

Review Rubric for Certification of a Multi-district Online School				
Section 1: OVERSIGHT: Adequacy of Resources and Capacity of Authorizer to Oversee the Online School				
1.1 Cover Letter			Meets Expectations	
Meets Expectations	Below Expectations		YES	NO
<ul style="list-style-type: none"> <input type="checkbox"/> Description of how the proposed multi-district online school meets the statutory definition of an online school is provided. <input type="checkbox"/> Cover letter provides rationale for opening and authorizing the multi-district online school. <input type="checkbox"/> A description is provided detailing how the current student population of the Authorizer will benefit from the online school. <input type="checkbox"/> Overview of the Authorizer’s performance history over the last five years is provided. <input type="checkbox"/> Projected enrollment and growth of the proposed multi-district online school is provided. 	<ul style="list-style-type: none"> <input type="checkbox"/> Cover letter is not provided. <input type="checkbox"/> The proposed multi-district online school does not meet the statutory definition of an online school. <input type="checkbox"/> There is no rationale provided for opening and authorizing the multi-district online school. <input type="checkbox"/> There is no description provided detailing how the Authorizer’s current student population will benefit from the authorization of the multi-district online school. <input type="checkbox"/> No overview is provided about the district’s performance history or significant priority areas at the school level. <input type="checkbox"/> Projected enrollment and growth of proposed online school is not included. 		<input type="checkbox"/>	<input type="checkbox"/>
1.2 Vision, Mission and Goals			Meets Expectations	
Meets Expectations	Below Expectations		YES	NO
<ul style="list-style-type: none"> <input type="checkbox"/> A description is provided that details how the vision, mission and goals of the multi-district online school align with the Authorizer’s vision and mission. <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is no description provided that details the alignment of the school’s vision, mission and goals with the Authorizer’s vision and mission. <input type="checkbox"/> The mission statement does not express a clear, focused, and compelling purpose for the school. <input type="checkbox"/> No vision statement is provided. <input type="checkbox"/> No mission 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 		<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> There is alignment of goals with the mission and vision of the school.	goals. <input type="checkbox"/> Goals do not align with the school’s mission.		
1.3 Governance and Organizational Structure		Meets Expectations	
Meets Expectations	Below Expectations	YES	NO
<input type="checkbox"/> The organizational structure of the multi-district online school that includes the lines of decision making and communication within the school and between the school and the Authorizer is provided. <input type="checkbox"/> Board members are knowledgeable about K-12 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 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 school 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.	<input type="checkbox"/> A description of the school’s organizational structure is not provided. <input type="checkbox"/> There is no information provided about the lines of decision making or communication within the school and between the school and Authorizer. <input type="checkbox"/> Board membership reflects a lack of diverse experiences and skills. <input type="checkbox"/> Board members have no prior knowledge/experience about K-12 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 role and responsibilities of the school's administrator. <input type="checkbox"/> The terms and process for electing members are not defined. <input type="checkbox"/> Conflict of interest policy is not included. <input type="checkbox"/> Complaint policy is not included <input type="checkbox"/> The legal status of the online school is not explained. <input type="checkbox"/> There had 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"/>

1.4 Curriculum and Instruction		Meets Expectations	
Meets Expectations	Below Expectations	YES	NO
<ul style="list-style-type: none"> <input type="checkbox"/> The oversight process and organizational structure demonstrate sufficient support to implement the described curriculum. <input type="checkbox"/> The school calendar and schedule demonstrate compliance with statutory requirements for equivalent instructional hours, and are sufficient to ensure a viable curriculum. <input type="checkbox"/> The process is described for ensuring all teachers will meet applicable state licensure requirements. <input type="checkbox"/> 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. <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 Colorado Academic Standards is provided. <input type="checkbox"/> A process for curriculum review and update had 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 expectation for teachers and students to meet equivalent instructional hours. <input type="checkbox"/> The roles and responsibilities of all instructional and student support staff are clearly described and comply with federal and state law. 	<ul style="list-style-type: none"> <input type="checkbox"/> The description of the organizational structure of the school is not sufficient to support implementation of the curriculum. <input type="checkbox"/> The school calendar and/or schedule are not provided. <input type="checkbox"/> The school schedule/calendar does not provide for equivalent instructional hours. <input type="checkbox"/> There is no evidence provided that all members of the teaching staff will meet applicable state licensure requirements. <input type="checkbox"/> A description of the staff evaluation process is not provided. <input type="checkbox"/> The curriculum is not described. <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"/> There is no process for curriculum review and update. <input type="checkbox"/> The process for curriculum review does not ensure that the curriculum maintains alignment with the Colorado Academic Standards. 	<input type="checkbox"/>	<input type="checkbox"/>

