
Section A; Mission Statement

Pursuant to Colorado Revised Statutes Section 22-30.5-106(1)(a) and Provision 3 of District 50's Charter School Application Provisions, the Academy Council of Directors submits the following mission statement, which is consistent with the General Assembly's declared purposes in the Charter School Act as well as the Adams County District 50 Mission Statement:

The mission of Crown Pointe Academy charter school is to encourage the acquisition of knowledge, engage the mind, stimulate creativity and curiosity and develop an understanding of the world in all students. All students will be encouraged to strive for knowledge in order to maximize their potential.

The school will offer a structured, challenging curriculum, encourage strong parental involvement, and be committed to treating each child as a unique individual. Character values including respect, responsibility, honesty, and kindness will be strongly encouraged.

Section B: Goals, Objectives and Pupil Performance Standards

Pursuant to Colorado Revised Statutes Section 22-30.5-106(1)(b) and Provision 4., of District 50's Charter School Application Provisions, the Academy Council has adopted the following goals, objectives and standards for pupil performance.

I. Goals and Objectives

Curriculum: Implement a rigorous, challenging, and integrated curriculum which encourages children to reach their highest potential. This curriculum will provide children with the knowledge they need to be successful in middle and high school as well as give them a solid foundation for learning beyond high school. It will also meet or exceed state and district content standards:

1. Implement the Core Knowledge curriculum which is based upon the works of E.D. Hirsch, Jr.
2. Integrate the curriculum as much as possible to enrich the student's understanding of the interconnectedness of the subject matter.

Delivery: Provide individualized instruction and attention. Encourage students to learn to solve problems and to use their imaginations.

1. Maintain low student classroom staff ratios.
2. Vary the method of delivery used depending upon the learning styles of individual students.
3. Promote the use of manipulatives, the Socratic method, "hands on" projects as well as relying on more traditional teaching techniques such as whole class instruction and drills.
4. Emphasize a phonics program for teaching reading, writing, and spelling skills.

The World: Promote a vision and understanding of the world to all students:

1. Give student ample opportunity to learn about world history and world geography (the Core Knowledge Sequence contains rich content in these subject areas).
2. Provide foreign language instruction beginning in kindergarten and continuing throughout each grade level.

Technology: Supplement the Core Knowledge Curriculum with technology instruction.

1. Implement a computer lab with ten to 12 workstations.
2. Use technology to reinforce learning in other content areas.
3. Introduce the fundamentals of computer science in the upper grades.

Assessment: Ensure parents, students, and teachers understand, at any given point, an individual student progress toward acquiring the knowledge contained in the Core Knowledge Sequence, district standards, and state standards.

1. Give the District standardized test (CTB) each year to every grade.
2. Develop individual education plans for each student to which parents, students, and teachers have input.
3. Modify District 50's Pupil Assessment form (sample provided in Appendix I), to incorporate the Core Knowledge curriculum.
4. Develop a portfolio for each student which will serve as a repository for all assessments performed as well as contain samples of student's work.

Involvement: Establish respect and enthusiasm among all Contributors to the school: parents, teachers, students, school administrators, and the community at large

1. Require families to provide a minim of 60 hours per year in service to the school (half that for single parent families).
2. Provide regular opportunities for teachers to communicate directly with parents on issues ranging from an individual student's performance to what a teacher needs from parents in order for students to succeed.
3. Handle discipline and classroom disruptions within the classroom.
4. Implement specific measures which teach mutual respect; such as, the wearing of uniforms by students or, at a minimum a strict dress code, teachers greeting students (and vice versa) each day with a handshake and a warm word, teachers performing home visits once a year to students in their class.

II. Pupil Performance Standards

The Core Knowledge Sequence together with District 50 and State Content Standards will provide the framework for pupil achievement. Indeed, the Core Knowledge Sequence exceeds district and state standards in the areas of math, science, American civilization world civilization and geography. Classroom instruction will be structured to ensure these standards

are met. Periodic comparisons between the Sequence and district and state standards will be performed to ensure the curriculum continues to meet or exceed those standards. To measure academic achievement, Academy students will take the same standardized test used district-wide - the CTB. This test will initially be administered in the fall of 1997 in order to establish a baseline for the school. Results will be reported to the District. After this, testing will be repeated annually within the last 30 days of the school year. To the extent allowable by law or District policy, learning disabled students will be exempted from these standards, and relevant and appropriate standards to individual situations would be substituted. Such exemptions would become part of the information exchange with the District, and would be included in all pertinent reports. Additionally, one of the first tasks of the Academy's staff will be to develop an assessment tool structured to measure student mastery of the material contained in the Core Knowledge Sequence and the district and state standards.

Section C: Evidence of Support

Pursuant to Colorado Revised Statute Section 22-30.5-106(1)© and Provision 5 of District 50's Charter School Application Provisions, the Academy Council offers the following evidence of support:

I. Letters of Interest and Support

The Academy has already begun the process of collecting non-binding letters of intent to enroll. Appendix A provides a list of the parents who have completed letters of interest. These letters represent the intention of parents to enroll their children in Crown Pointe Academy for the school year 1997-98. We have received additional letters of interest from parents of younger children who wish to enroll in years after 1997-1998. Additionally, the Academy Council has been collecting letters of support for the school from various community members including parents of children who are either too young or too old to attend Crown Pointe. These letters are available for review if requested. The Academy Council anticipates the school will achieve full capacity prior to the Charter School's August 1, 1997 target enrollment cut-off date. Also included in Appendix B is a copy of the Academy's Parent Contract which, when signed, confirms each student's enrollment and outlines each parent's commitment to a set of specific guidelines. These guidelines propose well delineated parental responsibilities, and Crown Pointe Academy lay a foundation for the successful attainment of the Academy's educational goals.

II. Possible Employees

At this point in time, the Academy has not interviewed possible employees nor do we have any in mind. It is not the intent of anyone on the school's Steering Committee to seek employment with the school.

Section D: Statement of Need

Pursuant to Colorado Revised Statutes Section 22-30.5-106(l)(d) and Provision 6, of District 50's Charter School Application Provisions, the Academy Council submits the following statement of need for the Crown Pointe Academy in Adams County District 50. The Academy Council believes that choice is important at this juncture in public education. At this point in time there are "alternative" schools for the at risk students in Adams County District 50. There are, however, no alternatives for children who are not perceived to be at risk. The Academy Council recognizes that the District allows parents to enroll their children in any school within the district providing there is room. While these schools may have different programs on the periphery, their basic curriculum is the District 50 standard curriculum. Crown Pointe Academy - a charter school - conceived and governed by parents would provide a much-needed alternative for parents who want a more rigorous, structured, and integrated curriculum for their children. That is not to say this school is only for children who are not at risk. Indeed it is the Academy's belief that this curriculum is a good choice for all children. Introducing choice and diversity into public education in Adams County District 50 will be healthy for the entire school district. It is the Academy Council's goal to partner with the district and the school board to help this school come about. It is our belief that the school will attract some of the approximately 1,000 Adams District 50 children who are now schooled in private or home school settings (number obtained from the State Department of Education, 4/3/96) thereby bringing some money back into the school district. In fact, twenty-six percent of Crown Pointe's current enrollment falls into this category. The State legislature's intent in passing the Charter School Act in 1993 was to create schools of choice, centered around a particular philosophy. The Act itself (Senate Bill 93-183) states "..... education reform is in the best interests of the state in order to strengthen the performance of elementary and secondary school pupils" (Section 22-30.5-102(1) a). "Different pupils learn differently and public school programs should be designed to fit the needs of the individual pupils" (Section 22-30.5-102(1)(c)). "It is the intent of the General Assembly to create a legitimate avenue for parents, teachers, and community members to take responsible risks and create new, innovative, and more flexible ways of educating all children within the public school system." (Section 22-30.5-102(3)).

