners (ELLs), and those with Individual Education Plans (IEPs) or 504 plans. Working closely with the Jefferson County School District (JCSD) as its Local Education Agency (LEA), DAC plans on closely partnering with district staff on several fronts to ensure special education programs and services reach students appropriately.

As a school within that LEA, DAC's Special Education Teacher, with direction from DAC's Principal, will provide on-site LEA services including supervision of the Special Education Program, 504 Program, Gifted and Talented identification and related services. DAC's Special Education Teacher will be a member of the RTI school team, Multi-Disciplinary Team, and the Individualized Education Program (IEP) team. With direction from DAC's Principal, the ELL Teacher/Coordinator will provide on-site LEA services for ELL identification and services as well as on-site programs for the Educationally Disadvantaged.

In order to provide a Free and Appropriate Public Education (FAPE), DAC will follow all federal and state laws under the Individuals with Disabilities Education Act (IDEA) (20 USC §1400 et seq). Additionally, DAC will comply with the applicable requirements of Section 504, the Americans with Disabilities Act (ADA) and all U.S. Department of Education Office of Civil Rights ("OCR") mandates for students enrolled in DAC. By adhering to the provisions of the IDEA and applicable Colorado Special Education Laws and Regulations, DAC will assure that all students with disabilities are accorded FAPE, including special education-related services, and accommodations. DAC will also ensure that no student otherwise eligible to enroll will be denied enrollment on the basis of their special education or disability status.

DAC will implement the program for special education set forth and referenced in this charter application. DAC shall be responsible for providing and subsidizing those specialized instructional and related services required pursuant to student IEPs, and the services, modifications and/or accommodations required by a student's Section 504 Plan. In this section, the charter application will discuss:



- DAC's process of identifying students who are not performing academically through a Response to Intervention model.
- DAC's process of identifying students in need of an initial assessment for special education.
- DAC's special education and 504 services.
- DAC's staffing plans to comply with students with diverse needs which will include state certified personnel.
- DAC's procedures to provide documentation, assessments, adaptations, and modifications.
- DAC's plan to address other student populations with diverse needs including English as a Second Language (ELL), Gifted and Talented (GT), and Educationally Disadvantaged.

Response to Intervention

Response to Intervention (RtI) is designed to improve the quality of education, evaluation and eligibility through a decision making process for students with academic and behavioral deficits. RtI accomplishes this task by utilizing a set of procedures and a series of decision making protocols which help ensure special education eligibility teams systematically consider relevant evaluation data against all eligibility criteria required by federal and state law. RtI is based on several critical concepts that explain and define its unique approach to special education evaluation and determination of special education eligibility specifically for an eligibility of Specific Learning Disability (SLD). RtI is a systematic documentation and decision making process designed to enhance both evaluation and determination of eligibility. RtI utilizes a straightforward approach to the identification of SLD that is pragmatic and empirically sound. Specifically, RtI operationally defines SLD as "unexpected underachievement" and infers that students who may have a SLD when assessment of exclusionary factors fails to explain an otherwise normal student's significant underachievement. Essentially, when failure is surprising or "unexpected" and cannot be better explained by other factors, SLD can be inferred. RtI provides a consistent and coherent framework for evaluating the two required qualifying conditions of special education eligibility:



(1) the identification of an IDEA disability, and (2) the determination that special education is required RtI "needed" in order for a student to receive a free appropriate public education (FAPE).

This thorough process ensures that prior to finding a student eligible for an SLD, a team identifies other potential root causes to the student's academic issues, utilizes a set of student-specific interventions to remedy these, and closely monitors progress. Accordingly, RTI is the mechanism teachers will provide appropriate instruction that utilizes scientific, research-based interventions in general education environments to address academic and behavioral concerns. The Federal Register provides the following commentary regarding the provision of appropriate instruction (Vol. 71, No. 156 / Monday, August 14, 2006 / Rules and Regulations):

Sections 300.306(b)(1)(i) and (ii), consistent with section 614(b)(5)(A) and (B) of the Act, specifically state that children should not be identified for special education if the achievement problem is due to lack of appropriate instruction in reading or mathematics. This issue is especially relevant to SLD because lack of appropriate instruction in these areas most commonly leads to identifying a child as having an SLD. All children should be provided with appropriate instruction provided by qualified personnel (page 46655).

Watering down a focus on appropriate instruction for any children ... would be counter to both the Act and the ESEA... The eligibility group should not identify a child as eligible for special education services if the child's low achievement is the result of lack of appropriate instruction in reading or math. Eligibility is contingent on the ability of the LEA [school district] to provide appropriate instruction. Determining the basis of low achievement when a child has been given appropriate instruction is the responsibility of the eligibility group [special education eligibility team]. Whether a child has received appropriate instruction is appropriately left to State and local officials to determine. Schools should have current, data-based evidence to indicate whether a child responds to appropriate instruction before determining that a child is a child with a disability. Children should not be identified as having a disability before concluding that their performance deficits are not the result of a lack of appropriate instruction (page 46656).



Data-based documentation refers to an objective and systematic process of documenting a child’s progress. This type of assessment is a feature of strong instruction in reading and math...and is consistent with the Act that children cannot be identified for special education if an achievement problem is due to lack of appropriate instruction in reading or math (page 46657).

It is clear that appropriate instruction in general education settings is a prerequisite for special education eligibility as SLD. It is also clear that the special education eligibility team has a responsibility to formally determine whether specific aspects of appropriate instruction have been met by a school district. This section of the law (34 CFR 300.309) applies to all schools and school districts regardless of whether they use RtI, severe discrepancy, or an alternative approach to determine eligibility as SLD.

This means that all schools and school districts must ensure that student performance data was regularly collected and analyzed in general education settings. Such data collection is commonly referred to as progress monitoring, which is a method of repeatedly evaluating student performance for the purpose of guiding further instruction. Simply put, progress monitoring data must be collected and considered as part of every SLD evaluation in order to legally determine eligibility as SLD.