1.5 Staff Development Plans		Meets Expectations	
Meets Expectations	Below Expectations	YES	NO
<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> There are no professional development offerings described. <input type="checkbox"/> Professional development offerings are minimal. <input type="checkbox"/> Professional development is not 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"/>
1.6 Use of Software Applications and Technology		Meets Expectations	
Meets Expectations	Below Expectations	YES	NO
<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of a clear plan for developing, implementing and monitoring technological services, equipment, policies and protocols with regards to data privacy, information security, and the ethical use of technology related information is provided. <input type="checkbox"/> The plan describes the protection of student personally identifiable information in accordance with state and federal data privacy laws. <input type="checkbox"/> A complete description of technology -related services the Authorizer will supply to the school is provided. <input type="checkbox"/> Plan to ensure all students will have access to necessary technology to participate in school's programming is included. 	<ul style="list-style-type: none"> <input type="checkbox"/> It is unclear how development, implementation and monitoring of technological services, equipment, policies and protocols will occur and with whom those responsibilities lie. <input type="checkbox"/> A description of technology -related services provided by the Authorizer is not provided. <input type="checkbox"/> The plan does not include basic practices necessary to protect and secure personally identifiable information. <input type="checkbox"/> The plan does not comply with state or federal data privacy laws. <input type="checkbox"/> The plan includes practices that will clearly put personally identifiable information at risk of misuse or unauthorized access. <input type="checkbox"/> There is no plan provided that addresses student access to technology. 	<input type="checkbox"/>	<input type="checkbox"/>

1.7 Data Gathering, Analysis and Reporting		Meets Expectations	
Meets Expectations	Below Expectations	YES	NO
<ul style="list-style-type: none"> <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 processes for creating and implementing school improvement plan is provided. <input type="checkbox"/> Plan to evaluate longitudinal student assessment data is thorough and strategies for closing achievement gaps are specific, research-based, and achievable. <input type="checkbox"/> The school's data management system is 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"/> 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 standards. <input type="checkbox"/> The school has 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 the 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is no plan for collecting information from the school. <input type="checkbox"/> 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 and/or includes software with questionable capabilities. <input type="checkbox"/> There is no mention of qualified individual(s) to oversee the plan. <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 the software or includes 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"/>

1.8 Human Resources Management		Meets Expectations	
Meets Expectations	Below Expectations	YES	NO
<ul style="list-style-type: none"> <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 of 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 are provided. <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Administrative, professional and support staff are insufficient 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 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"/> A copy of the staff handbook is not attached. <input type="checkbox"/> The handbook does not clearly articulate existing policies or procedures related to mission, vision, and goals of the school, school roles and responsibilities. 	<input type="checkbox"/>	<input type="checkbox"/>

1.9 Financial Management		Meets Expectations	
Meets Expectations	Below Expectations	YES	NO
<ul style="list-style-type: none"> <input type="checkbox"/> A thorough description of a financial plan that demonstrates fiscal viability is provided. <input type="checkbox"/> Financial plan includes description of anticipated revenue sources. <input type="checkbox"/> Complete business office practices and policies are fully described. <input type="checkbox"/> The school budget reflects reasonable assumptions for insurance for coverage and/or other appropriate costs. <input type="checkbox"/> The school budget reflects reasonable assumptions to cover expenditures until revenues are realized. <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 facility needs. <input type="checkbox"/> The budget is set up in the prescribed form requested by the authorizer, or according to the basic state of chart of accounts format. <input type="checkbox"/> The school demonstrates an understanding of the Financial Transparency Act. <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, if applicable. For key partnerships, a description of services to be provided is included. <input type="checkbox"/> An evaluation process is described for evaluating expenditures against the needs and mission alignment, 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"/> Evidence of a financial plan that demonstrates fiscal viability is not provided. <input type="checkbox"/> Financial plan does not include description of anticipated revenue sources. <input type="checkbox"/> Few business office practices and policies are described. <input type="checkbox"/> The school budget does not reflect costs for insurance coverage and/or other appropriate costs. <input type="checkbox"/> The school budget does not reflect realistic assumptions to cover expenditures until revenues are realized. <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"/>