The Academy Council has chosen the Core Knowledge Sequence to provide the framework for the Academy's curriculum. The Core Knowledge Sequence is based on the research of E.D. Hirsch, author of the book Cultural Literacy: What Every American Needs to Know. The Council chose this curriculum because it contains a lot of content - the curriculum has in-depth coverage of U.S. History, World History, Geography, Math and Science. We believe this curriculum will provide the academic rigor we so want for our children. Furthermore, E.D. Hirsch espouses (and the Core Knowledge curriculum reflects) several basic beliefs with which the Academy Council wholeheartedly agrees: It is important for a curriculum to be sequential and structured so that what is learned in each grade builds upon what was learned previously. A fact sheet on the curriculum and recent newspaper articles regarding it are provided in Appendix C.

This information highlights the sequential and structured nature of the curriculum. In order for people in a society to truly communicate with one another and be understood, there must be a central core of knowledge upon which those people draw. To illustrate, a writer of a newspaper or magazine article about the South might assume the reader knows who Lincoln was, who Ulysses S. Grant was, what the Civil War was about. If these things are not taught in the schools, then the information is no longer shared. Hirsch argues that what he calls a “core” set of knowledge is central to the ability to think critically. As he puts it, it is difficult to think critically unless you have something to think critically about.

Hirsch makes a strong case for the importance of a core curriculum to equality of educational opportunity. Diane Ravitch, a Senior Research Fellow at New York University, in a recent speech on *Why We Need a Uterate Core Curriculum*, echoed E.D. Hirsch when she said “We cannot provide equal educational opportunity unless all children have access to an education that prepares them to be full participants in our social, cultural, economic and civic life” Ms. Ravitch goes on to explain, “Shared knowledge expands opportunity; lack of knowledge limits opportunity. Furthermore, cultural literacy enhances one’s ability to learn. The more you know, the more you can learn. The more you know, the more you are equal with others who have the same knowledge. “Charter schools throughout Colorado are enjoying tremendous success and popularity. Parents have particularly shown a desire to send their children to a school like Crown Pointe Academy – one which emphasizes an academically challenging and structured curriculum. We believe this school will be a strong answer to the criticisms of public education today.

Section E: Description of Educational Program, Pupil Performance Standards and Curriculum

Pursuant to Colorado Revised Statutes Section 22-30.5-106(l)(e) and Provision 7 of District 50’s Charter School Application Provisions, the Academy Council submits the following description of its educational program, pupil performance standards, and curriculum. This program will meet or exceed state and district content standards.

I. Philosophy and Vision

A. Teaching Interconnectedness

It is the mission of Crown Pointe Academy to “encourage the acquisition of knowledge”, “engage the mind”, and “stimulate creativity and curiosity”. Neil Postman, in his book entitled *Teaching As A Conserving Activity*, talks about the importance of education being a counter-argument to the society of which it is a part. Furthermore, Postman argues, it is important to teach the history of subjects – not to simply teach subject matter. John Taylor Gatto, in his book entitled *Dumbing Us Down*, makes a strong case for the importance of teaching the interconnectedness of things. Gatto states that “quality in education entails learning about something in depth.” The curriculum which will be taught at Crown Pointe Academy is challenging and content-rich-a terrific “counter-argument” to our television and technology laden society. Crown Pointe Academy will stress both integrating the curriculum and teaching the history of subjects which speaks to the interconnectedness of the subject matter and to the importance of in-depth learning. It is in these ways, and more, that the Academy will realize its mission of engaging the student and stimulating creativity and curiosity.

B. Challenging Students

The Academy’s mission statement also states that the school will encourage students to “strive for knowledge” and that “the school will offer a structured, challenging curriculum”. The Academy Council has as one of its primary objectives the promulgation of a rigorous and challenging academic curriculum. Consequently, we have chosen the Core Knowledge Sequence curriculum which is based on the work of E.D. Hirsch, Jr. This curriculum will not only provide the rigor we are looking for but will also – through its sequential and structured nature – provide a learning framework which makes sense to the students and teachers alike.

The Core Knowledge Foundation and principals of schools using this curriculum have assured us that this curriculum is easily integrated. Later in this section an example of an integrated lesson plan is provided. This lesson plan was an example provided with the Core Knowledge Sequence handbook. In October 1996 the Foundation is making over 300 pages of lesson plans based on the Core Knowledge Curriculum available on the Internet. We will be downloading these plans for use by Academy staff as soon as it is available.

C. Promoting an Understanding of the World

Crown Pointe Academy will “develop an understanding of the world in all students”. The world has become a smaller and smaller place as technology advances make it possible for even the youngest among us to communicate across international borders. E.D. Hirsch, Jr. claims it is a virtue to broaden our horizons by encountering cultures other than our own. The Core Knowledge Curriculum is rich in its study of world history and the influence of ancient cultures on our own culture. This is an area of study which the typical elementary school curriculum doesn’t introduce until after fifth grade. The Academy Council believes a part of promoting an understanding of the world includes the teaching of foreign language. In the article “Your Child’s Brain” – which appeared in *Newsweek Magazine’s* February 19, 1996 edition – Sharon Begley states that if you want your child to master a second language, introduce it by the age of 10. The article talks about research done on the brain and how the circuits in the auditory cortex which represent the sounds that form words are “wired”. The article states: “Scientists argue that children are capable of far more at younger ages than schools generally realize.” It goes on to quote Harry Chugani of Wayne State University’s Children’s Hospital of Michigan. Mr. Chugani says that while people continue learning their whole lives the optimum “window of opportunity for learning” lasts until about the age of 10 or 12. Relating this to foreign language instruction,

Chugani says, in fact, it's far easier for an elementary-school child to hear and process a second language. The Academy Council is committed to capitalizing on this window of opportunity and introducing foreign language acquisition in Kindergarten.

D. The Unique Child

The Academy will be "committed to treating each child as a unique individual". In his book *Frames of Mind: The Theory of Multiple Intelligences* Howard Gardner presents research which shows that in addition to the mathematical-logical intelligence which standard IQ tests measure, there are other "intelligences" as well. Examples are: musical intelligence, spatial intelligence (scientists, sculptors, and architects might all have strong spatial intelligences), interpersonal intelligence (the ability to communicate and get along with other people), bodily-kinesthetic intelligence, intra-personal intelligence (the ability to know oneself). His theories point to the fact that all people possess a variety of intelligences and are stronger or weaker in a particular intelligence.

The aforementioned article "Your Child's Brain" quotes University of Oregon education professor Robert Sylwester as saying that "Knowledge is retained longer if children connect not only aurally but emotionally and physically to the material." Much has been written on learning styles and the fact that children (and all people) learn in a variety of ways.