According to the Federal Register, progress monitoring is considered to be a “critical hallmark” of appropriate instruction. To emphasize this point, the Federal Register provides the following commentary regarding the regular collection of student performance data in general education settings:

We believe that one of the most important aspects of good teaching is the ability to determine when a child is learning and then to tailor instruction to meet the child’s individual needs. Effective teachers use data to make informed decisions about the effectiveness of a particular instructional strategy or program. A critical hallmark of appropriate instruction is that data documenting a child’s progress are systematically collected and analyzed and that parents are kept informed of the child’s progress. Assessments of a child’s progress are not bureaucratic, but an essential component of



good instruction (Vol. 71, No. 156 / Monday, August 14, 2006 / Rules and Regulations, page 46657).

Therefore, according to federal regulations, it is the responsibility of general education to provide appropriate instruction to students and it is the responsibility of the special education team to assess whether appropriate instruction has been provided as part of the LD eligibility process. If the eligibility team does not have clear and convincing evidence of appropriate instruction, then eligibility as SLD is prohibited by federal law.

Specifically, federal law (ESEA & IDEA) indicates that appropriate instruction in general education settings must clearly and convincingly demonstrate and document the following:

- Explicit and systematic teaching of essential skills in the core academic domains of reading and math and, by precedent, in written expression and oral language.
 - Federal law specifically identifies five essential reading skills that must be explicitly and systematically taught.
 - For example, Essential Components of Reading Instruction—The term “essential components of reading instruction” means explicit and systematic instruction in:
 - (A) Phonemic awareness;
 - (B) Phonics;
 - (C) Vocabulary development;
 - (D) Reading fluency, including oral reading skills; and
 - (E) Reading comprehension strategies
- (Federal Register Vol. 71, No. 156 / Monday, August 14, 2006 / Rules and Regulations, page 46646)
- The explicit, systematic and repeated collection, documentation and analysis of student performance data used to guide further instruction and also used to keep parents informed of student progress.
 - That instruction was provided by “qualified” teachers trained and licensed in the core academic subjects they are responsible for teaching.

To ensure compliance with federal SLD eligibility regulations at the school level, DAC’s Special Education Teacher, with direction from DAC’s Principal, must make certain that clear



and convincing documentation of appropriate instruction is available for immediate review by the special education eligibility team. It is not the responsibility of this team to ensure that appropriate instruction was provided. This is the specific responsibility of the school district, and at the school level, the responsibility of DAC's principal.

RtI documentation is required because whenever a referral for evaluation is made, the special education eligibility team has the responsibility to formally determine whether a special education evaluation is warranted. This decision must be data-based and should include evidence of a student's response to appropriate instruction. If there is no documentation or credible evidence that appropriate instruction has been provided, then there is no reasonable basis for the team to initially suspect LD over other more common causes of underachievement, including the possibility that appropriate instruction may not have been provided. In a situation where appropriate instruction is not documented or cannot be demonstrated an evaluation would not be warranted since there would be no reasonable basis to justify suspicion of disability.

Stated in procedural terms, the need to conduct an SLD evaluation rests on reasonable suspicion that the student may have an IDEA disability and need special education services to receive FAPE. Intervention practices, such as those facilitated through a school RTI team, are the preferred method for developing reasonable suspicion of SLD. Similar to evidentiary requirements for the determination of SLD eligibility, some evidence of the following elements should also be present to trigger reasonable suspicion of SLD and prompt formal evaluation: a) verification of appropriate instruction, b) delivery of targeted, scientific research based instructional interventions, c) an inadequate level of academic performance **and** an inadequate rate of learning that, d) cannot be immediately explained on the basis of exclusionary factors such as inappropriate instruction, another disability, or limited English proficiency.

Documentation of appropriate instruction is a natural by-product of RtI Assessment. Consistent utilization of RtI practices can greatly assist the Special Education Teacher with the responsibility of ensuring that appropriate instruction can be demonstrated and documented. Specifically, RTI will help ensure the documentation of:

- appropriate core instruction,
- targeted and/or intensive research-based instructional intervention,
- on-going progress monitoring.



DAC's RtI Process

DAC will universally screen all students in the beginning of the school year. Analysis of the universal screener will be completed by DAC's RtI team; those students who are identified as academically at risk (below the tenth percentile) and who are not already identified with an IEP, will be referred to DAC's RtI team. DAC's RtI team will be comprised of a staff member from every general education grade level and the Special Education Teacher or designee selected by the Teacher. The RtI team notifies the parent that their child will be entering the RtI program which will provide interventions in an area of deficit.

Once a student is identified, the RtI team, which includes the student's parent or guardian, writes a goal for the student in the area of deficit, provides intensive interventions, and progress monitors growth weekly. The interventions and progress monitoring tool provided will be interventions and tools that have been validated through research⁶⁸ (see intensiveinterventions.org) and determined by the RtI team. The RtI team reviews the student's progress according to the progress monitoring data every four weeks and adjusts instruction when a student is not showing progress on the graphing. If the student is not showing progress after every four weeks of data analysis, the teacher attempts a variety of intensive interventions and strategies designed to facilitate the child's learning within that classroom. Interventions can be intensified by providing more daily or weekly time on the intervention, providing interventions in a smaller group setting or individualized, or by compiling a combination of intervention that may work.

DAC's RTI process will include three tiers. Tiers include increasing levels of intensity of interventions.