1.10 Facilities Management		Meets Expectations	
Meets Expectations	Below Expectations	YES	NO
<ul style="list-style-type: none"> <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"/> Detailed information on facility needs along with specific and reasonable projected costs are provided. <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> A description of the school facility is provided; however, either a detail is insufficient, or the facility is insufficient to ensure the full implementation of the school program. <input type="checkbox"/> Facility needs are vaguely described and/or partial information on projected costs is provided. <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"/>
1.11 Risk Management		Meets Expectations	
Meets Expectations	Below Expectations	YES	NO
<ul style="list-style-type: none"> <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 are compliant with 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"/> The staff handbook includes policies and procedures concerning appropriate staff-student interactions. <input type="checkbox"/> School has provided a complete list of the types of insurance for which the school will contract and the coverage meets applicable insurance requirements. 	<ul style="list-style-type: none"> <input type="checkbox"/> Compliance with the Children's Internet Protection and is not addressed. <input type="checkbox"/> Copy of the school's student technology agreement is not included. <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 the state regulations concerning background checks of program staff and volunteers is not addressed. <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"/>	<input type="checkbox"/>

1.12 Student Academic Credit and Student Placement Policies		Meets Expectations	
Meets Expectations	Below Expectations	YES	NO
<ul style="list-style-type: none"> <input type="checkbox"/> A list of the types of credits that students may earn 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 and state standards, such as Graduation Guidelines. <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> There are no clear credit requirements for graduation, if applicable. <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 credits are absent or vague. <input type="checkbox"/> Graduation requirements do not meet Authorizer/state standards and do not include adherence with Graduation Guidelines. <input type="checkbox"/> Placement policies and procedures are vague or absent. <input type="checkbox"/> The criteria for grade level promotion are 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"/>
1.13 Student Achievement and Attendance Policies		Meets Expectations	
Meets Expectations	Below Expectations	YES	NO
<ul style="list-style-type: none"> <input type="checkbox"/> Assessments are aligned with curriculum, instruction, standards and legal requirements including, but not limited to, the Exceptional Children’s Education Act (ECEA) and the READ Act. <input type="checkbox"/> A preliminary list of assessment is provided. <input type="checkbox"/> An assessment plan that 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> The assessments do not meet legal requirements. <input type="checkbox"/> Assessments are not aligned with curriculum and instruction. <input type="checkbox"/> A preliminary list of assessments is 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. <input type="checkbox"/> The process described for tracking graduation, dropout, and course completion rates does not align with state reporting requirements. 	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> A clear process for tracking graduation, dropout and course completion rates that aligns with state reporting is described.			
1.14 Student Records Policies		Meets Expectations	
Meets Expectations	Below Expectations	YES	NO
<input type="checkbox"/> All student record policies comply with all applicable state and federal data privacy legal requirements. <input type="checkbox"/> A Student Information Privacy and Protection Policy, a School Service Contract Provider Breach policy, a Parent Rights and Complaint policy, and a Records Destruction policy are included or linked to. <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 14 day notice window. <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).	<input type="checkbox"/> Student record policies do not comply with all applicable state and federal data privacy legal requirements. <input type="checkbox"/> A Student Information Privacy and Protection Policy, a School Service Contract Provider Breach policy, a Parent Rights and Complaint policy, and a Records Destruction policy are not provided. <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 14 day 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"/>
1.15 Guidance Counseling and Student Support Services		Meets Expectations	
Meets Expectations	Below Expectations	YES	NO
<input type="checkbox"/> A complete description of guidance counseling services is provided, including how these services will be staffed. <input type="checkbox"/> A description is provided of how the guidance counseling services will ensure students meet requirements of the school. <input type="checkbox"/> The services described are appropriate to the target population of students who will be served through the school. <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 tiers in RtI (Response	<input type="checkbox"/> There are no guidance counseling 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"/> There is no description provided detailing how the school will orient students and parents to the online learning environment. <input type="checkbox"/> The school does not have a process in place to identify students who are struggling academically and to determine the cause and how the need will be	<input type="checkbox"/>	<input type="checkbox"/>