The Academy Council believes that this research and these theories highlight the uniqueness of each child in a classroom. We believe that it is important to vary the method of delivery in order to speak to the differences in learning styles and intelligences among children. There are schools who have created different "centers" in the classroom which target a particular intelligence or a particular learning style. An example of this is provided by Scott Willis in an article entitled "The Well-rounded Classroom: Applying the Theory of Multiple Intelligences" Willis talks about a teacher in Marysville, Washington who weaves Gardner's multiple intelligences into his method of delivery. "In teaching about photosynthesis for example, Bruce Campbell might have his students read about the concept (linguistic), use diagrams (spatial), analyze the sequence of the process (logical-mathematical), dramatize the process or use fact cards (bodily-kinesthetic), create a song about it (musical), work in groups (interpersonal), and do a reflective activity, such as comparing photosynthesis to a change in their own lives (intrapersonal). Taking into account how children learn will be necessary at Crown Pointe Academy, in order to meet the Council's mission of stimulating creativity and curiosity and engaging the mind of the student.

The Academy Council believes that in order to accomplish our objectives, teachers must have a manageable class size. What is a manageable class size? A study commissioned by the Tennessee State Legislature entitled "Project STAR" demonstrated that in order to maximize the amount of learning taking place in the classroom, a class size of 15 to 17 students was necessary. The Tennessee State Legislature, taking this research to heart, subsequently set aside funds "to reduce the size of K-3 classes in 17 of the state's poorest school districts". The results of this study were written about in the October 1995 issue of "Teacher Magazine"

III. Involving the Parents

The Academy will encourage parental involvement and involve parents in the school in a direct and meaningful way. Parents will be required to provide 60 hours of service per year to the school (30 hours for single parent families) John Taylor Gatto in his book *Dumbing Us Down* argues passionately about the importance of family in a child's life even going so far as to intimate home schooling would be better than what he terms the school "factory". While many parents do not necessarily want to home school, they do want some control over what is taught to their children and how it is taught. Crown Pointe Academy as a charter school will have a unique ability to allow that control.

The remainder of this section on the Academy's educational program and curriculum provides additional information on the curriculum and method of delivery which will be used at Crown Pointe Academy.

II. Curriculum

As stated previously, The Core Knowledge Sequence will provide the framework for Crown Pointe Academy charter school. This curriculum is academically challenging and content-rich. The Sequence is based on the idea that learning takes place gradually, that as children grow they learn by building on what they already know. The Sequence defines a solid, specific, sequenced base of knowledge that is taught on a grade-by-grade basis in each subject area. This "core" knowledge will provide a challenging and interesting set of information that will equip children for advanced education.

One of the Academy's curriculum objectives is to integrate the subject matter as much as possible. An example of integration is provided by one of the Core Knowledge Sequence lesson plans on Ancient Egypt for study in the first grade. In geography the students will the location of Egypt and Africa and the Middle East, they will locate the Nile River and study its importance to Egypt. In history they will study ancient Egyptian culture and learn about Egyptian people of historical significance; in math the students will discuss plane and solid shapes; in language arts the students might read Egyptian folk tales and write a story using vocabulary words identified with Egypt like Nile, Pharaoh, queen, chariot, chores, throne; in art the students may wrap a mummy or build a pyramid; in music listen to Egyptian-influenced music or learn an Egyptian folk song.

Integrating the subject matter is important to achieve the Academy's vision of teaching the interconnectedness of things and ensuring quality of education through an in-depth study of subject matter.

III. Method of Delivery

A combination of delivery methods will be used including drill and practice, use of manipulatives, "hands on" experiments, and the Socratic method of inquiry. Students will be required to commit to at-home reading for a minimum of 15 minutes per day (kindergarten, first and second grades), increasing in higher grades.

Learning styles of individual students will be determined in order to structure lessons in a way that meets student's needs. Marie Carbo in an article on reading styles identifies six different categories of learning styles: visual, auditory, tactile, kinesthetic, global, and analytic. (Educational Leadership, February 1996). The Council feels paying attention to the uniqueness of the individual student in this way requires two staff members in each class.

IV. Subject Area Specifics

A synopsis of subject area specifics which speak to both curriculum and method of delivery is provided in the paragraphs that follow:

Language Arts: The Core Knowledge Sequence provides a guideline for suggested literature. It does not address how reading should be taught. We will use a structured combination of phonics, language mechanics, grammar and spelling, combined with an abundance of excellent literature and thoughtful writing assignments.

Core Knowledge presents a balanced approach to writing, stressing both the necessities of deliberate practice and the joy of writing well. Writing will be taught using an abundance of good examples as models, and students will develop skills in style, mechanics, and grammar beginning in first grade. Teachers will work with students to edit spelling, punctuation and grammar before habits become ingrained.

History, World Civilizations, and Geography: The Core Knowledge curriculum provides very rich content in history, geography, and world civilizations. It spans the globe, key events, and places in both World and American History from many perspectives.

Math: The Core Knowledge philosophy is that mastery of all mathematical operations and concepts for a given grade level are needed for success in the following grade. "The key of course is practice-not mindless, repetitive practice, but thoughtful and varied practice...Teachers encourage mathematical thinking in a variety of situations and work with students to practice the same operation or types of problems from several different angles."

Science: The charter school will emphasize hands-on experimentation that requires students to collect, sort, catalog, measure, dissect, count, graph, and determine which evidence is relevant. We will introduce students to both the excitement and structure of science, the scientific method, and reasoning by consistently asking questions like: "How do we know? What is the evidence? What is the argument that interprets the evidence? Are there alternative explanations or other ways of solving the problem that could be better?"

Foreign Language: The charter school will teach 20 minutes of foreign language per day in grades K-3 and 30 minutes per day in grades 4-5. Foreign language will be taught using the "Natural Approach" as outlined by Stephen D. Krashen which includes the Total Physical Response strategy to second language acquisition which has been written about extensively by James Asher. The Academy Council has not yet chosen the language that will be taught. The same language will be taught through grade 5 so that students have an opportunity to achieve a level of fluency. Starting with grade 6, it is the Council's intent to offer more than one language for study. The Academy Council does not envision integrating foreign language into the core knowledge curriculum except incidentally. It is the intent of the school to hire a graduate student who is fluent in the language (preferably a native speaker). This teacher will be at the school for approximately 3.3 hours each day (2 hours and 20 minutes of teaching; 60 minutes of planning time). This teacher will be hired on a contract basis.

Music, Art, and P.E.: Music and art are integral components of the Core Knowledge curriculum. In Core Knowledge, art and music content parallels the material taught in other subjects. This means that students may be creating a rice paper painting of Mt. Fuji and writing haiku when they are learning about feudal Japan. The standard district program in P.E., will be provided.

Technology: Technology instruction will be an important part of the over-all curriculum. A goal of the Academy is to develop a computer lab in which educational software will be used to reinforce classroom learning. Additionally, in the upper grades we hope to teach some fundamentals of computer science itself.

V. Educational Program Summary

This is an ambitious program. Its success will be very much dependent upon committed parents and staff the Academy Council believes that implementing the curriculum, foreign language and parental involvement will be in place from the first day the school opens. Achieving a high level of curriculum integration, on the other hand, will take some time to accomplish. Lesson plans will have to be created with this goal in mind. Integrating the curriculum is an objective that the Council anticipates will occur over time.

Another objective that will be put in place over time is learning style assessment and implementation. The Council anticipates staff may need to be trained in learning style theory. Staff development is addressed in Section (k) of this document. Indeed, testing of students (and teachers) to determine the prevalent learning styles will most likely not occur until mid-year the first year. In summary, the Council is strongly committed to the educational program described in these pages. We feel we have combined the best of theory with the most practical of approaches. The curriculum provides - the rigor we want for our children, the method of delivery provides attention to the uniqueness of the child, and the low student to staff ratio will allow the teachers and the students of Crown Pointe Academy to be successful.