Tier 1

Tier 1 will include research based instruction in the general education classroom with core instructional interventions. Tier 1 includes differentiated curriculum and instruction for all students. Primary instruction includes at-risk children who have been identified through the

⁶⁸ See intensiveinterventions.org for an example of the type of progress monitoring DAC's RtI team will utilize.



universal screening process receive research-based instruction, sometimes in small groups, sometimes as part of a class-wide intervention. A certain amount of time (generally not more than six or eight weeks) is allotted to see if the child responds to the intervention—hence, the name RtI. Each student’s progress is monitored closely. If the child does, indeed, respond to the research-based intervention, then this indicates that perhaps his or her difficulties have resulted from less appropriate or insufficiently targeted instruction. DAC’s Tier 1’s process include the following components:

- *Expectations* = 80% or more of students successful with general education curriculum and instruction
- *Assessments* = Universal screenings for academics and social/emotional growth (behaviors)
- *Interventions* = Through differentiated instructional practices
- *Roles and responsibilities* = primarily the general education teacher

Tier 2

Tier 2 will include small group intervention with intensive assistance for students who are performing below monitored progress expectations at Tier 1. Tier 2 includes targeted interventions for students at-risk. Tier 2 standard treatment protocol interventions include interventions that are:

- From scientific-based education research
- Evidence-based Interventions
- From education research
- Experiential-based Interventions
- From best practice with like students

The length of time in Tier 2 is generally a bit longer than in Tier 1, and the level of intensity of the interventions is greater. They may also be more closely targeted to the areas in which the child is having difficulty. Again, child’s progress is closely monitored. The time allotted to see if



the child responds to interventions in this more intensive level may be longer than in the first level—a marking period, for instance, rather than six weeks—but the overall process is much the same. DAC’s Tier s’2 process include the following components:

- *Expectation* = 15% of students may be at risk and in need of targeted interventions
- *Assessment* = progress monitoring of student response to specific intervention
- *Intervention* = standard protocol treatment intervention as available from the research; evidence-based intervention as available in the literature
- *Roles and responsibilities* = variety of personnel as determined at the local site

Tier 3

Tier 3 becomes an option for continued and yet more intensive intervention. Five percent of students may be at significant risk and in need of intense interventions. If, however, the child does not respond to the first level of group-oriented interventions, he or she typically moves to the next RTI level. Tier 3 involves the use of a combination of different types of curriculum material including but not limited to: standard protocol treatment intervention as available from the research, evidence-based intervention as available in the literature, and unique intervention based on teacher expertise. Tier 3 is more individualized as well as more intensive. Weekly progress monitoring specific to the intervention should continue; analyzation of every four data points takes place to determine whether or not the student is showing progress. If progress monitoring graph line is flat lining (student showing no progress) then intensity of instruction needs be increased. Intensity can be increased by providing intensive intervention to the student in a smaller group or individually by increasing the minutes per session, increasing the number of sessions per day or week, and/or by changing the method of instruction. If the child does not responded to instruction at this level, then he or she needs to be referred for a full and individual evaluation under IDEA.



Special Education

DAC's Special Education Teacher, with direction from DAC's Principal, will be primarily responsible for all tasks and duties related to DAC's Special Education program. The initial referral process for special education begins with a bridge meeting between the RTI team and the Special Education Team. The Special Education Team will include the parent or guardian, general education teacher(s), designated specialists/interventionists, special education teacher, school psychologist and school administrator as the LEA. The special education teacher will oversee the process by making sure all timelines and paperwork is documented and collected according to federal and state standards. All components of an initial assessment will follow mandates as required by IDEA and state regulations.

The initial evaluation begins with a Prior Written Notice to the parent to meet, review RtI data, and to sign the Consent to Evaluate. Initial referrals for evaluation for special education services will be supported by documented interventions by the RtI model approach, using data to identify student strengths and weaknesses or as otherwise appropriate so long as it is consistent with state and federal law. Team meetings will review prior interventions, accommodations and modifications and recommend further interventions as appropriate. Upon review of accumulated data, observation and review of records, DAC may determine that assessment for initial evaluation for special is necessary to determine possible eligibility for special education programs and related services.

Upon a parent's request for a special education assessment, DAC will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree or deny the request for assessment. If DAC determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If DAC concludes that there are suspected disabilities, DAC will develop an assessment plan describing the types of standardized assessments that will be used to determine the eligibility of students for special education instruction. A variety of standardized assessments will be conducted, within IDEA federal timelines, after receiving the parents' written consent. For identification purposes, initial evaluations will be comprehensive and include assessing all areas (e.g. cognitive, academic, behavioral, health and development, adaptive, and emotional) assessments that are



considered best practice or mandated by state law for the eligibility area. All students will be assessed using validated, standardized assessments to prevent misidentification. All assessments will be given by a licensed school psychologist. JCSD as the local LEA and school district may provide special education services such as a school psychologist if determined by a legal agreement between DAC and JCSD.

Following an initial evaluation, an MDT/IEP team meeting that includes the required team members (parents, school psychologist, general and special education teachers, related service staff if needed, and school principal as LEA) will meet to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. Consistent with IDEA and state special education laws and regulations regarding the IEP process, the IEP team will convene and make decisions regarding eligibility, special education services, related services, goals, accommodations and placement as part of the IEP program. Procedural safeguards are reviewed at every team meeting and parents receive copies of all paperwork.

IEP teams meet annually to review and revise the IEP. Additionally, IEP revisions can be held as requested by any IEP team member following all federal and state regulations. Every three years, a student receiving special education services has to be reevaluated and found re-eligible to continue to receive special education services or to be exited from special education according to team determinations. Parents have the right to revoke special education services according to IDEA mandates.