<p>to Intervention) are identified.</p> <ul style="list-style-type: none"> <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. 	<p>addressed.</p> <ul style="list-style-type: none"> <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 student to obtain support services in a timely manner. 		
1.16 Equitable Access for All Students		Meets Expectations	
Meets Expectations	Below Expectations	YES	NO
<ul style="list-style-type: none"> <input type="checkbox"/> The process described demonstrates that the Authorizer will ensure that 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 Education, Gifted and Talented students or other student populations with exceptional needs 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 Education teacher. <input type="checkbox"/> The school has a process for ongoing monitoring of all student 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 had provided a clear description of the enrollment process including criteria for enrollment decisions, withdrawals, and transfers. <input type="checkbox"/> The school has an enrollment process that is equitable to all students. 	<ul style="list-style-type: none"> <input type="checkbox"/> The process described does not demonstrate the Authorizer will ensure that 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 Education, Gifted and Talented students or other student populations with exceptional needs 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 Education teacher. <input type="checkbox"/> The school has a process for ongoing monitoring of all student 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 had provided a clear description of the enrollment process including criteria for enrollment decisions, withdrawals, and transfers. <input type="checkbox"/> The school has an enrollment process that is equitable to all students. 	<input type="checkbox"/>	<input type="checkbox"/>

1.17 Multi-district Online School Communication		Meets Expectations	
Meets Expectations	Below Expectations	YES	NO
<ul style="list-style-type: none"> <input type="checkbox"/> Policies and practices that guide communication between the school and parents of enrolled are clearly articulated and reflect the mission, vision and goals of the school. <input type="checkbox"/> There is a policy and procedure for addressing concerns or complaints in a timely, effective manner that complies with federal and state laws. <input type="checkbox"/> Evidence of easy accessibility to relevant school contact information is provided. <input type="checkbox"/> The school has a plan for communication with parents, community, and school district that involve multiple platforms with up-to date information. <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 guidance 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, course placement, record/transcripts, withdrawal/transfer. 	<ul style="list-style-type: none"> <input type="checkbox"/> There are no policies or practices that guide communication between the school and parents of enrolled students. <input type="checkbox"/> There is no policy or procedure for addressing concerns or complaints. <input type="checkbox"/> Relevant school contact information is not easily accessible. <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"/> A copy of the parent/student handbook is not attached. <input type="checkbox"/> Technology Usage Agreement is not included in the parent/student handbook. <input type="checkbox"/> Information provided about student discipline, including how expulsion or suspension will be handled, is not provided. <input type="checkbox"/> The proposed student discipline policies are not in compliance with applicable laws. <input type="checkbox"/> A signature page indicating the student and parent understand school procedures and policies is not included. 	<input type="checkbox"/>	<input type="checkbox"/>

Section 2: Compliance with the Quality Standards for Online Programs (To be Completed by Authorizer)			
2.1 Written Plan for Compliance with Quality Standards for Online Programs		Meets Expectations	
Meets Expectations	Below Expectations	YES	NO
<ul style="list-style-type: none"> <input type="checkbox"/> A signed copy of the <i>Certification Regarding Compliance with the Quality Standards</i> is attached. <input type="checkbox"/> Written plan which includes a specific timeline for <i>Quality Standards for Online Schools and Programs</i> compliance is attached. <input type="checkbox"/> Description of how plan was developed with collaboration between Authorizer and online school is present. <input type="checkbox"/> Compliance with <i>Quality Standards for Online Schools and Programs</i> will be complete by the time the school begins instruction. <input type="checkbox"/> All of the <i>Quality Standards</i> are addressed in the written plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> A signed copy of the <i>Certification Regarding Compliance with Quality Standards</i> is not attached. <input type="checkbox"/> There is no written plan attached. <input type="checkbox"/> A timeline is not included in the written plan. <input type="checkbox"/> There is no description of how plan was developed. <input type="checkbox"/> Compliance with <i>Quality Standards for Online Schools and Programs</i> will not occur by the time the school begins student instruction. <input type="checkbox"/> Not all of the <i>Quality Standards</i> are addressed in the written plan. 	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Description of Quality Standards Review Process		Meets Expectations	
Meets Expectations	Below Expectations	YES	NO
<ul style="list-style-type: none"> <input type="checkbox"/> Evidence is provided that the review process for the <i>Quality Standards for Online Schools and Programs</i> is a collaborative effort between the Authorizer and school. <input type="checkbox"/> A description of roles and responsibilities in the review process is provided. <input type="checkbox"/> Key steps in the review process are described. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is no evidence that the review process of the <i>Quality Standards for Online Schools and Programs</i> is collaborative. <input type="checkbox"/> The review process is not clearly laid out and the roles/responsibilities have not been articulated <input type="checkbox"/> Key steps in review process are vague or absent. 	<input type="checkbox"/>	<input type="checkbox"/>