VI. Pupil Performance Standards

Pupil performance standards were addressed in Section (b) of this application.

Section F: Student Assessment and Achievement

Pursuant to Colorado Revised Statutes Section 22-30.5-106(l)(f) and Provision 8, of District 50's Charter School Application Provisions, Crown Pointe Academy submits the following plan for evaluating pupil performance, the types of assessments that will be used to measure pupil progress toward achievement of Academy performance standards, the timeline for achievement, and the procedures for taking corrective action in the event that pupil performance at Crown Pointe Academy falls below expected standards.

I. Pupil Performance Evaluation

In keeping with the intent of the Charter Act, Crown Pointe Academy will maintain high academic expectations of students, and provide an atmosphere where these expectations can be met. It is in the best interest of society to strengthen the performance of elementary and secondary school pupils. All children are gifted in certain unique areas and need to be held to appropriately set high standards and challenged to work up to their potential. Crown Pointe Academy will set high, rigorous standards for pupil performance and will provide the environment, resources, and staff to appropriately challenge children. This should result in high student achievement, greater student satisfaction, and increased student contributions to the community.

The Academy staff will develop tools to measure student acquisition of the material presented in the core knowledge sequence. This will be one of the first tasks the staff undertakes. After a period of assessment, teachers will develop an Individual Education Plan for each student. Parents and students (in the upper grades) will have input into the plans. These plans will note individual strengths and weaknesses of the child in each subject area. Progress against the Plan will be noted every four weeks.

In the fall of 1997 all students will be evaluated using the district standardized test (CTB). The purpose of giving the test at this time will be to establish a baseline for each student as well as for the school. After that, the CTB will be given each spring. It is the Academy's intent to test every child in every grade on an ongoing basis using the CTB.

Results of the test will be used not only to measure the school's progress but, more importantly, as input into the development of an individual student's education plan.

In addition to the CTB, the Academy may choose testing procedures and instruments which help to determine a student's learning style. Included in a grant request to the state, is a request for money to research and evaluate different learning style instruments. Selection of an instrument will not be done until the academy staff has been identified and can participate in the evaluation.

Periodic testing will be done in each classroom to ensure students are progressing in their knowledge of the curriculum and to highlight problems early so that corrective action can be taken. These tests may consist of written examinations, oral examinations, review of project work, writing samples. During the course of the year, several means will be used to report student performance including but not limited to the following:

A modified version of the District 50 Pupil Assessment Form (a sample of the District 50 form is provided in Appendix I). This form will be modified to incorporate the Core Knowledge curriculum.

An updated Individual Education Plan which will note when action items (i.e., mastery of a particular learning objective) have been completed.

Periodic teacher, parent, and student conferences will be conducted to review, in person, the student's progress toward the school's educational goals and to set further individual, challenging goals.

A student portfolio which will be maintained for each student and to which teachers, students and parents can add finished work. The Academy's intent is to use the portfolio as a repository of a student's work. The portfolio will follow the student throughout his/her school life at the Academy.

II. Timeline

The Academy has established the following timeline for CTB testing:

September 1997 -Third week, initial standardized testing to provide the baseline

November 1997 - Second week, test results obtained, baseline established

December 1997 - First week, results reported to the District

After establishing the baseline, it is the Academy's intent to follow the same schedule for CTB testing as the District in order that results can be compared with other district schools. The only exception will be that we intend to test every grade.

The CTB test given in the spring of 1998 will be compared against the results of the fall 1997 test to measure growth. After the fall of 1997 testing in the fall will be done for all new admissions to the school.

III. Corrective Action Every four weeks, the instructional staff will review attainment levels and update each student's Individual Education Plan. In the event the student is having difficulty, the teacher will work with the parents to devise a corrective action plan. The plan will provide the student with additional instruction time, via aids (such as computer software for remedial skills), special education teachers, parent tutors, labs, at-home or after-school work, or any combination of the above as determined by the teacher.

Section G: At-Risk Students; Discipline Procedures

Pursuant to Colorado Revised Statutes Section 22-30.5-106(l)(k) and Provisions 9. and 10. of District 50's Charter School Application Provisions, the Academy Council offers the following pertaining to increasing educational opportunity for at-risk children and the school's proposed discipline procedures.

I. At-Risk Students

The Academy Council believes that the Core Knowledge Curriculum expands opportunity for all students including (and perhaps especially) disadvantaged students. E.D. Hirsch makes a strong case for the importance of a core curriculum to equality of educational opportunity. Diane Ravitch, a Senior Research Fellow at New York University, in a recent speech on Why We Need a Literate Core Curriculum, echoed E.D. Hirsch when she said "We cannot provide equal educational opportunity unless all children have access to an education that prepares them to be full participants in our social cultural, economic and civic life." Ms. Ravitch goes on to explain, "Shared knowledge expands opportunity; lack of knowledge limits opportunity. Furthermore, cultural literacy enhances one's ability to learn. The more you know, the more you can learn. The more you know, the more you are equal with others who have the same knowledge," E.D. Hirsch, in a recent speech, cites the Coleman Report (pub. 1966) which found that good schools have stronger positive effects and poor schools stronger negative ones on disadvantaged students. In the same speech, Hirsch also states: "The basic explanation for the strong correlation between equality of educational opportunity and use of a core curriculum is quickly stated. A core curriculum induces grade readiness for all children and thus enables all members of a classroom to learn."

It is not the Academy Council's intent to create an elite school. We will work hard to ensure equal access to all students. It is our intent to provide the benefit of an academically challenging, content-rich curriculum to all students who enroll. It is so important to the Council that disadvantaged children have access to the school that several members of the school's steering committee have taken the time to walk door-to-door in some of the district's poorest neighborhoods to ensure everyone equal access to the school. We intend to continue this practice throughout our enrollment-gathering phase.

II. Discipline Procedures

It is the Academy's intent to use the District 50 discipline code. With one exception, Crown Pointe Academy will use the District Policies concerning suspensions and expulsions in accordance with Colorado State Law. Additionally, Crown Pointe Academy will develop a parent/student handbook which will contain such things as the school's mission and goals, information on achievement testing, what to do if the student's address changes, dress code, etc. This handbook will be provided to each family. The proposed table of contents for this parent/student handbook can be found in Appendix G. In Section (p) of this document the Academy Council requests a waiver which would allow the school to suspend a student for tobacco use. It is the Academy's intent to suspend a student for any tobacco use within the school building or on the school grounds. Crown Pointe Academy will not employ corporal punishment.

Section H: Evidence of Sound Economic Plan, Proposed Budget, Provision for Annual Audit and Discipline Plan

Pursuant to Colorado Revised Statutes Section 22-30.5-106(1)(g) and Provisions 11., 12., 13., and 14., of District 50's Charter School Application Provisions, the Academy Council submits the following evidence that the plan for Crown Pointe Academy is economically sound for both the charter school and the District. Furthermore, the Council provides a proposed balanced budget for the first year of the charter, a description of the manner in which an annual audit of the financial and administrative operations of the school (including services provided by the District) is to be conducted, and a displacement plan.

I. Budget

The budget for the Academy's first year of operation, 1996-1997 can be found in Appendix D. The budget is balanced, cost-effective, and economically sound.