The IEP Program will include a continuum of services beginning with services provided in the Least Restrictive Environment (LRE) and ending with Resource Room services. LRE includes special education services with supplementary aides and services being provided in the general education environment. The special education teacher or an instructional aide under the special education teacher's guidance will provide small group and/or individualized instruction based on student's IEP goals and academic needs. Providing services in the LRE will provide the student access core curriculum with typical peers and academic interventions within the general education setting. If a student continues to not progress academically, a combination of inclusion services and services provided in a Resource Room will be provided up. Finally, a student may receive all core subjects in the Resource Room up to 70% placement as determined by an IEP team. The School will provide the following spectrum of services:



Less Restrictive	
Regular Education Classroom	Consult
	Consult with Accommodations
	Push In Special Education Teacher or Instructional Assistant Support with Accommodations
More Restrictive	
Resource Room	Combination of Push in and Pull Out* Special Education Teacher provides instruction in the general education classroom with accommodations and intensive interventions in the Resource Room with Modified instruction at instructional level.
	Pull Out for all core subjects* Special Education Teacher provides intensive interventions in the Resource Room with Modified instruction at instructional level and Accommodations
*The more time pulled out of the classroom into a resource room and the less time in the regular education setting, the more restrictive the environment.	

DAC will adhere to the provisions of IDEA and ADA to assure that all students with disabilities are accorded FAPE. For special education this includes related services. Related services include speech and language services, counseling, occupational therapy, and/or any other related service as determined by the IEP team. JCSD as the local LEA and school district



may provide special education related services such as a speech and language therapist if determined by a legal agreement between DAC and JCSD.

DAC will also ensure that no student otherwise eligible to enroll in their DAC will be denied enrollment on the basis of their special education status. A records search of all enrolled students will be conducted to locate all students enrolled who have current IEPs. DAC will work with their sponsor, JCSD who will act as the local LEA to help identify any students enrolling in DAC who have been in RtI or have an existing IEP. If a student enrolls in DAC with more required services than DAC can provide, a designated DAC administrator, a JCSD Special Education Administrator, the student, and the student's parents or guardians will meet. At the meeting, DAC's special education service delivery model will be discussed so the parent can make an informed decision to either revise the student's IEP once the student enrolls at DAC or seek services in a different JCSD school.

DAC will develop special education forms in the format required by IDEA and the Colorado Department of Education. DAC will contact JCSD to provide examples of their special education forms so that DAC can develop forms that are similar in nature. An electronic IEP program similar to the program used by JCSD will be utilized and information will be consistently entered by special education staff with accurate IEP data into the designated data system in accordance with IDEA and Colorado state laws. DAC will maintain all required special education paperwork including but not limited to the reports identified by IDEA and Colorado State Laws and Regulations, such as Prior Written Notices, student standardized assessments and curriculum based measures, Multi-Disciplinary reports, in a timely manner as necessary to comply with federal and applicable state law requirements. DAC will participate in the local and state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). DAC will be responsible for the management of its special education budgets, personnel, programs and services. Colorado Department of Education and JCSD reserves the right to audit the use of federal and state special education funds provided to DAC to ensure compliance with program and fiscal requirements.



The Special Education Teacher will be responsible for overseeing the special education program. Progress monitoring by special education staff will be done on a weekly basis to determine the effectiveness of the instructional program. Adjustments to the instructional program will be made as student progress or lack of progress is determined based on progress monitoring. Revisions to IEPs will occur as adjustments are needed to student's academic program towards a more or less restrictive environment based on progress.

All personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. The School may employ such personnel as necessary depending on student need determined from actual enrollment. If necessary, the school will contract with service provider agencies that employ licensed personnel and/or DAC will contract services from JCSD as determined by agreement between JCSD and DAC. If services are outsourced to JCSD or through service providers, DAC's Principal and Special Education Teacher will oversee, manage, and determine that all student IEP are implemented appropriately.

DAC will meet the diverse needs of all students by providing curriculum, daily schedule, instructional needs strategies, and resources. DAC will support the least restrictive environments as appropriate to increase interactions of students of special populations with general education students. For students with IEP's, service will be provided in inclusion environments and in Resource Room settings as required by students' IEPs. Related services (e.g. speech and language therapist, occupational therapists, etc.) will be provided according to students' IEPs. For ELL students and other special population (at risk, intellectually gifted students, 504, etc.) will have accommodations provided in an inclusion setting by the general education teacher.

DAC's general program of instruction for students of special populations shall be responsive to state core standards and the required sequence of courses and related curricular activities provided for all students. Instructional methods will utilize validated research based methods, instructional techniques, and curriculum including differentiated instruction and explicit intensive validated instruction (see intensiveintervention.org).



DAC will provide planned staff development activities and participate in available appropriate professional development trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers. All DAC personnel who are necessary to provide a student with a disability a FAPE are required to attend any staff development activities or Sponsor trainings.

DAC will ensure that general education teachers and other persons who provide services and accommodations to students with disabilities are knowledgeable of the content of students' IEPs. DAC School will maintain responsibility for monitoring progress towards IEP goals for students with disabilities. DAC will assess and develop individual transition plans to help students with disabilities transition to postsecondary education and/or adult living in accordance with IDEA policies and procedures.

DAC will ensure that it makes the necessary adjustments to comply with the mandates of applicable state and federal laws, including the IDEA, regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions. A school wide positive behavioral system will be implemented by DAC in order to be proactive and prevention of school wide discipline problems. DAC's school wide behavioral program will at include universal Tier 1 school wide expectations and teacher trainings on positive behavior support systems. Tier 2 check in and check out mentoring programs and after school interventions to provide academic support.

If suspensions occur for students with identified disabilities or suspected disabilities, the school team needs to address the behavioral issues. A manifestation determination team meeting within the 10 days of suspension or the decision to impose the disciplinary procedure which will result in the student having been removed for more than 10 school days in a single year for a student with disabilities or a student that DAC knows may be eligible for services, a manifestation determination meeting will be held. A manifestation determination team within 10 days of the decision to impose the disciplinary procedure. DAC will collect data pertaining to the number of special education students suspended or expelled. In the event that such a student is removed for more than 10 school days within a single school year, the student's IEP team must determine the appropriate interim alternative educational setting so that the student's services are



continued. Prior to determining the appropriate interim alternative educational setting, DAC will consult with JCSD to determine the available appropriate settings and locations. DAC will be responsible for all costs associated with alternative placements.

