

Review Rubric for Certification of a Multi-District Online Program

Does the Program Meet the Statutory Definition of An "Online Program"?

The proposed online program:

- will provide a full-time on-line education program.
- will deliver a sequential program of synchronous or asynchronous instruction.
- will deliver instruction from a teacher to a student.
- will deliver instruction primarily through the use of technology via the internet in a virtual or remote setting.

Yes

No

1. Adequacy of resources and capacity of authorizer to oversee the online program (Completed by Authorizer)

Meets Expectations

Below Expectations

Meets Expectations

1.1 Curriculum and Instruction

Yes

No

- A description of the organizational structure of the school demonstrates enough support to fully implement the curriculum.
- The school calendar and schedule both demonstrate compliance with statutory requirements for equivalent instructional hours, and are sufficient to ensure a viable curriculum.
- All teachers will be Highly Qualified and a definition is provided.
- A description of the staff evaluation process which includes clear links to implementing the curriculum with fidelity (through professional development and expected collaboration) and high expectation is provided.

- A description of the organizational structure of the school is not sufficient to support implementation of the curriculum.
- A school calendar and schedule are not provided.
- There is no evidence that the school will require all members of the teaching staff to be Highly Qualified.
- A description of the staff evaluation process is not provided.

1.2 Use of Software Applications and Technology

Yes

No

- Evidence of a clear plan for developing, implementing and monitoring technological services, equipment, policies and protocols with regards to privacy, and the ethical use of technology related information is provided.
- A complete description of technology-related services the Authorizer will supply to the school is provided.

- It is unclear how development, implementation and monitoring of technological services, equipment, policies and protocols will occur and with whom those responsibilities lie.
- There is no description of technology-related services provided by the Authorizer.

1. Adequacy of resources and capacity of authorizer to oversee the online program (Completed by Authorizer)			
Meets Expectations		Below Expectations	
1.3 Data Gathering, Analysis and Reporting (Management)		Yes	No
<input type="checkbox"/> Plan to collect information from the school minimizes administrative burdens on the school, while ensuring that performance and compliance information is collected with sufficient detail and timeliness to protect student and public interests. <input type="checkbox"/> Description of process for creating and implementing school improvement plan is complete and convincing. <input type="checkbox"/> Plan to evaluate longitudinal student assessment data is thorough and strategies for closing achievement gaps are specific and achievable. <input type="checkbox"/> The school's data management system is well described. <input type="checkbox"/> The school plan for use of achievement data includes software capability and a qualified individual to oversee the plan used to impact student achievement.	<input type="checkbox"/> There is no clear plan for collecting information from the school or the proposed plan does not ensure performance and compliance information is collected with sufficient detail and/or timeliness. <input type="checkbox"/> Description of process for overseeing creation and implementation of school improvement plan is incomplete or absent. <input type="checkbox"/> Plan to evaluate longitudinal student assessment data is incomplete or absent. <input type="checkbox"/> A description of the school's data management system is incomplete or absent. <input type="checkbox"/> The school plan for use of achievement data does not include software or includes software with questionable capabilities and an individual who may need training in order to understand how to use the data to impact student achievement.	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Human Resources Management		Yes	No
<input type="checkbox"/> Sufficient professional, administrative and support staff are provided to carry out the mission and organizational goals. <input type="checkbox"/> Roles and responsibilities are clearly defined in order to ensure effective delivery of quality education. <input type="checkbox"/> Ongoing training and support is planned to support the staff in carrying out the mission of the program. <input type="checkbox"/> Evaluations of staff and faculty will occur on a regularly scheduled basis. <input type="checkbox"/> Plan to ensure compliance with government regulations is described. <input type="checkbox"/> Evidence of clear policies concerning recruitment, hiring, termination, and standard work rules for all staff is provided.	<input type="checkbox"/> Insufficient professional, administrative and support staff are provided to carry out the mission and organizational goals. <input type="checkbox"/> Roles and responsibilities are not clearly defined. <input type="checkbox"/> The plan for ongoing training and support is vague or not provided. <input type="checkbox"/> The plan for staff and faculty evaluations is vague or not provided. <input type="checkbox"/> There is no plan to ensure compliance with government regulations. <input type="checkbox"/> Evidence of policies concerning recruitment, hiring, termination, and standard work rules for all staff is incomplete or not provided.	<input type="checkbox"/>	<input type="checkbox"/>