II. School Finance Act Funding

The Academy will receive from the District 84% ("the percentage") of District 50 per pupil operating revenue (PPOR) for each pupil enrolled and counted during the October 1 count period. "Enrolled" means enrolled according to the Public School Finance Act of 1994 (CRS 22-54-103 et.seq.) And Colorado Department of Education (CDE) regulations. The Academy will follow all CDE and district procedures in counting and reporting student enrollment. All pupils enrolled in the academy will complete an application for free or reduced lunch in order to determine eligibility for at-risk funding. Funding will be paid to the Academy according to the following schedule.

1. Prior to each fiscal year, the district will prepare an estimate of Academy enrollment in consultation with Academy staff
2. The district will prepare an estimate of PPOR for the coming fiscal year.
3. Total Academy funding will be estimated by multiplying the estimated enrollment by the estimated PPOR times the percentage indicated above.
4. The total estimated amount calculated in step 3 above will be paid to the Academy in twelve equal monthly installments, no later than the fifth calendar day of each month.
5. Following verification of the actual enrollment count and PPOR figures, the district will adjust the monthly payment amounts beginning in January to reflect changes from estimated to actual enrollment and PPOR. Any changes in district PPOR as a result of state legislative action will also be reflected in these adjustments. Final calculation of the total funding due to the Academy from the District will be based on the actual October 1 pupil count and final PPOR figure calculated by CDE.
6. The Academy may request the District to provide some portion of the funding in advance of this schedule to meet cash flow

needs. If the advance is approved, the District will deduct one/twelfth of the amount advanced from each monthly payment described above.

7. If as a result of a CDE enrollment audit, any adjustments are made to the enrollment count of the Academy, the District will make pro rata adjustments to the monthly payment amounts. Since enrollment audits are normally done in the year following the count, any adjustments made as a result of the enrollment audit would be made to the ensuing year's funding.

On or before March 1 of each year of the charter, the Academy and the District will begin negotiations concerning funding for the ensuing year, in order that the amounts may be determined in conjunction with the District's and the Academy's budget development and adoption processes.

B. Enrollment

The budget in Appendix D represents a first year budget scenario based on a projected enrollment of 150 students. It is the intent of the Academy to open in 1997-1998 as a K-5 school, adding grades 6, 7, and 8 in the second, third and fourth years, respectively. The District shall be under no obligation to provide funds and may revoke the charter of the Academy if fewer than 100 students enroll in the academy by the October 1 count date, or if enrollment in the Academy falls below that number for two consecutive months.

By October 1 of the year preceding the proposed expansion, the Academy will submit all application to the District 50 Board of Education for the purpose of adding a grade. The application will explain where the additional students will be housed, the curriculum that will be used, the associated budget, and other pertinent conditions. Kindergarten will be a half day program. Pupils enrolled at the Academy may not transfer during the school year to other District programs or schools without prior District approval.

C. Federal Funds

Any federal funds from programs for which the Academy or students attending the Academy may be eligible shall be transferred to the Academy no later than 30 days following the adoption of the appropriate supplemental budget by the Board of Education, whether or not the Academy has requested or has knowledge of such funds. Such funds shall be distributed to the Academy in the same manner and through the same allocation process as other schools in District 50.

D. Endowments

All private endowments, gifts, donations, etc., Specified for the charter school will be allocated exclusively to the school.

E. Books and Software, Library and Media Services

Section (h) Evidence of Sound Economic Plan, Proposed Budget. Provision for Annual Audit, and Displacement Plan
The District will make the DIRC available to the Academy. The Academy will follow the District's established procedure for check-out of materials.

F. Other Resources

Similar to the consultation that has been given so far, the District will provide appropriate assistance to the Academy in the areas of finance, budgeting, insurance, administrative and instructional in-services and workshops to help ensure the most economical and sensible decision making process in the utilization of the Academy's budget funds.

G. Student Fees

The academy will assess student fees only if this is standard practice at other District 50 schools. The budget found in Appendix D assumes no student fees will be charged.

H. Legal Representation

The Academy will be responsible for obtaining its own legal representation.

III. Annual Audit

The Academy agrees to maintain appropriate financial records in accordance with all applicable federal, state and local laws, rules and regulations, and will make such records available to the District as requested from time to time. The Academy agrees to engage and participate in an independent, outside audit by a certified public accountant of its financial and administrative operations on an annual Basis. It is anticipated that the audit will conform to the normal audit the District performs each year. The Academy budget allows for purchasing this service back from the District and it is assumed the Academy will use the same certified public accountant the District uses. The results of the audit shall be provided to the District in written form within the statutory time limits required by the District, and shall be published and posted as required by law. The Academy will maintain a comparison of actual expenditures to budgeted expenses.

IV. Displacement Plan

At this point, it appears the students who will enroll at Crown Pointe Academy will be drawn from across the district and from the city of Westminster. The Academy Council does not anticipate there will be any displacement of existing District 50 staff. We do not anticipate displacement of students or staff.

Section I: Governance and Operations

Pursuant to Colorado Revised Statutes Section 22-30.5-106(l)(h) and Provision 15. of District 50's Charter School

Application Provisions, the Academy Council provides the following description of how the school will be governed.

Please note: What is written in this section is meant to give an idea on how the school will be governed. The Academy will develop and adopt a set of by-laws which will define the specifics of the school's governance and operation. A copy of the Academy's proposed by-laws can be found in Appendix F.

I. Committee

A. Number of Council Members; Manner of Selection; Vacancies; Attendance

Crown Pointe Academy will operate under the management of a five member council called the Academy Council (Council). The initial Council will consist of four parent appointees and one community member (who may or may not be a parent) serving at the invitation of the Council. The School's Administrator will attend all Council meetings in an advisory, non-voting role. Additionally, to foster good communication, a District liaison, appointed by the school board, may attend all Council meetings in an ex-officio, non voting capacity. Four of the original founders of the Crown Pointe Academy will serve on the initial Academy Council (This is a practice recommended by many existing charter schools in order to preserve the integrity of the original charter school proposal approved by the local school board.) Appendix E contains a list of the original founders. The fifth member of the Council will be selected as a community at-large member as specified in the by-laws. Selection will be performed by the four board members. Two of the original founders will serve two year terms, two will serve three year terms. Staggering the terms will ensure experienced Council members are always present on the Council. Thereafter all newly elected members will serve two year terms. The Academy Council will consider adding two additional members when the sixth through eighth grades are added. Academy Council elections will be held annually, at a Council meeting scheduled in May. If a child of a Council member graduates from the Academy during the term of the parent the parent will be allowed to complete his or her term. Each family will have one vote for each Council seat. In the case of divorced parents, the custodial parent will vote. In the case of joint custody, each parent will have 1/2 vote. Council members will select the officers of the Council. Term of office for officers will be one year, and the Council will reorganize after each annual May election. In the event of dismissal, resignation, or other vacancy of the Academy Council, the Council will conduct a special election to select someone to serve the unexpired portion of the vacant member's term. Attendance at Council meetings is mandatory. Failure of a member to attend two consecutive meetings will result in dismissal from the Council unless a majority of the remaining Council members determine that circumstances warrant retaining the member.

B. Operation of the Academy Council

The Council will meet at least monthly. All Council meetings will be open to the public. A majority vote of those present at a Council meeting will constitute action by the Academy's Council. The Academy will operate within the "Sunshine law".