DAC's Sponsor, JCSD, may invoke dispute resolution provisions set out in the charter application or charter contract, initiate due process hearings, and/or utilize other procedures applicable to the Charter School if the Sponsor determines that such action is legally necessary to ensure compliance with applicable federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending DAC initiates due process proceedings, both DAC and JCSD will be named as respondents. Whenever possible, the sponsor and DAC shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation). During due process proceedings and any other legal proceedings or actions involving special education, DAC will be responsible for retaining its own representation and for the cost of any such representation. Regardless of whether DAC retains such legal representation, DAC will fulfill any due process procedural requirements under IDEA and hold the responsibility of conducting and defending its positions during litigation. The Sponsor (JCSD), as the LEA, will hold final decision-making authority in all aspects of the due process proceedings.

Because DAC will manage, and is fiscally responsible for its students' special education instruction and services, DAC will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that solely DAC failed to fulfill its responsibilities under state and federal special education laws and regulations (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEPs, and implementing IEPs). The Sponsor will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that the Sponsor failed to fulfill its responsibilities under state and federal special education laws and regulations.

If parents' attorneys' fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on the DAC's alleged failure



to fulfill its responsibilities under state and federal special education laws and regulations, the Charter School will be responsible for payment of those attorneys' fees and costs. If parents' attorneys' fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on the Sponsor's alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, the Sponsor will be responsible for payment of those attorneys' fees and costs.

In conclusion, services and programs to students with disabilities will be implemented in accordance with Federal Regulations (IDEA) the Code of Federal Regulations (CFR) and the Rules for the Administration of the Exceptional Children's Education Act:1 CCR 301-8. The special education program is focused on six principles:

- Free appropriate public education. Children with disabilities eligible for special education will be provided educational services at no cost to the family. Child find services identify children in need of special education.
- Appropriate evaluation. Evaluation must include relevant information from a variety of sources such as parents, teachers, classroom observations and formal assessments. The evaluator(s) will use a variety of assessment tools and strategies to gather relevant functional, developmental and academic information.
- Individualized Education Program (IEP). The IEP details the services the student will receive – general education, special education, and related services. The IEP must be reviewed at least once a year.
- Least Restrictive Environment (LRE). Students with disabilities will be with the non-disabled peers to the greatest extent possible in educational settings and during extracurricular and nonacademic activities.
- Parent and Student Participation in Decision Making. Parents are equal participants in all aspects of their child's special education program. When appropriate, the student is also part of the team.
- Procedural Safeguards. These are provided to parents to enforce their child's right to a free appropriate public education. Procedural safeguards are provided to parents at least on an annual basis.



Students with a 504

DAC will comply with applicable requirements of Section 504, the ADA and all OCR mandates. The Special Education Teacher, with direction from the Principal, will review records of all enrolled students to determine what students have existing 504 plans. The Special Education Teacher will work to understand all needed modifications and accommodations and how to best match the students' needs to our program, and if necessary have a staffing conference to modify a 504 plan. DAC will also work with students and parents to ensure that students with disabilities or perceived disabilities who are not eligible for special education qualify for accommodations under Section 504. The Special Education Teacher will oversee and staff the 504 team to review and write 504s annually; the 504 team will also revise 504s as needed. Any child that has a "mental or physical impairment that substantially limits one or more of the person's major life activities," has a record of that impairment, and/or is regarded as having that impairment, may qualify for a 504 plan. A 504 plan will provide accommodations to provide access to the general education learning environment. A 504 meeting begins with a Prior Written Notice to the parent to meet, explanation of Procedural Safeguards, review of medical records or parental concerns for the need of a 504. The 504 Plan is written by the 504 team which includes the parent, general education teacher, and Special Education Teacher. The 504 plan will be reviewed and updated at least once annually. Copies of all 504 plans will be given to the general education teachers, who will be responsible for implementing accommodations specified in the plan. The Special Education Teacher will supervise the implementation of the 504 with general education teachers.



Educationally Disadvantaged Students

DAC considers an “at-risk” student as any student not performing at grade level and will provide the appropriate support and interventions to allow at-risk students to achieve academic success. At-risk students will be identified through DAC’s Data Team and corresponding RtI process, where DAC’s ongoing data will identify students and appropriate interventions will be implemented to support improved academic performance.

Gifted and Talented

DAC will serve the needs of gifted and talented students the Rules for the Administration of the Exceptional Children’s Education Act, 1 CCR 301-8, 2220-R-12.01 means “those persons between the ages of four and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet educational programming needs...” Gifted and talented means a person who possesses or demonstrates outstanding ability in or more of the following: 1. General or Specific Intellectual Ability; 2. Specific-Academic Aptitude; 3. Creative or Productive Thinking; 4. Leadership Abilities; 5. Visual Arts, Performing Arts, Musical or Psychomotor Abilities.

Identification: DAC will identify the needs of gifted and talented students in accordance with 1 CCR 301-8, 2220-R-12.02, Eligibility of pupil who is gifted and talented. A pupil who is gifted and talented is eligible for special services and programs of instruction if a team, comprised of persons selected by the public agency, concludes that the pupil has:

- a. General intellectual ability or academic aptitude in a specific area that is demonstrated by a score at or above the 95th percentile:
 1. On a standardized test of cognitive ability that is individually administered;
 2. In a major content area on a nationally standardized achievement test that is individually administered in kindergarten through eighth grade;
 3. On a standardized tests of creative/critical skills or creativity/critical thinking;
 4. On a standardized test of leadership; or
 5. For visual arts, performing arts, musical or psychomotor abilities are demonstrated by advanced level on performance talent-assessments or 95th percentile on standardized talent-test.