1. Adequacy of resources and capacity of authorizer to oversee the online program (Completed by Authorizer)			
Meets Expectations		Below Expectations	
1.5 Financial Management, Facilities Management, and Risk Management		Yes	No
<input type="checkbox"/> A thorough description of organizational, management, and financial plans that demonstrate fiscal viability is provided. <input type="checkbox"/> Complete business office practices and policies are described. <input type="checkbox"/> Any necessary facilities are fully described. <input type="checkbox"/> Detailed information on facility needs along with specific, reasonable projected costs are provided. <input type="checkbox"/> The school has provided a complete list of the types of insurance for which the school will contract and the coverage meets applicable insurance requirement. <input type="checkbox"/> The school budget reflects reasonable assumptions for insurance coverage.	<input type="checkbox"/> Evidence of an organizational, management and financial plan that demonstrates fiscal viability and autonomy is not provided. <input type="checkbox"/> Very few business office practices and policies are described. <input type="checkbox"/> Facility needs are vaguely described and partial information on projected costs is provided. <input type="checkbox"/> The school has not provided a complete list of the types of insurance for which the school will contract. <input type="checkbox"/> The school budget does not reflect costs for insurance coverage.	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Oversight of Online Program		Yes	No
<input type="checkbox"/> A clear plan to offer guidance services to students is provided and the budget reflects funding estimates to support these services. <input type="checkbox"/> Credit requirements for graduation are included and clearly articulated. <input type="checkbox"/> Student achievement and attendance measures are clearly articulated and monitoring/intervention policies and practices are clearly described. The Student Information System (SIS) and/or Learning Management System (LMS) that will be used should be included in the description. <input type="checkbox"/> The school's records policies meet all state and federal requirements. <input type="checkbox"/> Financial, staffing, and administrative resources are allocated to ensure the school has the necessary elements to provide academic, technological, and individual support to students.	<input type="checkbox"/> There is no plan to offer guidance services and the budget does not reflect funding estimates to support these services. <input type="checkbox"/> There are no clear credit requirements for graduation. <input type="checkbox"/> Student achievement and attendance measures are not defined and there are no policies or practices for monitoring and intervention. <input type="checkbox"/> There is no description of the SIS or LMS and how it will be used to monitor student achievement and attendance measures. <input type="checkbox"/> Records policies do not meet state and federal requirements. <input type="checkbox"/> There are insufficient resources allocated to ensure the school has the necessary elements to provide support to students.	<input type="checkbox"/>	<input type="checkbox"/>

1. Adequacy of resources and capacity of authorizer to oversee the online program (Completed by Authorizer)

Comments:

3. School Management Contracts (Completed only if the proposed online program intends to contract with an education service provider)			
Meets Expectations		Below Expectations	
3.1 Explanation of Education Service Provider Selection		Yes	No
<input type="checkbox"/> An explanation of how and why the Education Service Provider was selected is provided. <input type="checkbox"/> The ESP selected clearly supports the vision, mission, and goals of the school.	<input type="checkbox"/> An explanation of how and why the ESP was selected is not provided. <input type="checkbox"/> The ESP selected does not support the vision, mission, and goals of the school.	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Examples of ESP's Efficacy		Yes	No
<input type="checkbox"/> The school has provided evidence of past success with the target student population for the Education Service Provider. <input type="checkbox"/> Evidence of success in both academic achievement and non-academic school functions is provided.	<input type="checkbox"/> The school has not provided evidence of past success with the target student population for the Education Service Provider. <input type="checkbox"/> Evidence of success in academic achievement and non-academic school functions is not provided.	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Detailed Term Sheet is Attached		Yes	No
<input type="checkbox"/> A detailed term sheet of the proposed management contract is attached. <input type="checkbox"/> The term sheet includes, but is not limited to the following details: <ul style="list-style-type: none"> <input type="checkbox"/> Proposed duration of management contract <input type="checkbox"/> Roles and responsibilities <input type="checkbox"/> Scope of services <input type="checkbox"/> Resources to be provided by the ESP <input type="checkbox"/> Performance evaluation measures and timelines <input type="checkbox"/> Compensation structure <input type="checkbox"/> Methods of contract oversight and enforcement <input type="checkbox"/> Investment disclosure <input type="checkbox"/> Conditions for renewal and termination of the contract 	<input type="checkbox"/> A detailed term sheet of the proposed management contract is not included. <input type="checkbox"/> The term sheet does not address all necessary details.	<input type="checkbox"/>	<input type="checkbox"/>