II. Advisory Committees

In addition to the Academy Council, the school may have several Advisory Committees that will consist of parents and/or community members. These committees will research and offer recommendations to the Academy Council in areas such as:

- Accountability
- Communication
- Curriculum/student needs
- Long range planning
- School policies
- Staff selection and evaluation
- Technology

III. Other Operational Issues

A. Parent's Contribution Plan

All parents will be required to volunteer time to Crown Pointe Academy. The details of how they choose to fulfill this obligation will be outlined in a Contribution Plan signed by each parent. A contribution of at least 30 hours per parent per school year will be expected. If a parent cannot fulfill this obligation, it will be viewed as a hardship case and considered on an individual basis. If a parent will not fulfill this obligation he/she will be counseled as to the necessity for parental involvement and the advantages of the Crown Pointe Academy's program. This plan is not intended to be overbearing. It is, however, intended to raise the expectation level for parental commitment. One of the most important aspects of the Charter School Act is the ability to involve parents in the education of their children in a meaningful and direct way.

B. Dissolution

In the event that the Academy should cease operations for whatever reason, including the non-renewal or revocation of its Charter, it is agreed that the District shall supervise and have authority to conclude the business and affairs of the Academy; provided, however, that in doing so, the District does not assume any liability incurred by the Academy beyond the funds allocated to it by the District under this Charter. The District's authority hereunder shall include, but shall not be limited to,-the return and disposition of any assets acquired by purchase or donation by the Academy during the time of its existence.

C. Non-religious, Non-sectarian Status

The Academy agrees that it shall operate, in all respects, as a non-sectarian, non-religious, non-home-based public school. The

Academy shall not be affiliated with any non-public or sectarian school or religious organization. Prayer will not be taught at the school. Appendix C of the Core Knowledge Sequence entitled "Suggested Bible Knowledge" will not be taught.

D. Commitment to Non-Discrimination

The Academy shall comply with all applicable federal, state, and local laws, rules and regulations, including, without limitation, the constitutional provisions prohibiting discrimination on the basis of disability, age, race, creed, color, gender, national origin, religion or ancestry.

E. Fiscal Status

Crown Pointe Academy has already filed its Articles of Incorporation and Request for Name with the Colorado Secretary of State's office. During the next year, the Academy intends to file for nonprofit status with the federal government.

It is the Academy's intent to maintain its own bank account. Two signatories will be required on all checks; the school's administrator and one Council member. The Academy will pay vendors for services or materials the school purchases directly. For items purchased through the school district, the Council assumes the district will process and pay those invoices.

Section J: Accountability

Pursuant to Colorado Revised Statutes Section 22-30.5-104(4) and Provision 16. of District 50's Charter School Application Provisions, the Academy offers the following description of how the school will be accountable to the public.

I. Accountability

The Crown Pointe Academy shall operate under the auspices of, and be accountable to, the District, and subject to all District policies and regulations unless specifically waived.

II. School Accountability Committee

As stated previously in Section (i), an Accountability Committee will be established. This committee will comply with the provisions for District Advisory Accountability Committee review and will comply with state law and district policy. The school will look to the district to provide guidance as to how the Accountability Committee should be established.

III. School Improvement Plan

One of the responsibilities of the school's Accountability Committee will be to develop an annual school improvement plan which meets or exceeds district standards.

IV. Progress Reporting

The Academy will develop, with the cooperation of the District, specific reports the District would like from the Academy. These written reports will concern its operations (financial or otherwise), and will also include progress made toward its educational goals and objectives, policy development issues, student attendance and student discipline information and personnel matters. As stated in Section (f) of this application, CTB scores will be reported to the District and the School Board as soon as they are available. At the District's direction, an Academy spokesperson will be made available to update the School Board at its monthly business meetings on either a continuing or as needed basis.

Section K: Employee Relations

Pursuant to Colorado Revised Statute 22-30 5-106(1)(l) and Provision 17. of District SO's Charter School Application Provisions, the Academy Council offers the following related to employment of staff.

I. Employment Policies

A. Hiring of Personnel

All people who perform services for the Academy shall be considered "at-will" employees or Volunteers of the District itself. The Academy shall select its personnel directly without prior authorization from the District, subject to compliance with all federal and state rules and regulations, including, without limitation, requirements concerning the recruitment of applicants and the use of background and criminal checks, unless a specific waiver is obtained from the State Board or other proper authority. The Academy Council may terminate the employment of any personnel so long as such employees are not terminated for unlawful reasons. Crown Pointe Academy will hire teachers who can form a strong team capable of implementing the goals and mission of the school. We have a strong respect for teachers and the teaching profession. The Academy Council's job will be to ensure that staff have the necessary tools to be successful and that a professional, facilitative atmosphere is present at the school. Additionally, to be successful, staff employed by the school must possess the following beliefs and abilities:

That the goal of education is to benefit children decisions should be made with the children's well-being the primary concern. Each student should be viewed as an individual: the teacher should appreciate and understand different learning styles.

Ability to integrate the Core Knowledge curriculum.

Commitment to the goals and objectives and mission as set forth in this charter application. Realization that a teacher's expectations of a child often become self-fulfilling.

Capability to take advantage of the benefits provided by smaller class sizes.

Develop an expectation of success and excellence for the individual student and the school as a whole. Conduct his/her duties in professional manner.

Have a "can-do" attitude about any job that needs to be done, and a respectful attitude about discussing student and staff issues.

The Academy shall adopt its own written policies (in compliance with federal and state law) concerning the recruitment, promotion, discipline and termination of personnel; methods for evaluating performance; and a plan for resolving

employee-related problems, including complaint and grievance procedures provided however, the Academy shall not have the authority, by virtue of such policies or procedures or other action of the Academy Council, to change the "at-will" nature of the employment relationship. A copy of the initial draft of the academy's employment policies and employee contract can be found in Appendix H.

B. Benefits

Employees shall be entitled to receive the benefits described in the Budget. All benefit programs will be handled and administered by the District for the Academy. The Academy will offer the same benefit package as the District.

C. PERA Membership

All Academy employees shall be members of the Public Employee's Retirement Association and subject to its requirements. The Academy shall be responsible for the cost of the employer share of all required contributions.

D. Equal Opportunity Employer

The Academy affirms that it shall not discriminate against any employee on the basis of race, creed, color, gender, national origin, religion, ancestry, age or disability in its recruitment, selection, training, utilization, termination or other employment-related activities.

E. Employee Welfare and Safety

The Academy shall comply with all District policies, and applicable federal and state laws, concerning employee welfare, safety and health issues, including, without limitation, the requirements of federal law for a drug free workplace.

F. Employee Records

The Academy shall comply with all District policies and regulations, and applicable federal and state laws, concerning the maintenance and disclosure of employee records, including, without limitation the requirements of the Colorado Open Records Law, Colorado Revised Statutes Section 24-72-204, et seq.

G. Employee Conflicts of Interest

All Academy employees shall comply with the District's policies and regulations, and applicable state law, concerning employee actual and potential conflicts of interest. The Academy Council will review the District's policies and may, over time, supplement them with our own.

II. Staff Evaluation

The Academy Council will formally evaluate all employees on an annual basis. Teachers will be evaluated in conjunction with the Staff Selection and Evaluation Committee. The Academy Council will conduct the formal evaluation of the school's Administrator once a year. This formal evaluation will include such items as salary, performance reviews, areas for improvement and goals for the following year. In addition to the annual formal evaluation, during the first year, the Academy Council will promote providing staff with quarterly evaluations by the school's Administrator. Particularly in a new school with a new staff, tensions are likely to run high until the staff and the governing council and committees develop a sense of trust. Evaluations are one tool the Academy will use to promote the development of trust. These evaluations will be very give and take. Staff will be encouraged to provide input on what's working and what's not and their input will be valued. Staff will be provided with information on how well they're doing with a focus on how well the students in their respective classes are faring.