In determining the eligibility of a pupil for the gifted and talented program of instruction, the team may use alternative assessment procedures for a pupil from another culture, a pupil who is environmentally or economically deprived or a pupil who has a disability. The conclusions of the team concerning the eligibility of the pupil for the gifted and talented program of instruction will be based upon an assessment of the talent, cognitive abilities or academic achievement of the pupil. Unless the pupil's individualized educational program otherwise provides, a pupil who is gifted and talented must participate in not less than 150 minutes of differentiated educational activities each week during the school year.

A range of service delivery options will be available to meet each gifted and talented student's special needs based on the student's Advanced Learning Plan (ALP) and will be provided with administrative support to assure adequate funds for materials and professional development.

Gifted and Talented Educational Plan Development: Once a student has been referred to the gifted and talented program, the gifted and talented teacher will notify the student's parent, teachers, and school psychologist. The school psychologist at DAC will fill out the appropriate forms and send home a Prior Written Notice to notify the parents for the initial assessment for the gifted and talented program. Parents will sign consent to evaluate. The School Psychologist will administer appropriate cognitive assessments. A multi-disciplinary team (MDT) comprised of a parent, a regular teacher, the Special Education Teacher, an LEA representative, the school psychologist will meet to review the evaluation results. If the student is ESL, a teacher of ESL will attend and an interpreter if needed will also attend. The MDT members will determine the best suitable services required to meet the student's educational needs. The Gifted and Talented Eligibility Statement form will be used to determine eligibility in the gifted and talented program.

Parents will be considered partners with the schools in developing, reviewing, and revising the Advanced Learning Plan (ALP) for their child. The role of parents in developing ALPs will include:

Providing critical information regarding the strengths of their child;

Expressing their concerns for enhancing the education of their child so that they receive a free appropriate public education



Participating in discussions about the child's need for specially designed instruction;
Participating in deciding how the child will be involved and progress in the general curriculum; and

Participating in the determination of what services the school will provide to the child and in what setting.

The ALP team considers the following during development, review, and revision of the ALP:

The strengths of the student and the needs resulting from the student's giftedness

The results of recent evaluations, including class work and state or district assessments

In the case of an ELL student the language needs of the student in relation the IEP

The Advanced Learning Plan (ALP) for each student will be individualized, measurable, and observable. The plan will include:

A statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results;

A statement of goals, including benchmarks or short-term objectives;

A statement of the specially designed instruction to be provided to the student;

A statement of how the student's progress toward the goals will be measured and reported to parents; and

The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services.

Implementation: The ALP will be implemented immediately following the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each general education teacher of the student will be notified of specific responsibilities related to implementing the student's ALP.



Services and Instructional Strategies for Gifted and Talented Student: The school will offer various services to meet the needs of the gifted and talented student based on the ALP. These services may include but are not limited to:

The School will offer various services to meet the needs of the gifted and talented student based on the Gifted and Talented Educational Plan. These services may include but are not limited to:

- Acceleration: (e.g. enrichment, world immersion activities (i.e. as science and social studies fairs, music and art exhibits, academic competitions, mentoring, career exploration and goal setting integrated into the curriculum);
- Differentiation: (e.g. curriculum compacting, modifications of content through differentiated curriculum); and
- Ability grouping: (e.g. specialized gifted and talented courses, Real social skills development and/or counseling).

Curriculum will be vertically and horizontally enriching, providing those students who have mastered the grade-level Colorado Academic Standards and DAC-offered opportunities for acceleration. Curriculum for gifted and talented students should include a wealth of opportunities for extended learning beyond the classroom.

Evaluations: The ALP team shall consider the strengths of the student and needs resulting from the student's giftedness and the results of recent evaluations, including class work and state assessments. In the case of a student with limited English proficiency, the language needs of the student as they relate to the ALP, will be considered when reviewing and revising the plan.



English Language Learners

Supporting the educational needs of English Language Learners is a key component of DAC leading all holdings to high academic expectations. DAC will seek to hire a teacher with a CLD endorsement and offer this teacher an additional stipend. This teacher will coordinate Title III Programming and ELL services to ensure that student's language proficiency needs are being met. This teacher will also provide Professional Development to classroom teachers to ensure the implementation of an Evidence Based ELL Program and facilitate intensive instructional interventions like small group pull-outs.

DAC's Compliance with ELL Laws, Regulations, and Policies

DAC will follow the Rules for the Administration of the English Language Proficiency Act-1 CCR 301-10. "English language learner" is derived from under the English Language Proficiency Act 22-24-103 (4) and is defined as "a student who is linguistically diverse and who is identified pursuant to section 22-24-105(2) as having a level of English Language Proficiency that requires language support to achieve standard in grade-level content in English."

Identification of ELLs

DAC will identify the primary language of students upon enrollment. The process is as follows:

- All enrolled students are provided an a Home Language Survey (HLS) as part of the enrollment and registration process.
- Based on the answers provided to the questions in the HLS, the school will identify students who need language proficiency screening.
- DAC will work with their Sponsor (JCSD) to obtain records of students who were testing in the previous school year with the WIDA screener or WIDA ACCESS assessments.
- Students who do not have previous records are administered the WIDA ACCESS screener for English proficiency and may qualify for ELL services. The WIDA ACCESS screener for English proficiency will take place in the first 30 days of school.



Assessment and Monitoring of ELLs

Title III of the Elementary and Secondary Education Act (ESEA) requires schools to assess the English proficiency and notify the parent/guardian of any student pending assessment within 30 calendar days from the beginning of the school year.⁶⁹ Students enrolling after the start of the school year must be tested within 10 days, and parents/guardians notified within 15 days of enrollment. (See ESEA Title III, Sections 3302.a and 3302.d) Once the initial assessment is complete and/or records have been transferred:

For students Classified as Non-English or Limited English Proficient who are coded as non-English or limited English proficient as a result of the initial assessment, the following steps will be completed within the mandated timelines:

1. Classify students who are eligible for ELL services as Non- English or Limited English proficient. The students eligible for ELL services.
2. Prepare a Parent Notification Letter if a student qualifies for ELL services. Once the parent receives the letter, they may choose to receive ELL instructional services. If the parent or guardian refuses ELL instructional services, the school will meet with the parent or guardian to ensure that the parent or guardian understands what is being waived.