3. School Management Contracts (Completed only if the proposed online program intends to contract with an education service provider)					
Meets Expectations		Below Expectations		Meets Expectations	
3.4 Draft of the Proposed Management Contract is Attached			Yes	No	
<input type="checkbox"/> The contract between the school and ESP is a performance contract that includes reasonable terms and an ability to sever the relationship.		<input type="checkbox"/> The contract between the school and the ESP does not include reasonable terms.		<input type="checkbox"/>	<input type="checkbox"/>
3.5 Online Program's BOE Relationship with ESP			Yes	No	
<input type="checkbox"/> Evidence of independent legal counsel for both the board and ESP is provided. <input type="checkbox"/> No provision of the ESP agreement shall interfere with the board's duty to exercise its responsibilities governing the operation of the school. <input type="checkbox"/> No provision of the ESP agreement shall alter the board's treasurer's legal obligation to direct that the deposit of all funds received by the school be placed in the school's account. <input type="checkbox"/> The school has provided assurance that there are no conflicts of interest with the ESP.		<input type="checkbox"/> There is no evidence of independent legal counsel for both the board and the ESP. <input type="checkbox"/> The ESP agreement interferes with the board's duty to exercise its responsibilities governing the operation of the school. <input type="checkbox"/> Funds received by the school will not be deposited in the school's account. <input type="checkbox"/> The school has failed to provide assurance against conflicts of interest with the ESP.		<input type="checkbox"/>	<input type="checkbox"/>
3.6 Explanation of Which Staff Will Report to or be Paid by the ESP			Yes	No	
<input type="checkbox"/> There is a clear agreement about which persons or positions are employees of the ESP and which persons or positions are employees of the school. <input type="checkbox"/> The governing board of the school has received legal confirmation of employee leasing if included in the ESP agreement.		<input type="checkbox"/> It is unclear which persons or positions are employees of the ESP and which persons or positions are employees of the school. <input type="checkbox"/> No legal confirmation of employee leasing (if included in the ESP agreement) has been given to the governing board of the school.		<input type="checkbox"/>	<input type="checkbox"/>
3.7 Evidence Corporate Entity is Authorized to do Business in Colorado			Yes	No	
<input type="checkbox"/> The school has provided evidence that the ESP is authorized to do business in Colorado.		<input type="checkbox"/> The ESP is not authorized to do business in Colorado.		<input type="checkbox"/>	<input type="checkbox"/>

3. School Management Contracts (Completed only if the proposed online program intends to contract with an education service provider)

Comments:

4. Plan for operating the online program (Completed by Online Program)

Meets Expectations		Below Expectations		Meets Expectations	
4.1 Vision, Mission and Goals				Yes	No
<ul style="list-style-type: none"> <input type="checkbox"/> The vision and mission statements express a clear, focused, and compelling purpose for the school that is measurable. <input type="checkbox"/> The vision and mission statements focus on high-quality educational outputs and are likely to result in increased student achievement. <input type="checkbox"/> The vision and mission statements indicate that online learning is the focus of the organization. <input type="checkbox"/> The school has an appropriate and manageable number of goals that reflect high expectations. <input type="checkbox"/> There is alignment of goals with the mission and vision of the school. 	<ul style="list-style-type: none"> <input type="checkbox"/> The mission statement does not express a clear, focused, and compelling purpose for the school. No vision statement is provided. <input type="checkbox"/> The mission statement does not focus on educational outputs or is unlikely to result in increased student achievement. <input type="checkbox"/> The vision and mission statements do not indicate that online learning is the focus of the organization. <input type="checkbox"/> The school does not have measurable academic goals. <input type="checkbox"/> Goals do not tie to the school's mission. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Organizational Structure and Governance of the Online Program					
<ul style="list-style-type: none"> <input type="checkbox"/> Board members are knowledgeable about K12 online learning and/or will receive appropriate training after joining the governing board. <input type="checkbox"/> There is a clear description of the separation between the roles and responsibilities of the board and the roles and responsibilities of the school's administrator. <input type="checkbox"/> The terms and process for electing members of the board are clearly defined. <input type="checkbox"/> Conflict of Interest and complaint policies are included as attachments. <input type="checkbox"/> The legal status of the online program is clearly defined and explained with no ambiguities in ownership, control, or responsibility. <input type="checkbox"/> The school demonstrates parent and community involvement in the concept for the school and the development of the school. <input type="checkbox"/> There is a complete explanation of how the school plans to comply with Open Meetings Laws and Open Records Laws. 	<ul style="list-style-type: none"> <input type="checkbox"/> Board membership reflects a lack of diverse experiences and skills. <input type="checkbox"/> Board members have no prior knowledge/experience about K12 online learning, and there is no plan for board member training. <input type="checkbox"/> There is no description of the roles and responsibilities of the board and the roles and responsibilities of the school's administrator. <input type="checkbox"/> The terms and process for electing members are not defined. <input type="checkbox"/> Neither a conflict of interest policy, nor a complaint policy is included as an attachment. <input type="checkbox"/> The legal status of the online program is not explained. <input type="checkbox"/> There has been little or no parent and community involvement in the concept for the school or the development of the school. <input type="checkbox"/> There is no explanation of how the school plans to comply with Open Meetings Laws and Open Records Laws. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



4. Plan for operating the online program (Completed by Online Program)

Meets Expectations		Below Expectations		Meets Expectations	
4.3 Equitable Access for all Students				Yes	No
<ul style="list-style-type: none"> <input type="checkbox"/> The school has a plan in place to meet all legal requirements to identify students with special needs, to include IDEA, FAPE, and IEPS. <input type="checkbox"/> The school has a plan in place to identify and meet the needs of any English Language Learners, Special Ed, or Gifted and Talented students who enroll at the school. <input type="checkbox"/> The school has provided a plan to provide adequate staff to meet the needs of all students that includes a licensed Special Ed teacher. <input type="checkbox"/> The school identifies the need for ongoing monitoring of these populations. <input type="checkbox"/> The budget reflects allocation for resources, staffing, and training needed to serve the needs of special populations. <input type="checkbox"/> The school has an enrollment process that is in full compliance with state statute. <input type="checkbox"/> The school has provided a clear description of the enrollment process including criteria for enrollment decisions, withdrawals, and transfers. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school has no process in place to identify students who are struggling academically and to determine the cause and how this need will be addressed. <input type="checkbox"/> The school has no plan in place to identify and meet the needs of any English Language Learners, Special Ed, or Gifted and Talented students who enroll at the school. <input type="checkbox"/> The school does not address how staffing allocations will be used to meet the needs of students. <input type="checkbox"/> There is no provision for ongoing monitoring of these populations. <input type="checkbox"/> The budget does not reflect costs involved in addressing the needs of special populations. <input type="checkbox"/> The school has an enrollment process that is not in compliance with state statute. <input type="checkbox"/> The description of the enrollment process is insufficient and/or inequitable. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Guidance Counselling for all Students					
<ul style="list-style-type: none"> <input type="checkbox"/> A complete description of guidance counseling services is provided, including how these services will be staffed. <input type="checkbox"/> A description of how the guidance counseling services will ensure students meet requirements of the school is provided. <input type="checkbox"/> The services described are appropriate to the target population of students who will be served through the school. 	<ul style="list-style-type: none"> <input type="checkbox"/> There are no guidance counselling services. <input type="checkbox"/> There is no assurance that guidance counseling services will help students to meet the requirements of the school. <input type="checkbox"/> The services described are insufficient or inappropriate based on the target population of students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Plan for operating the online program (Completed by Online Program)