Section 3: School Management Contracts (Complete only if the proposed online school intends to contract with an Education Service Provider)			
3.1 Explanation of Education Service Provider (ESP) Selection		Meets Expectations	
Meets Expectations	Below Expectations	YES	NO
<ul style="list-style-type: none"> <input type="checkbox"/> An explanation of how and why the Education Service Provider (ESP) was selected is provided. <input type="checkbox"/> The ESP selected clearly supports the vision, mission and goals of the school. <input type="checkbox"/> Summary of how funding will flow to the ESP including the amount of funding retained by the district is described. <input type="checkbox"/> Identification of responsibilities and/or potential liabilities that the district may assume is provided. <input type="checkbox"/> Specific commitments by the district, charter, or the ESP are highlighted in management contract. <input type="checkbox"/> If applicable, a description of authorizer requirements related to the amount of funding that will be used for educational purposes vs. limits what amounts can be retained as profit by the ESP. <input type="checkbox"/> Description of how the Authorizer will monitor the expenditures of the ESP is provided. 	<ul style="list-style-type: none"> <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"/> Summary of how funding will flow to the ESP not provided or is vague. <input type="checkbox"/> Identification of responsibilities and/or potential liabilities that the district may assume is not provided. <input type="checkbox"/> Specific commitments by the district, charter, or the ESP are not highlighted in management contract. <input type="checkbox"/> There is no description of authorizer requirements related to the amount of funding that will be used for educational purposes vs. limits what amounts can be retained as profit by the ESP. <input type="checkbox"/> Description of how the Authorizer will monitor the expenditures is not provided or is vague. 	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Examples of ESP Efficacy		Meets Expectations	
Meets Expectations	Below Expectations	YES	NO
<ul style="list-style-type: none"> <input type="checkbox"/> The school has provided evidence of past success with the target population for the ESP. <input type="checkbox"/> A description of the types of assessments utilized for out of state academic achievement data is provided. <input type="checkbox"/> If the ESP has not operated in Colorado, a list of the states and schools in each state is provided. <input type="checkbox"/> For out of state public schools managed by the ESP, a 	<ul style="list-style-type: none"> <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"/> A description of the types of assessments utilized for out of state academic achievement data is provided. <input type="checkbox"/> A list of the states and schools in each state is not provided (for ESP's that have not previously operated 	<input type="checkbox"/>	<input type="checkbox"/>

<p>copy of the equivalent of Colorado’s School Performance Framework is provided.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of success in both academic achievement and non-academic functions is provided. <input type="checkbox"/> Re-enrollment rates for programs that the ESP previously operated are provided. <input type="checkbox"/> Graduation data (if applicable) for students who successfully complete the program are included. 	<p>in Colorado).</p> <ul style="list-style-type: none"> <input type="checkbox"/> For out of state public schools managed by the ESP, a copy of the equivalent of Colorado’s School Performance Framework is not provided. <input type="checkbox"/> Evidence of success in academic achievement and non-academic school functions is not provided. <input type="checkbox"/> Re-enrollment rates are not provided. <input type="checkbox"/> Graduation information is not provided (if applicable) 		
3.3 Detailed Term Sheet		Meets Expectations	
Meets Expectations	Below Expectations	YES	NO
<ul style="list-style-type: none"> <input type="checkbox"/> A detailed term sheet of the proposed management contact 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 	<ul style="list-style-type: none"> <input type="checkbox"/> A detailed term sheet of the proposed management contract is included. The term sheet does not address all necessary details. <input type="checkbox"/> The term sheet does not address all necessary components. 	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Draft of the Proposed Management Contract Attachment		Meets Expectations	
Meets Expectations	Below Expectations	YES	NO
<ul style="list-style-type: none"> <input type="checkbox"/> The contract between the school and the ESP is a performance contract that includes reasonable terms and an ability to sever the relationship. <input type="checkbox"/> The contract includes data privacy and security terms sufficient to comply with state and federal legal requirements. 	<ul style="list-style-type: none"> <input type="checkbox"/> The contract between the school and the ESP does not include reasonable terms. <input type="checkbox"/> The contract does not comply with state or federal legal requirements or includes unreasonable or unacceptable terms. <input type="checkbox"/> The contract does not comply with state or federal 	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> The contract includes data privacy and security terms sufficient to comply with state and federal legal requirements.	legal requirements or includes unreasonable or unacceptable terms.		
3.5 Online School's BOE Relationship with ESP		Meets Expectations	
Meets Expectations	Below Expectations	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 an 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 into 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		Meets Expectations	
Meets Expectations	Below Expectations	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 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		Meets Expectations	
Meets Expectations	Below Expectations	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"/>