Parents or guardians may only waive ELL instructional services – not testing. The school will document the parent conference, and place a copy of the waiver in the cumulative student folder.

3. Create a binder for each student classified as non-English, limited English proficient, or fully English proficient. The school will maintain the binder and will make it available to the teachers.

For Students Classified as Fully English Proficient coded as fully English Proficient, as a result of the initial assessment, the school will ensure that the following steps are taken within the mandated timelines:

1. Assign students who are not eligible for ELL services the appropriate code; and
2. Create a binder for each student classified as non-English, limited English

⁶⁹ Interpretation services-DAC will seek to hire enough bilingual staff to meet the needs of its enrolled students and families. DAC will collaborate with JCSD to make appropriate accommodations for families needing translation services in languages other than Spanish.



proficient, or fully English proficient. The school will maintain the binder and will make it available to the teachers.

Students will be evaluated with the World-Class Instructional Design and Assessment's (WIDA) Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS). Students will receive an English Language Proficiency Level on a scale of 1-6 (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, 6-Reaching). Teachers will utilize the score report to better differentiate instruction to meet the needs of each student.

Once students are assessed, the Principal will ensure that eligible students are provided appropriate ELL services. In addition, Principals or designees will ensure that ELL students and their parents or guardians are aware of school activities and other opportunities at the school in a language they understand. Students who are eligible for ELL services will receive these services until it is determined, through reevaluation procedures, that they possess adequate English language and academic skills to allow them to perform satisfactorily in general education classes without special instructional considerations.

DAC will seek to hire a teacher with a CLD endorsement and offer this teacher an additional stipend. This teacher will coordinate Title III Programming and ELL services to ensure that student's language proficiency needs are being met. This teacher will also provide Professional Development to classroom teachers to ensure the implementation of an Evidence Based ELL Program and facilitate intensive instructional interventions like small group pull-outs.

DAC's Model for ELL Instruction

DAC will offer an evidenced-based ELL Program such as the Content-Based Model. The goals of all of the program will be to: (1) help ELL students achieve comprehension, speaking, reading, and writing competence in the English language; (2) enable students to achieve and maintain grade level status; and (3) enable students to meet graduation standards. The Sheltered Content-Based ESL Instruction Model is an integrated content language approach. The goal of



the Sheltered Content-Based Instruction Model is for ELL students to develop English language skills in content classes.⁷⁰

The goal of the content-based approach is the acquisition of English and grade level academics so that the ELL student can succeed in an English-only classroom. This approach has the following features:

- all instruction is done in English;
- when possible, the child's primary language is used to clarify instruction;
- English is taught through reading, language arts, math, science, and social studies;
- a strong English language development (ELD) component is included in every lesson;
- the acquisition of English takes place in a structured, non-threatening environment in which students feel comfortable taking risks; and
- controlled vocabulary is included while students gradually acquire the necessary language skills to succeed academically and become lifelong learners.

ELL Progress Monitoring

DAC will progress monitor ELL students as with all students on a regular basis using data to track their progress. In addition, ELL students will be reassessed every year to determine whether the pupil's proficiency in English is fluent and he is able to succeed in courses of study that are taught only in English. The school will monitor all reclassified students for a minimum of two years after they have met language proficiency.

The Principal will ensure appropriate policies are followed. As with non-ELL students, ELL students may be retained. In the case of ELL students, the Principal will ensure that ELL students are not retained based solely on the student's inability to perform in the English language. In making a determination of whether an ELL student should be

⁷⁰ Dong, Y.R. (2005). Educating language learners: getting at the content. *Educational Leadership*, 62(4), Retrieved from <http://www.ascd.org/publications/educational-leadership/dec04/vol62/num04/Getting-at-the-Content.aspx>



retained, the Principal will ensure that careful consideration is given to the range of services and options available prior to making the decision to retain a student. Response to Instruction (RtI) data should be used to assist the principal in making retention decisions regarding an ELL student. Adjustments or changes to the student's educational program may be necessary in order to avoid retention. As with non-ELL students, retention concerns should be ongoing throughout the year. If the decision is made to retain an ELL student, the principal will ensure that the student receives different services during the year following the retention.

Reassessment and Reclassification of ELL Students

ELL students be reassessed every year to determine whether the pupil's proficiency in English is fluent and they are able to succeed in courses of study that are taught only in English. The student must be given the test Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) every year until the student exits the ELL program. Parents or guardians of LEP children do not have the option of withdrawing their student from participating in the ACCESS for ELLs.

DAC may reclassify an ELL student only if the school administers the Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) to assess the pupil's proficiency to comprehend, speak, read and write English and the pupil obtains a score on the examination that is equal to or greater than a score for a person who is fluent in speaking, reading and writing English, as established by the publisher of the examination.

The school will monitor any student reclassified as English proficient who has not yet met exit criteria. The school will ensure that reclassified students are appropriately placed in general education classes.

DAC will monitor a student reclassified as fluent-English proficient, but who has not yet met exit criteria, for no less than two years.

DAC will monitor all reclassified students for a minimum of two years after they have met language proficiency. The purpose of this monitoring is to ensure that the



students have no grades below a “C” in any academic class and are no longer in need of language acquisition assistance.

The monitoring from the school will include periodic contact with the student’s teacher(s) to ascertain student progress. The school will also review the student’s report card annually to review the student’s attendance, academic and citizenship grades. To be considered academically successful, a student should have no grades below a “C” in English, reading, math, science, or social studies.

The ELL monitoring process information should be included in any RTI interventions that are determined by the school. Specific consideration for language proficiency must be taken into consideration in planning specific interventions for the student.