Meets Expectations		Below Expectations		Meets Expectations	
4.5 Student Academic Credit Policies, Curriculum and Instruction				Yes	No
<ul style="list-style-type: none"> <input type="checkbox"/> A clear description of the curriculum used for student instruction is provided. <input type="checkbox"/> Evidence that the curriculum is aligned to the Colorado Academic Standards is provided. <input type="checkbox"/> Curriculum and instruction delivery is consistent with the statutory definition of an "Online Program." <input type="checkbox"/> A process for curriculum review and update has been developed to ensure that the curriculum maintains alignment with the Colorado Academic Standards. <input type="checkbox"/> A description of teacher-student interaction is provided, which includes clear expectations for teachers and students to meet equivalent instructional hour requirements. <input type="checkbox"/> The roles and responsibilities of all instructional and student support staff are clearly described and comply with federal and state law. <input type="checkbox"/> A list of the type of credits students may earned is provided. <input type="checkbox"/> Evidence of sound policies and procedures for granting student academic credit is provided. <input type="checkbox"/> Graduation requirements are clearly outlined and meet Authorizer/state standards. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is no comprehensive, full-time curriculum. <input type="checkbox"/> The curriculum is not aligned to the Colorado Academic Standards. <input type="checkbox"/> The methods of curriculum and instruction delivery do not meet the statutory definition of an "Online Program." <input type="checkbox"/> There is no process for curriculum review and update or the process does not ensure that the curriculum maintains alignment with the Colorado Academic Standards. <input type="checkbox"/> Clear expectations for teachers and students are absent or do not meet equivalent instructional hour requirements. <input type="checkbox"/> Roles and responsibilities of instructional and student support staff are unclear or do not comply with federal and state law. <input type="checkbox"/> There is no list of the type of credits students may earn. <input type="checkbox"/> Policies and procedures for granting student academic are vague or absent. <input type="checkbox"/> Graduation requirements do not meet Authorizer/state standards. 	<input type="checkbox"/>	<input type="checkbox"/>		



4. Plan for operating the online program (Completed by Online Program)

Meets Expectations		Below Expectations		Meets Expectations	
4.6 Student Achievement and Attendance Policies				Yes	No
<ul style="list-style-type: none"> <input type="checkbox"/> Assessments are aligned with curriculum, instruction, standards and legal requirements such as ECEA and CBLA in mind. <input type="checkbox"/> A preliminary list of assessments is provided. The assessment plan includes an anticipated schedule of frequency, and a plan to select additional assessments. The plan includes provisions for literacy testing, interventions, formative assessments, and summative assessments. <input type="checkbox"/> A standardized system for recording attendance and calculating attendance rates is articulated. <input type="checkbox"/> Evidence of clear policies and procedures for reporting absences and/or truancy to the student, family, enrolling district, and Authorizer is provided. <input type="checkbox"/> A clear process for tracking graduation, dropout, and course completion rates that aligns with state reporting is described. 	<ul style="list-style-type: none"> <input type="checkbox"/> The assessments do not meet legal requirements and there is no clear alignment with curriculum and instruction. <input type="checkbox"/> A preliminary list of assessments are not provided. <input type="checkbox"/> There is no anticipated assessment schedule. <input type="checkbox"/> There is no standardized system for recording attendance or calculating attendance rates. <input type="checkbox"/> There are no policies or procedures for reporting absences or truancy. <input type="checkbox"/> There is no process for tracking graduation, dropout, and course completion rates or the process does not align with state reporting requirements. 	<input type="checkbox"/>	<input type="checkbox"/>		
4.7 Student Records Policies				Yes	No
<ul style="list-style-type: none"> <input type="checkbox"/> All student record policies comply with the Family Education Rights and Privacy Act of 1974 (FERPA) and state statute. <input type="checkbox"/> Evidence of easily accessible contact information of school's records personnel is provided. <input type="checkbox"/> Procedures for obtaining and providing student records are clearly defined and ensure that records are received/provided within the 30 day notice window per C.R.S. 22-30.7-105 (4)(b)(I)&(II). <input type="checkbox"/> A clear process has been established for permanent maintenance of student records by the Authorizer or charter school (if online school is also a charter school). 	<ul style="list-style-type: none"> <input type="checkbox"/> Student record policies do not comply with FERPA and state statute. <input type="checkbox"/> Contact information of the school's records personnel is not easily accessible. <input type="checkbox"/> There is no assurance that the school will comply with 30 notice window for obtaining and providing student records. <input type="checkbox"/> There is no process for maintaining student records. 	<input type="checkbox"/>	<input type="checkbox"/>		



