**Office of Blended and Online Learning  
*Application for Recognition***

***SINGLE DISTRICT ONLINE SCHOOL/PROGRAM COVER PAGE***

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| ***Authorizer Information*** | | |
| **School District** | **District Code** | |
| **Superintendent** | **E-mail address** | |
| **Mailing Address** | | |
| **Phone/Fax Number** | | **Website** |

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| ***School/Program Information*** | | | | | |
| **Name of Online School or Program** | **Date program/school will begin operating:** | | | **Program**    **o** | **School**  **o** |
| **Online school/program Contact** | **Position Title** | | **Email Address** | | |
| **Mailing Address** | | | | | |
| **Phone/Fax Number** | | **Website** | | | |

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| ***Grade Levels Served (check all that apply)*** | | | | | | | | | | | | |
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| **Calendar** | |
| **Proposed Schedule (Semester, Trimester, Quarter, Hexter).** Please also attach a calendar. | **Bell Equivalent Schedule/Statement** (The purpose of an equivalent bell schedule is to define the equivalent amount of teacher-pupil instruction and contact time students would receive if taking the same or similar course in a brick and mortar classroom setting.) |

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| ***Definitions (C.R.S. 22-30.7-102 et. al)*** |

"**On-line school**" means a full-time, education school authorized pursuant to this article that delivers a sequential program of synchronous or asynchronous instruction directed by a teacher primarily through the use of online digital learning strategies that provide students choice over time, place, and path, and teacher-guided modality of learning. An on-line school has an assigned school code and operates with its own administrator, a separate budget, and a complete instructional program. An on-line school is responsible for fulfilling all reporting requirements and is held to state and federally mandated accountability processes.

“**On-line program**" means a full-time, education program authorized pursuant to this article that delivers a sequential program of synchronous or asynchronous instruction directed by a teacher primarily through online digital learning strategies that provide students choice over time, place, and path, and teacher-guided modality of learning. "On-line program" does not include a supplemental program. Accountability for each student in an on-line program is attributed back to a designated school that houses the on-line program. Notwithstanding any other provision of this subsection (9) to the contrary, an on-line program with one hundred or more students is considered an on-line school and not an on-line program.

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| ***Description of School or Program In the space below each prompt, please address the following questions.*** |

Provide an overview of the online school or program.

Describe how the school or program meets the statutory definition of “Online School or Program” below.

Who is responsible for providing instruction in the online school or program and what does that structure look like? Please include examples of teacher to student instruction.

Are the teachers subcontracted from a content provider? Are the teachers licensed in Colorado?

Describe any synchronous or asynchronous activities between the teacher(s) and student.

Describe the frequency of teacher to student interaction and instruction and the forms of technology that will be used for teacher to student interaction and instruction?

How will the online school or program address various student learning needs and provide support to identified students?

Describe the curriculum that will be utilized and the courses that will be available to students.

If the school or program will be a diploma granting institution, provide an outline of the graduation requirements and adherence to graduation guidelines.

Please submit completed application via email to:

Renee Martinez, Principal Consultant

[martinez\_r@cde.state.co.us](mailto:martinez_r@cde.state.co.us)

The Office of Blended & Online Learning can provide technical assistance and additional resources to help you reach your programmatic goals or can refer you to an appropriate unit at CDE for assistance. We look forward to working with you to build quality online learning options for the students in your district.

As you begin program development for your single district online school or program, please review the ***Quality Standards for Online Schools and Programs*** on page 4.

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| ***Quality Standards for Online Schools and Programs*** |
| **3.02.1** The Online School or Program involves representatives of the Online School or Program’s community, as well as staff, in a collaborative process to develop and communicate the Online School or Program’s vision, mission, goals and results, in a manner appropriate to the online model for that program. The Online School or Program provides leadership, governance, and structure to support this vision and these supports are used by all staff to guide the decision-making. |
| **3.02.2** [Expired 05/15/2011 per Senate Bill 11-078] |
| **3.02.3** The Online School or Program has, or has a plan and timeline in place to accomplish, the technological infrastructure capable of meeting the needs of students and staff, and of supporting teaching and learning. The Online School or Program uses a variety of technology tools and has a user-friendly interface. The Online School or Program meets industry accepted accessibility standards for interoperability and appropriate access for learners with special needs. Technological support structures and programs are in place to reduce barriers to learning for all students. |
| **3.02.4** The Online School or Program has, and implements, a technology plan that includes (but is not limited to) documentation that all students and Parents know and understand acceptable use of the internet in accordance with all federal and state statutes. When providing direct services (for example, ISP, computer equipment or "at location") to students, the Online School or Program will use filtering software to prevent access to inappropriate materials. |
| **3.02.5** Online Schools and Programs must comply with all statutory requirements, including the existing budgetary reporting procedures under state law, as well as being consistent with the format required by the authorizing entity. Budgets and accounting records must be transparent, open to the public, and demonstrate support of student academic achievement. |
| **3.02.6** Online School or Program demonstrates levels of attainment of statewide performance indicators that meet expectations established by the Department’s annual performance review as described in §22-11-210, C.R.S. |
| **3.02.7** The Online School’s or Program’s Teachers use ongoing, research based formative and summative assessments to measure student academic performance. Students have varied opportunities to demonstrate mastery of skills, show academic progress, and receive meaningful feedback on their learning. |
| **3.02.8** An Online School or Program has a policy regarding course completion. |
| **3.02.9** An Online School or Program follows policies for tracking attendance, participation, and truancy. The policy includes documentation of Teacher/student interaction. |
| **3.02.10** The Online School or Program has a policy, and the infrastructure to store, retrieve, analyze and report, required student, Teacher, financial, and other required data collections. |
| **3.02.11** The Online School or Program has a policy providing guidance counseling services as appropriate to grade level and student need. |
| **3.02.12** The Online School or Program has a policy guiding school/home communication about student and program progress, governance, and accountability that is relevant, regular, and available in native language where reasonable. |
| **3.02.13** Instructional strategies, practices, and content address various learning needs and styles of students. The Online School or Program uses a body of evidence to identify advanced, under-performing, economically disadvantaged, or other special needs students. The Online School or Program will work with its Authorizer to ensure that support structures and programs, including but not limited to, Title I, ESL, Special Ed., and Gifted and Talented, are integrated into the school’s instructional program to promote and support student learning. |
| **3.02.14** The Online School or Program evaluates the degree to which it achieves the goals and objectives for student learning. There is a systematic process for collecting, disaggregating, managing, and analyzing data that enables the Online School or Program leadership, Teachers, Parents, students, community members and other stakeholders to determine areas of strength and challenge. The data collected are analyzed using a systems approach, and the analysis includes the use of the school performance reports required pursuant to §22-11-503, C.R.S. |
| **3.02.15** The Online School or Program shall ensure that background checks in accordance with law are performed on all volunteers and paid staff, including but not limited to Mentors, Teachers, Administrators, or any other persons in unsupervised contact with the student, except Parents supervising their children’s educational program. |