If, as a result of monitoring, evidence indicates that the student is not successful in English-only classes and needs further language acquisition assistance, the school will administer the initial assessment test to ascertain the student’s current English proficiency. A meeting will be held with the student’s parents or guardians and the student will be considered for reinstatement into the ELL program, into an academic remediation program, or the student will remain in English-only classes. The school will continue to monitor the student for language and academic progress. If the student is determined to be academically unsuccessful, the school and the appropriate teachers will seek out other services for the student in order to address any academic deficiencies. Prior to making any changes, the principal or designee will meet with the parents or guardians to discuss the recommended changes.



R. Dispute Resolution Process

In the event any dispute arises between the School District and Doral Academy of Colorado (DAC), including but not limited to disputes regarding the Charter Contract or implementation of or waiver from any School District policies, regulations or procedures, such dispute shall first be submitted to the Superintendent of the School District or his/her designee for review. Thereafter, representatives of the School District and DAC shall meet and attempt in good faith to negotiate a resolution of the dispute.

In the event these representative are unable to resolve the dispute informally pursuant to this procedure, they shall submit the matter to an independent mediator, who shall be agreed upon by the parties within fifteen (15) calendar days following either party's written request for mediation (the "moving party"). If the parties are unable to agree upon a mediator within that time, the moving party shall obtain a list of five names from the Judicial Arbiter Group, Denver, Colorado, and submit the to the other party, who shall strike one, return the list to the moving party, and so forth, until on name remains. The remaining person shall be selected as the mediator. This striking process shall be completed within ten (10) days after delivery of the list to the non-moving party.

The mediation shall be scheduled and concluded within on hundred twenty (120) days of the moving party's written request for mediation, with final written findings entered by the mediator and served on both parties within said 120-day timeframe. The mediator shall also apportion all costs reasonably related to the mediation equally between both parties. The mediation process shall be closed to the public and all information submitted during the mediation shall be confidential to the extent permitted by law.

If the dispute is still not resolved as the conclusion of the mediation, the mediator shall make and advisory recommendation to the School District's Board, which shall in turn make a decision and the matter and release the mediators written findings within thirty (30) days of its receipt of the advisory recommendation. The decision of the Board shall be final; provided, however, that DAC may appeal to the State Board of Education concerning those matters with the State Board's jurisdiction in accordance with governing law.



S. School Management Contracts

The Committee to Form Doral Academy of Colorado (CTF) has elected to hire an experienced and successful management company to assist in the planning and creation of a new charter school. The CTF chose Academica because they have managed the creation, growth and expansion of several successful Charter School models in multiple states and were the best fit for DAC. In addition, the Committee feels that Academica's services in assisting the Board with financial management, financial oversight, board meeting management and statutory compliance will complete tasks that otherwise require the Board to hire additional staff.

Academica is one of the nation's longest-serving and most successful educational management companies. The Company was founded in 1999 on the principle that each charter school is a unique educational environment governed by an independent Board of Directors that best knows the right path for its school, and Academica's mission is to facilitate that Governing Board's vision. In order to facilitate this mission, Academica Nevada's comprehensive services include financial services, facilities, human resources, public relations, strategic planning, accountability, and board facilitation. Staffed by skilled professionals in education, finance, human resources, and law, Academica guides Charter schools throughout their development.

Academica's services to manage operations allows the Principal to focus on day-to-day school operations. The Principal's priority focus becomes curriculum and instruction; with this support and knowledge of best practices of operations schools become highly successful. Academica has a track record of managing many successful charter schools including the highly successful charter school networks that include: Somerset Academy Inc., Doral Academy Inc., Pinecrest Academy Inc., and Mater Academy Inc. among other schools.⁷¹

As outlined by the Service Agreement⁷², Academica will work at the direction of the Governing Board. Academica has an experienced team of professionals to provide services and solutions for every aspect of charter school establishment and operation. The company ensures the school's Governing Body has complete autonomy and control over its school academic

⁷¹ Attachment S.1 Academica Managed Schools

⁷² Attachment S.2 Service Agreement



program, staffing needs and curriculum. Academica assists charters in many ways, including, but not limited to:

- Prior to Charter Approval (assisting with the charter application, training and assistance through the application process, corporate establishment and coordination, and budget forecasting)
- Financial Services (bookkeeping and accounting services, quarterly and annual budgets, cash flow projections and obtaining financing, establishment of credit facilities, development of capital outlay plans, coordination and logistical support of financial audits)
- Human Resources (identifying staffing needs, payroll coordination, governmental compliance)
- Public Relations and Marketing (identity and brand development, student recruitment strategies, school climate surveys)
- Board Facilitation (coordination of board meetings and trainings, public notice compliance, open meetings compliance)
- Governmental Liaison (charter sponsors, municipal, state and federal agencies, advocacy, reporting)
- Facilities (site selection and acquisition, school design and development, land use approvals, providing access to award-winning facilities, compliance with fire and security requirements, planning for future facility needs)
- Strategic Planning and Implementation (long and short-term planning and budgeting, strategic positioning, identifying underserved markets, replication and scaling of the program)
- Accountability (charter compliance, reporting fulfillment, renewals and numerous annual site inspections, quality assurance, statutory compliance)

The fee that Academica charges is per pupil based. As the number of students enrolled increases, Academica's services necessarily increase as well. For example, a larger student body requires a larger facility and a consequential increase in facilities management services. A larger student body requires more staff and an increase in Human Resources related services. A larger



student body requires more equipment and fixtures which creates an increase in procurement, budget management and bookkeeping services. As a result, basing a fee on a fixed per pupil charge is “attributable to the actual services provided” and compliant with State law.

Furthermore, since the fee is not a percentage of income, the fee does not increase with any increase in school funding which may be passed by the state legislature. Finally, the Academic contract contains a provision that allows the fee to be adjusted if the school is facing financial hardship.