4. Plan for operating the online program (Completed by Online Program)			
Meets Expectations		Below Expectations	
		Meets Expectations	
4.8 Student Placement Policies and Procedures		Yes	No
<input type="checkbox"/> Placement policies and procedures include clear criteria and/or assessments for placing students in appropriate courses. <input type="checkbox"/> Credit requirements or competency benchmarks used for grade level promotion are clearly defined. <input type="checkbox"/> Policies and procedures ensure students will progress toward completion in a timely manner.	<input type="checkbox"/> Placement policies and procedures are vague or absent. <input type="checkbox"/> The criteria for grade level promotion is not clearly defined. <input type="checkbox"/> Policies and procedures do not ensure that students will progress toward completion in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>
4.9 Staff Development Plans		Yes	No
<input type="checkbox"/> Professional Development (PD) and programmatic changes will be determined based on thorough data-analysis, and a list of initial trainings is provided. <input type="checkbox"/> There is a clear process for evaluating instructional staff effectiveness and this will be tied to student academic performance. <input type="checkbox"/> Time is allotted in the calendar and schedule for ongoing PD, data-analysis and collaborative planning. <input type="checkbox"/> The budget reflects funding estimates to support professional development plans.	<input type="checkbox"/> Professional Development offerings are minimal and are not aligned with the school's educational philosophy or based on instructional staff need or student progress monitoring. <input type="checkbox"/> There is not a clear process for evaluating instructional staff effectiveness. <input type="checkbox"/> No time is allotted in the calendar for PD. <input type="checkbox"/> The budget does not include funding to support the professional development plans.	<input type="checkbox"/>	<input type="checkbox"/>
4.10 Student Services, Including Tutorial Support		Yes	No
<input type="checkbox"/> Evidence of a plan to effectively orient parents and students to online learning technologies and successful online student practices is provided. <input type="checkbox"/> Intervention strategies for the 3 tiers used in RtI (Response to Intervention) are identified. <input type="checkbox"/> Evidence of staff availability for support services across multiple platforms is provided. <input type="checkbox"/> Policies and procedures for students to obtain support services are clearly defined and ensure timely response times by support staff.	<input type="checkbox"/> The school has no process in place to identify students who are struggling academically and to determine the cause and how this need will be addressed. <input type="checkbox"/> There is no RtI process in place. <input type="checkbox"/> Adequate staff is not available for support services. <input type="checkbox"/> Support services are not available. <input type="checkbox"/> It is difficult for students to obtain support services in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>

4. Plan for operating the online program (Completed by Online Program)

Meets Expectations		Below Expectations		Meets Expectations	
4.11 Staff, Student and Parent Handbooks				Yes	No
<ul style="list-style-type: none"> <input type="checkbox"/> A copy of the staff handbook is attached. <input type="checkbox"/> The staff handbook clearly articulates policies and procedures including, but not limited to the following areas: mission, vision, and goals of the school, school roles and responsibilities, expectations for teacher performance, and professional conduct. <input type="checkbox"/> A copy of the parent/student handbook is attached. <input type="checkbox"/> The parent/student handbook includes a technology usage agreement that addresses compliance with the Children's Internet Protection Act and provides clear guidelines about the acceptable and lawful use of any technology that is provided to the student by the school. <input type="checkbox"/> A signature page that indicates both the parent and student have read and understand school procedures and policy is included in the parent/student handbook. <input type="checkbox"/> The parent/student handbook clearly articulates policies and procedures including, but not limited to the following areas: enrollment, achievement and attendance, discipline/behavior, academic credit, courseplacement, records/transcripts, withdrawal/transfer. <input type="checkbox"/> The proposed student discipline policies address expulsion, suspension, and education of expelled or suspended students, if applicable. 	<ul style="list-style-type: none"> <input type="checkbox"/> A copy of the staff handbook is not attached. <input type="checkbox"/> A copy of the parent/student handbook is not attached. <input type="checkbox"/> There is no technology usage agreement included in the parent/student handbook. <input type="checkbox"/> The school has provided some information about student discipline and does not address how expulsion or suspension will be handled. <input type="checkbox"/> The proposed student discipline policies are not in compliance with applicable laws. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Plan for operating the online program (Completed by Online Program)