III. Staff Development

Part of providing the staff with the tools to be successful on the job is ensuring staff is properly trained and knows how to reach the goals and objectives set forth in this charter application. Staff development, therefore, will be a critical part of employee relations at Crown Pointe Academy. We are currently exploring the possibility of teaming with other area charter schools on some aspects of staff development. Excel Academy in Jefferson County offers in-house training for staff on learning styles and preparation of Individual Education Plans. We have discussed with Excel's Principal and Master Teacher the possibility of sending Crown Pointe staff to Excel training sessions and sharing the cost. Additionally, the Core Knowledge schools in the state are attempting to form a network in order to capitalize on shared knowledge. The 1997 Core Knowledge Foundation National Conference is being held here in Denver. While we may not have staff at that point, members of the Academy Council will attend. We are already letting parents who have completed letters of interest know about it so that they may attend as well. The Conference is held annually and offers a tremendous opportunity for teachers to share lesson plans and expertise. Staff will be encouraged to share the expertise with each other. A part of the hiring process will be to determine where potential teachers have knowledge and/or experience strengths. Teachers will be asked to share this knowledge with their fellow teachers through formal presentations. The District has offered the use of its Staff Academy at no charge. Crown Pointe Academy anticipates taking advantage of this generous offer.

Section L: Legal Liability and Insurance Coverage

Pursuant to Colorado Revised Statutes Section 22-30.5-1 06(1)(j) and Provision 18. of District 50's Charter School Application Provisions, the Academy Council offers the following plan for managing legal liability and insurance coverage.

I. Insurance

The District will provide building and contents insurance for district owned property. The Academy will arrange for

liability and worker's compensation, errors and omissions, and contents insurance for property owned by the Academy. The Academy will provide a certificate of such insurance to the district no later than July 1 of each year. The Academy agrees that it will coordinate all risk management activities through the District's risk management office. This will include the prompt reporting of any and all pending or threatening claims, filing of timely notices of claim, cooperating fully with the District in the defense of any claims and complying with the defense and reimbursement provisions of the Colorado Governmental Immunity Act and the District's applicable insurance policies. The Academy shall neither compromise, settle, negotiate nor otherwise affect any disposition of potential claims asserted against it without the District's prior written approval.

II. Faith and Credit

The Academy agrees that it will not extend the faith and credit of the District to any third person or entity. The Academy acknowledges and agrees that it has no authority to enter into a contract that would bind the District, and that the Academy's authority to contract is limited by the same provisions in law or District policy that apply to the District itself unless specific exemptions have been obtained. The Academy also is limited in its authority to contract by the amount of funds obtained from the District, as provided there under, or from other independent sources. The Academy Council shall be delegated authority to approve contracts to which the Academy is a party, subject to the requirements and limitations of the Colorado Constitution, state law, District policies, the provisions of the Charter Contract and this Charter Application.

III. Indemnification

To the extent not covered by insurance or otherwise barred by the Colorado Governmental Immunity Act, the Academy agrees to indemnify and hold the District and its agents and employees harmless from all liability, claims, and demands on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner connected with the Academy's operations. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided by the Colorado Governmental Immunity Act.

Section M: Payroll Management/Purchasing, Transportation, Facilities, Food Service

Pursuant to Colorado Revised Statutes Section 22-30 5-106(1)(k) and 22-30 5-104(7)(b) and Provisions 19., 20., 21., Land 22. of District 50's Charter School Application Provisions, the Academy Council offers the following plans for providing payroll management purchasing, transportation, facilities, and food service.

I. Payroll Management

Employees shall be paid through the payroll department of the District, using its procedures for recording employee work hours, overtime, absences, leaves, vacation, and other adjustments, as contained in applicable District policies and regulations.

II. Purchasing

The Academy may, subject to approval by the district, purchase goods and services through contracts in effect with the district and its vendors. The Academy also reserves the right to obtain competitive bids for goods and services when it is in the best interests of the Academy to do so, and to enter into purchasing contracts beyond those in place with the District. Unless purchased from or through the District, contractual services and purchases of supplies, materials and equipment shall be procured through a system of competitive bidding, as required by District policy and state law.

The Academy will comply with the District's rules on competitive bidding but may supplement these with our own over time. For goods and services purchased through the District, the Academy anticipates the District will process any resulting invoices through payment of vendors.

III. Transportation

Crown Pointe Academy will not provide transportation. Exceptions to this policy may be special events and/or field trips, when the Academy Council may elect to purchase bus services through the District. Parents will be responsible for arranging transportation to the school for their children. The Academy Council will encourage parents to organize carpools.

IV. Facilities

The Academy will locate in a district-provided building called the Building Mall which is in the Career Enrichment Park located between 72nd Avenue and 73rd Street and Lowell Boulevard. At this time it is anticipated that all leasehold improvements will be paid for from funds provided by the City of Westminster. Any leasehold improvements which are not paid for from City of Westminster funds shall be the responsibility of the Academy and the District as negotiated between the parties.

V. Food Service

Parents enrolling their children at the Academy shall be responsible for providing a sack lunch for their children. The Academy may choose to offer milk and juice beverages.

Section N: District Services Required

Pursuant to Colorado Revised Statutes Section 22-30.5-104(7)(b) and Provision 23 of District 50's Charter School Application Provisions, the Academy Council identifies the following required district services. The Academy Council anticipates needing the following services from the District:

- District facilities and utilities
- Benefits Administration

- Payroll Processing
- Insurance needs as described in Section (I) of this document
- Access to the Staff Academy, district library, software, and media services
- Staff security checks. Potentially processing of invoices and payment of vendors for items purchased through the contracts in effect with the District (see Sections (i) and (m) of this application.)
- Nursing services for the school
- Snow removal
- Trash removal

Section O: Enrollment Policy

Pursuant to Colorado Revised Statutes Section 22-30.5-106(1) and Provision 24., of District 50's Charter School Application Provisions, the Council offers the following enrollment policy.

I. Non-Discrimination

The charter school enrollment policy prohibits discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or the need for special education services. The Academy sets forth the following nondiscriminatory policy as required by law.

II. FIRST YEAR OF OPENING

Enrollment will be on a first-come, first-serve basis within each grade, as follows:

- Residents of the City of Westminster (both inside and outside the school district) who reside between 68th and 80th avenues will be given an opportunity to enroll their children first up to 33% of the enrollment.
- Residents who live in the remainder of the school district and in the remainder of the City of Westminster will then be given an opportunity to enroll up to 67% of the enrollment
- Children of founding parents (no more than 9) will be considered first-come, first-serve (the names of the founding parents can be found in Appendix E.)

ENSUING YEARS: KINDERGARTEN OPENINGS:

First priority goes to:

- Siblings of presently enrolled children.
- Children of staff. Of the remainder,
- Residents of the City of Westminster (both inside and outside the school district) who reside between 80th avenue and 68th avenue will be given an opportunity to enroll their children first up to 33% of the enrollment.
- Residents who live in the remainder of the school district and in the remainder of the City of Westminster will then be given an opportunity to enroll up to 67% of the enrollment.

FOR OPENINGS OCCURRING IN ALL OTHER GRADES:

First priority goes to:

- Siblings of presently enrolled children.
- Children of staff.

Any remaining positions will be allocated on the following basis:

- Residents of the City of Westminster (Both inside and outside of the school district) who reside between 80th Avenue and 68th Avenue will be given an opportunity to enroll their children first up to 33% of the enrollment.
- Residents who live in the remainder of the school district and in the remainder of the City of Westminster will then be given an opportunity to enroll up to 67% of the enrollment.

NOTE: If an Academy parent moves out of the district and/or out of the City, all children enrolled in the school may continue to attend Crown Pointe Academy at the parent's discretion.

III. Total Enrollment

Total enrollment in 1997 will not exceed 150 students for grades K-5. As the school adds Grades in ensuing years, enrollment will increase accordingly.

Section P: Waivers Requested

Pursuant to Colorado Revised Statutes Section 22-30.5-106(1)(m) and Provision 25., of District 50's Charter School Application Provisions, the Academy Council of Directors submits the following requests for waiver.

I. State Statute/Description and Rationale

22-9-106/Local boards of education - duties

"... shall adopt a written system to evaluate the employment performance of school district...personnel..." Request delegation of this authority to Crown Pointe Academy as the school will develop its own evaluation plan based on the unique needs of this charter school's education program. The school will be responsible for its own personnel matters, including the supervision and evaluation of personnel and the method of conducting such evaluations. The charter agreement between Crown Pointe Academy and District 50 will define the evaluation plan.

22-31-104(1) Elections

“...the regular biennial school election in each school district shall be held the first Tuesday in November of each odd-numbered year.”

The Academy will hold its Academy Council elections in May of each year.

22-32-109(1)(a)/Board of Education – specific duties

“To adopt written bylaws...”

Request delegation of this authority to Crown Pointe Academy to be allowed to adopt its own By-Laws as a not-for-profit Colorado corporation.

22-32-109(1)(b)/Board of Education – specific duties

“To adopt policies and prescribe rules and regulations... for the efficient administration of the affairs of the district, including procedures for competitive bidding in the purchase of goods and services, except professional services for the district”

Request a waiver of these rules and regulations. Crown Pointe Academy, being a semi autonomous unit, will use the rules and regulations as guidelines but must make final decisions on competitive bidding itself.

22-32-109(1)(f)/Board of Education – Specific Duties

“To employ all personnel and to fix and order paid their compensation”-

Request waiver only to this first sentence as Crown Pointe Academy must be free to hire it’s own employees and set their salary.

22-32-109(1)(n)/Board of Education – specific duties

Establishing the school calendar

Request this authority be delegated to Crown Pointe Academy as control of the school calendar is critical to establishing the school's unique educational program. Per the charter agreement, all state established minimums will be met or exceeded.

22-32-109(1)(t)/Board of Education – specific duties

“To determine the educational programs...and to prescribe the textbooks...”

Request waiver to this as the specific Crown Pointe Academy curriculum will differ from the curriculum of District 50. Crown Pointe Academy must be able to specify own educational programs and textbooks.

22-32-109(1)(w)/Board of Education – specific duties

“To adopt a written conduct and discipline code...”

Request delegation of this authority to Crown Pointe Academy so that the school can develop it’s own unique code consistent with it’s unique educational style and purpose.

22-32-109(1)(bb)(I)/Board of Education – specific duties

“To adopt a policy...no such policy shall require the expulsion of any student solely for such tobacco use.”

Request waiver of this last sentence as Crown Pointe Academy must have complete control of it’s discipline policy. It is the Council’s intent to suspend a student for any tobacco use within the school building or on the school grounds.

22-32-110(1)(h)/Board of Education – specific powers

“To discharge or otherwise terminate the employment of any personnel”

Request delegation of this authority to Crown Pointe Academy as the school will be responsible for its own personnel matters.

22-32-110(1)(y)/Board of Education – specific powers

“To accept gifts, donations...”

Request delegation of this authority to Crown Pointe Academy for any gifts, donations, or grants made specifically to Crown Pointe Academy.

22-32-110(1)(ee)/Board of Education – specific powers

“To employ on a voluntary or paid basis teachers’ aides and other auxiliary, noncertified personnel.”

Request delegation of this authority to Crown Pointe Academy as the school will employ personnel independently of the District

22-32-110(2)(b)/Board of Education – specific powers

“The board of education of each school district shall adopt a written conduct and discipline code...” Request delegation of this authority to Crown Pointe Academy so that the school can develop it’s own unique code consistent with it’s unique educational style.

22-32-118/Summer schools – continuation, evening, and community education programs

Request delegation of this authority to Crown Pointe Academy so that the school is free to adjust and align the educational program to meet the needs of it's students and of the community.

22-32-119/Kindergartens

“A board of education may establish and maintain kindergartens...”

Request delegation of this authority to Crown Pointe Academy as this program is part of the planned educational program of the

school.

22-32-120/Food Services – facilities

Request delegation of this authority to Crown Pointe Academy so that the school can maintain control over it's facilities

22-32-126/Principals – employment and authority

Request delegation of this authority to Crown Pointe Academy as the school's Administrator will be employed by contract with Crown Pointe Academy and will work within the rules and regulations of the Academy's Charter. The principal will answer to the school's Executive Committee not to the District 50 superintendent.

22-33-105/Suspension, expulsion, and denial of admission

Request waiver of this statute as Crown Pointe Academy must be able to develop it's own unique discipline code and admissions policy consistent with it's unique educational style and purpose.

Further, the Academy will retain the right to expel a student. The Academy will follow the district's due process procedure.

22-63-201/Employment – certificate required

Request waiver as Crown Pointe Academy will employ qualified professional personnel. The school may need to employ qualified noncertified personnel to fill special needs of the school.

22-63-202/Employment contracts

Request waiver to this as Crown Pointe Academy employment will be based on contracts negotiated between Crown Pointe Academy and its employees on a one year, at-will contract basis.

22-63-203/Probationary teachers

Request waiver to this as Crown Pointe Academy employment will be based on contracts negotiated between Crown Pointe Academy and its employees on a one year, at-will contract basis.

22-63-206/Transfer – compensation

Request waiver to the effect that Crown Pointe Academy must approve any transfer and the conditions of the transfer into or out of the school. The unique educational program and organizational structure of Crown Pointe Academy must remain under the control of the Academy.

22-63-301/Grounds for dismissal

Request waiver to this as Crown Pointe Academy employment will be based on contracts negotiated between Crown Pointe Academy and its employees on a one year, at-will contract basis

22-63-302/Procedure for dismissal

Request waiver to this as Crown Pointe Academy employment will be based on contracts negotiated between Crown Pointe Academy and its employees on a one year, at-will contract basis.

22-63-401/Salary schedule

Request waiver to this as Crown Pointe Academy employment will be based on contracts negotiated between Crown Pointe Academy and its employees on a one year, at-will contract basis

22-63-402/Services – disbursements

Request waiver to this as Crown Pointe Academy employment will be based on contracts negotiated between Crown Pointe Academy and its employees on a one year, at-will contract basis.

22-63-403/Payment of salaries

Request waiver to this as Crown Pointe Academy employment will be based on contracts negotiated between Crown Pointe Academy and its employees on a one year, at-will contract basis.

II. WAIVERS TO ADAMS COUNTY DISTRICT 50 POLICY AND REGULATION

The Academy requests a waiver to allow Academy teachers and educational assistants additional time to become OCR/LEP trained and certified. Academy teachers requiring less than 20 hours of additional training will be certified by February 1999. Academy teachers and/or educational assistants requiring between 20 and 40 hours of training will be certified by February 2000. No additional waivers are requested at this time to the Adams County District 50 policies and regulations as a copy has not been made available for our review.