Meets Expectations		Below Expectations		Meets Expectations	
4.12 Employment and Contractor Policies and Procedures				Yes	No
<p><input type="checkbox"/> A roster of program staff positions with a description of duties and responsibilities is provided.</p> <p><input type="checkbox"/> A description of the relationship (at will or contractual) between the school and its current and prospective employees is provided.</p> <p><input type="checkbox"/> Evidence that the school will comply with <i>No Child Left Behind</i> Highly Qualified staff requirements is provided.</p> <p><input type="checkbox"/> A description of the policies and/or procedures that apply when the school contracts for services with a third party (If utilizing an ESP, include this information in Section 3 of the application narrative) is provided.</p>	<p><input type="checkbox"/> A roster of program staff positions is not included.</p> <p><input type="checkbox"/> The relationship between the school and its current and prospective employees is not provided.</p> <p><input type="checkbox"/> The school does not comply with <i>No Child Left Behind</i> Highly Qualified staff requirements.</p> <p><input type="checkbox"/> There is no policy or procedure for contracting services with a third party.</p>	<input type="checkbox"/>	<input type="checkbox"/>		

4. Plan for operating the online program (Completed by Online Program)

Meets Expectations		Below Expectations		Meets Expectations	
4.13 Annual Budget and Finance Practices				Yes	No
<ul style="list-style-type: none"> <input type="checkbox"/> Budget narrative explains basic assumptions, how those were determined from reliable sources, and what budget changes will be made if actual enrollment does not meet projections. <input type="checkbox"/> Spending priorities align with the school's mission, curriculum, and plan for growth, and the budget clearly reflects the school plan described throughout the application to include support services such as Professional Development, and the facilities needs. <input type="checkbox"/> Job qualifications and responsibilities for the business services office are listed in the narrative. <input type="checkbox"/> The budget is set up in the prescribed form requested by the authorizer, or according to the basic state chart of accounts format. <input type="checkbox"/> The school demonstrates a clear understanding of and compliance with the Financial Transparency Act and HB 11-1277. <input type="checkbox"/> The school provides a clear description of the spending decision hierarchy at the school, and a general description of the process. <input type="checkbox"/> A list of services that will be contracted out is listed. For key partnerships, a description of services to be provided is included. <input type="checkbox"/> An evaluation process is described for evaluating expenditures against needs and mission alignment, and making changes based on this analysis. <input type="checkbox"/> Projected enrollment is adequate to meet staffing, facilities, and technology needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Little or no detail is provided in the budget narrative. <input type="checkbox"/> There is no connection of the budget to the school's mission and focus. <input type="checkbox"/> The school's organizational structure does not provide enough support to conduct business services. <input type="checkbox"/> The school does not follow generally accepted accounting practices and does not have any description of internal policies or controls. <input type="checkbox"/> No plan is in place to report financial information to the community or the authorizer. <input type="checkbox"/> The school does not address the purchasing procedures at the school. <input type="checkbox"/> No information is provided as to what services will be purchased or contracted. <input type="checkbox"/> There is no process for evaluating expenditures. <input type="checkbox"/> Projected enrollment is not adequate to meet staffing, 	<input type="checkbox"/>	<input type="checkbox"/>		

4. Plan for operating the online program (Completed by Online Program)

Meets Expectations		Below Expectations		Meets Expectations	
4.14 Facility Plans				Yes	No
<input type="checkbox"/> A description of any facilities is provided and includes sufficient detail to indicate that the facility is appropriate for use by the online school. <input type="checkbox"/> The school budget reflects reasonable costs associated with operating any facilities and the school's financing strategy is reasonable and appropriate. <input type="checkbox"/> The location of the facility is appropriate based on need. <input type="checkbox"/> Evidence that any facilities used by the school comply with applicable codes, health and safety laws, the requirements of ADA, etc... is provided.	<input type="checkbox"/> A description of the school facility is provided; however, either detail is insufficient, or the facility is insufficient to ensure the full implementation of the school program. <input type="checkbox"/> The school budget does not reflect reasonable costs associated with operating the facility. <input type="checkbox"/> The location for the school is inappropriate based on need. <input type="checkbox"/> The school has not demonstrated that the facility is in compliance with applicable codes and health and safety laws.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.15 Risk Management				Yes	No
<input type="checkbox"/> Policies and procedures related to the Children's Internet Protection Act as well as a copy of the school's student technology agreement are attached and comply with all federal and state regulations. <input type="checkbox"/> Policies and/or procedures designed to address safety and security issues related to the physical facilities are attached and comply with all federal and state regulations. <input type="checkbox"/> A staff handbook, which includes policies and procedures concerning appropriate staff-student interactions is attached. <input type="checkbox"/> Evidence of compliance with state regulations concerning background checks of program staff and volunteers is provided.	<input type="checkbox"/> Compliance with the Children's Internet Protection Act is not addressed. <input type="checkbox"/> Safety and security issues related to physical facilities are not addressed. <input type="checkbox"/> Appropriate staff-student interaction policies are not explained in the staff handbook. <input type="checkbox"/> Compliance with state regulations concerning background checks of program staff and volunteers is not addressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Plan for operating the online program (Completed by Online Program)			
Meets Expectations		Below Expectations	
4.16 Data Development, Analysis and Reporting		Yes	No
<input type="checkbox"/> The school demonstrates an understanding of state reporting, accountability and the accreditation process. <input type="checkbox"/> The school has described a plan to meet state performance measures. <input type="checkbox"/> The school has clearly described a plan to monitor progress toward meeting the goals of the school and the plan includes a description of how the school will make modifications based on data. <input type="checkbox"/> The school plan for use of achievement data includes software capability and a qualified individual to oversee the plan used to impact student achievement.	<input type="checkbox"/> The school does not demonstrate an understanding of state reporting, accountability and the accreditation process. <input type="checkbox"/> The school has not described a plan to meet state performance measures. <input type="checkbox"/> The school does not have a plan to monitor progress toward meeting the goals of the school. <input type="checkbox"/> The school plan for use of achievement data does not include software or includes software with questionable capabilities and an individual who may need training in order to understand how to use the data to impact student achievement.	<input type="checkbox"/>	<input type="checkbox"/>
4.17 Communication Among the Online Program, Parents, Community, and School Districts in which Students that are Enrolled in the Multi-District Online Program Reside		Yes	No
<input type="checkbox"/> Policies and practices that guide communication between the school and parents of enrolled students are clearly articulated and reflect the mission, vision, and goals of the school. <input type="checkbox"/> The school has a plan for communication with parents, community, and school districts that involves multiple platforms with up-to-date information. <input type="checkbox"/> Evidence of easy accessibility to relevant school contact information is provided. <input type="checkbox"/> There is policy and procedure for addressing concerns or complaints in a timely, effective manner that complies with federal and state laws.	<input type="checkbox"/> There are no policies or practices that guide communication between the school and parents of enrolled students. <input type="checkbox"/> The school does not have a plan for communication that involves multiple platforms or a process for ensuring data is current. <input type="checkbox"/> Relevant school contact information is not easily accessible. <input type="checkbox"/> There is no policy or procedure for addressing concerns or complaints.	<input type="checkbox"/>	<input type="checkbox"/>

4. Plan for operating the online program (Completed by Online Program)

Comments: