CSI/*School Name*

Year 0 Handbook

***School Logo***

**2023 Year 0 Team Members**

# CSI

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***School Name***

*School-based Contact(s)*

# HANDBOOK OVERVIEW

This resource is designed to support newly approved CSI charter schools in their Year 0 planning in order to ensure school founders, the school’s founding board, and school leader(s) have the resources and tools they need to start strong and lay a solid foundation for future success. This resource will provide information and guidance on:

1. What is Year 0?
2. Contracting
3. Milestones
4. Pre-Opening CSI Review of Schools (PCARS)
5. Year 0 School-CSI Meetings
6. Key Year 0 Areas of Focus and Associated Activities
7. Professional Learning Resources
8. Technical Assistance
9. Year 0 Site Preparedness Visit

Although this guidebook is an attempt to be comprehensive, it does not contain all available information for Year Zero schools and should not be considered legal authority or advice. This guidebook will be updated annually. Year Zero schools are encouraged to contact Michael McManus, Postsecondary Programs and School Support Coordinator, for details about the information referenced throughout this document.

## Managing Year 0 Activities

One of the keys to a successful school is having a comprehensive plan to maximize your Year 0 planning. We encourage schools to use the application approved by the CSI Board and map out all Year 0 tasks and timelines to be completed prior to opening. Many schools use a project management tool to backwards plan, manage their time, and track the completion of these tasks.

There are many sample project management plans available to support founding teams in completing the key aspects of school planning, however CSI encourages founding teams to develop a specific project management tool that is tailored to your individual school to ensure that all components of your application are executed, in addition to considering CSI deadlines and school-specific conditions and milestones.

*Colorado League of Charter Schools*

Developed by the Colorado League of Charter Schools, this plan was created to help new school developers plan from the beginning stages of application writing to post-authorization. Phase 3 is the most relevant to Year 0 schools. Please note, deadlines listed in the document may not align to CSI deadlines.

[Colorado League of Charter Schools Startup Plan](https://coloradoleague.org/general/custom.asp?page=nsdresources)

*Aspire Public Schools: An Approach to Opening New Schools*

Aspire Public Schools (Aspire), a CMO based in Oakland, California, has developed a detailed and systematic approach to opening new schools based on nearly 10 years of experience starting and operating charter schools in multiple geographies throughout California. This case study is an overview of Aspire’s school opening process – a summary that is intended to provide a framework for other school management organizations that are considering how to increase the effectiveness and efficiency of their own new school openings.

[Aspire New School Case Study](http://www.charterschooltools.org/tools/AspireSchoolOpeningCase.pdf) [Aspire New School Work Plan](http://www.charterschooltools.org/tools/AspireSchoolStartUp.xls)

*Please note, these lists are not exhaustive. We encourage schools to develop a school-specific project management plan.*

## What is Year 0?



Year Zero begins when a new school’s charter application is approved by the CSI Board of Directors and lasts until the school opens its doors for students on the first day of school. The primary goals of Year 0 are:

* + Establish and execute a plan for a successful school opening
  + Establish productive working relationships with school leadership

This planning year focuses on taking the proposal for the school outlined in the application and transforming it into a school that is ready to serve students on day one. Throughout Year 0, the founding team will be asked to meet the conditions and milestones outlined in the application resolution. Founding teams will communicate regularly (monthly phone calls, site visits, etc.) with CSI’s Postsecondary and School Support Coordinator to ensure the team is making progress towards school opening readiness tasks.

# CONTRACTING

When the CSI Board considers an application for a new school, the Board has the option to approve the application or to approve it with conditions. If the application is approved without conditions, the CSI and the founding team for the new school can immediately commence the contracting process. The contracting process is a collaborative one in which CSI and the proposed school will develop an agreed upon contract for the term length identified by the Board of Directors at the time of application approval.

The CSI Legal & Policy team will use the application materials and the approval resolution from the CSI Board to generate a draft of the new school charter contract. The draft will be sent to the new school team for review and comment, and the school team will provide any additional information and documentation needed to finalize the contract (e.g., Articles of Incorporation and Bylaws, final enrollment policy, enrollment information, additional program information, waivers to be submitted to the State Board of Education for approval, etc.). By statute, all terms of the charter contract are to be agreed upon by the parties no later than 45 days after the CSI Board approves the application, but the deadline may be waived by the parties if progress is being made on the contract and more time is needed.

If the CSI Board determines that an application was incomplete or did not provide sufficient information for the Board to approve, but the Board does not want to reject the application, the Board may conditionally approve the application. A conditional approval allows the applicant additional time to address any incomplete or insufficient components of the application. If the applicant satisfies all conditions by the appropriate deadlines, the application will be deemed approved and the parties will commence the contract drafting process as described above.

Once the charter contract is fully compiled and agreed upon by the CSI and new school teams, the contract is then presented to the CSI Board for approval at the next regularly-scheduled board meeting. Upon approval by the CSI Board, the cContract is sent for signatures to the authorized signers for the CSI Board and the school’s board. Upon signature by both parties, the cContract is fully executed.

***SCHOOL’S APPLICATION STATUS****: Approved for a term of THREE (3) years, with a possible automatic two-year contract extension should the Applicant meet certain benchmarks and subject to the terms and conditions of the charter contract.*

This is a graphic showing the contracting process. 

# MILESTONES

Upon approval of the charter school, the CSI Staff and Board may establish a set of milestones to address any risks identified from the charter application that the founding team must fulfill over the subsequent months. **Submissions to fulfill milestones should be submitted by the applicant team to the Michael McManus (**[**michaelmcmanus@csi.state.co.us**](mailto:michaelmcmanus@csi.state.co.us)**) on or before the assigned due date.**

Milestones are requirements that must be met by the applicant once any conditions are satisfied, the application is fully approved, and the applicant has entered into a contract with CSI. Conditions and milestones are generally set by CSI Board resolution at the time of conditional application approval or application approval. Conditions and milestones may be revised by CSI Staff and the CSI Board when appropriate.

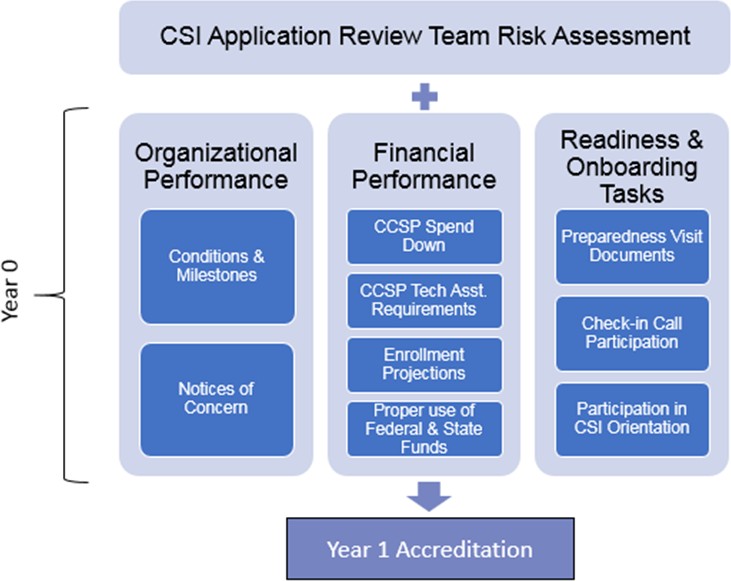
A main function of regular Year 0 meetings between CSI and the school leadership team will be to track, review, and answer questions about conditions and milestones. An agenda of Year 0 meetings is included in a subsequent Handbook section. CSI’s Postsecondary and School Support Coordinator will coordinate with school leadership on meeting times and more detailed agenda.

# PRE-OPENING CSI REVIEW OF SCHOOLS (PCARS)

The Pre-Opening CSI Review of Schools (PCARS) is a system to evaluate a school’s performance in Year 0 and ultimately leads to the determination of a school’s Year 1 accreditation rating. The PCARs evaluation system provides evaluative information about a school’s performance prior to the availability of academic assessment data. PCARS evaluates a school’s risk assessment as determined by the CSI Application Review Team, as well as a body of evidence from Year 0 including Organizational Performance, Financial Performance, and Readiness and Onboarding Task Performance.

CSI is committed to authorizing high-quality charter schools, therefore the default accreditation rating given to Year 1 schools is a Performance rating. This accreditation rating may be lowered based on the body of evidence collected, such as missed milestones or financial instability, during Year 0. The severity and quantity of concerns identified in Year 0 will determine the school’s Year 1 accreditation rating. Schools may receive formal notices in alignment with the CSI Compliance Policy when issues are identified if evidence of concerns are collected.

In subsequent years, ratings are determined through the CSI Review of Schools (CARS) accreditation system, which builds upon the state’s lens of evaluation and includes additional indicators within the CSI Performance Frameworks in Academics, Finance, and Organization.



# YEAR 0 SCHOOL-CSI MEETINGS

Prior to welcoming students into the school building school leadership will attend regular meetings (virtual or in-person) throughout Year 0 with CSI staff to *ensure* the school team is making progress towards school opening readiness tasks and facilitate support from CSI staff or other patterns.

The following topics will be standing agenda items for each meeting between CSI and the school leadership during Year 0, with the expectation that school leadership is prepared to provide an update on the topics.

Year 0 Check-in Agenda Topics

1. Upcoming Milestones
2. Marketing & Enrollment
3. Academic Program
4. Staffing
5. Facilities
6. Finance
7. Governance

The table below outlines particular topics on which school leadership and CSI staff will focus over the course of Year 0. In addition to meetings with CSI’s Postsecondary and School Support Coordinator school leadership will be required to meet with various CSI departments in preparation for submission of contract milestones and other submissions.

|  |  |
| --- | --- |
| **Anticipated 1st Day with Students: August 2023** | |
| **Month** | **Focus Area** |
| **December** | **Professional Learning Resources; Governance** |
| **January** | **Finance and Facilities** |
| **February** | **Special Populations Preschool** |
| **March** |
| **April** | **Data & Submissions** |
| **May** | **Assessment Planning** |
| **June** |  |
| **July** | **Site Preparation Visit;**  **New School Leader Orientation** |
| **August** | **School Opening** |

## Key Year 0 Areas of Focus and Associated Activities

Though this list is not all encompassing, it can provide school leadership with directional activities when planning for various aspects of school operations.

Schools should supplement the guidance below with more detailed information and directions found in the [CSI Guidebook.](https://resources.csi.state.co.us/wp-content/uploads/2022/07/CSI-Guidebook-22-23.pdf)

## Board Governance

*CSI Contact:*

*Michael McManus* [*michaelmcmanus@csi.state.co.us*](mailto:michaelmcmanus@csi.state.co.us)

Charter School Boards are tasked with the oversight of the school, have critical roles and responsibilities, and greatly contribute to the success of a school. CSI prioritizes engagement and training with school boards, recognizes the critical role of founding boards, and provides a variety of support in this area.

*Key Year 0 Activities*

 Implement a permanent board and announce meetings according to open meetings law.  Conduct governance orientation for founding board and plan for continued development  Establish committees as required in bylaws, and as needed for special projects. This

should include a School Advisory Committee (SAC).

 Draft, approve, and review board governance and school policies and procedures.

Revise as necessary.

 Design and form desired sub-committees.

 Define roles, responsibilities, and skills/experiences needed for SAC.  Schedule an annual Board Retreat (to be held in Year 1).

## Finance & Facilities

*CSI Contact:*

[*finance@csi.state.co.us*](mailto:finance@csi.state.co.us)

There are many federal and state requirements that charter schools must fulfill as part of their public fiduciary responsibilities. Many of these requirements must be fulfilled prior to receiving public funds from local, state, and/or federal governments. It is strongly recommended that proposed school teams include a position or contractor who is familiar with the financial reporting and management requirements that are unique to governmental funds, and in particular, public schools within Colorado. While a new school can use the budget included in their application to start, schools will often need to refine this budget as public and private funding sources materialize throughout year 0.

*Key Year 0 Activities*

 Apply for and maintain 501(c)3 status from the IRS for the school and/or related foundation

 Setup bank account for school at a bank that is an eligible PDPA depository  Send bank account information to [finance@csi.state.co.us](mailto:finance@csi.state.co.us)

 Setup Financial Transparency Website

 Board adoption of Financial Policies meeting federal and statutory requirements ([sample](https://resources.csi.state.co.us/financial-services-library/) [financial policies](https://resources.csi.state.co.us/financial-services-library/)) and post to school website after adoption

 Purchase Financial System and setup utilizing [CDE’s chart of accounts](https://www.cde.state.co.us/cdefinance/sfcoa)  Purchase and setup payroll system if using

 Develop cash flow forecast ([optional template](https://resources.csi.state.co.us/cash-flow-forecast/)) and update monthly with actual bank activity

 If receiving public funds (including CCSP) in year 0:  Board adoption of year 0 Budget

 Submit monthly financial reports to CSI  Board adoption of Year 1 Budget

 Develop Cash Flow Forecast for year 1 by June 30  Setup PERA account

 If providing transportation, submit Transportation Plan

 Explore interest in participating in CSI School Food Authority

## Special Populations

During Year 0, the founding team is responsible for identifying and building out systems and structures that will allow the school to fulfill the programming identified in their charter school application, which includes serving special populations. The founding team should use the approved application as a guide to ensure that the school will address the needs of students through appropriate identification, programming, assessment, progress monitoring, resignation/exiting, service delivery model and continuum of supports.

*Special Education CSI Contact:*

*Matt Hudson* [*matthudson@csi.state.co.us*](mailto:matthudson@csi.state.co.us)

In order to ensure compliance with all local, state, and federal requirements to serve Special Education students, each school must develop a Special Education Plan. This plan must include information about how the school will conduct the following:

* School Responsibilities and Funding Requirements
* Child Find
* Special Education Referral, Evaluation, Eligibility Determination and Reevaluation Process
* Free Appropriate Public Education
* Individualized Education Programs (IEP)
* Confidentiality of Information, Procedural Safeguards and
* Dispute Resolution Processes for Parents and Children
* Student Discipline Procedures

This plan must be turned in to, and approved by, the CSI Director of Special Education before school begins. For more information on Special Education Rules (both state and Federal), please see the [CSI Special Education website](https://resources.csi.state.co.us/special-education/).

*Key Year 0 Activities for Special Education*

 Develop and submit school’s special education program plan

 Budget for special education programming needs, including staffing

 Purchase an electronic plan management system that includes the template for Individualized Education Plans (IEPs)

 Plan for start of school training for staff on special education

*Gifted Education CSI Contact:*

*Kim Caplan* [*kimberlycaplan@csi.state.co.us*](mailto:kimberlycaplan@csi.state.co.us)

Gifted Education is addressed in the Exceptional Children's Education Act (ECEA) in the Colorado Revised Statutes. The Colorado State Board of Education promulgates the rules for the implementation of statutes. The rules provide the administrative framework for schools and CSI for the provision of services to gifted students. Schools need to be familiar with all state rules and guidelines and should refer directly to the CDE Office of Gifted Education website [Laws and Regulations page](https://www.cde.state.co.us/gt/lawsregs).

To ensure compliance with all local, state, and federal requirements to serve gifted students, CSI expects every school to maintain a Gifted Education Program Plan

*Key Year 0 Activities for Gifted Education*

 Develop and submit school’s gifted program plan

 Develop Early Access and Grade Level Acceleration policy and procedures

 Budget for gifted programming needs, including staffing and curriculum to support gifted students

 Apply for the Universal Screening Grant in May

 Purchase an electronic plan management system that includes the template for the Colorado Standards Aligned Advanced Learning Plan or use the CSI ALP Plan Template

 Purchase state approved assessments for gifted identification  Plan for start of school training for staff on gifted education

*Section 504 CSI Contact:*

*Nick Stachokus* [*nickstachokus@csi.state.co.us*](mailto:nickstachokus@csi.state.co.us)

The terms “504” and “Section 504” refer to Section 504 of the Rehabilitation Act of 1973. This act protects people with disabilities against discrimination. Students eligible for services under Section 504 have a mental or physical impairment that substantially limits major life activities. CSI is the agency that oversees school compliance with Section 504. For additional information regarding Section 504 please review the CSI Comprehensive Manual for 504.

*Key Year 0 Activities for Section 504*

 Develop and submit school’s Section 504 plan

 Determine which staff will act as the 504 coordinator and a plan for their training  Plan for start of school training for staff on Section 504.

*English Language Learners CSI Contact:*

*Rachel Franks* [*rachelfranks@csi.state.co.us*](mailto:rachelfranks@csi.state.co.us)

To ensure compliance with all local, state, and federal requirements to serve English Learners, CSI expects every school to maintain an English Language Development (ELD) Plan. Founding teams should collaborate with CSI School Programs Specialists to complete the ELD plan during the summer before opening.

*Key Year 0 Activities for English Language Learners*

 Develop and submit school’s English Language Development plan

 Determine which staff will act as the ELL coordinator and a plan for their training  Plan for start of school training for staff on English Language Learners

*Early Learning Programs CSI Contact:*

*Willyn Webb* [*willynwebb@csi.state.co.us*](mailto:-willynwebb@csi.state.co.us)

Aligned to CSI’s mission to foster high-quality public school choices with a focus on closing the opportunity gap, we continue to develop our early learning initiatives to improve outcomes for our youngest students. The Early Learning Guidebook is designed to support school leaders and school staff in implementing effective and compliant Early Learning Programs (PreK-3rd grade) by providing an overview of each program, outlining key requirements, and providing at a glance timelines.

During the 2022-23 school year, the Preschool section of this Guidebook may be updated to

reflect the implementation of the Universal Preschool as it evolves. All other sections will be updated annually.

The following programs fall under Early Learning Programs:

* Colorado Universal Preschool Program
  + The [Colorado Department of Early Childhood](https://cdec.colorado.gov/) (DEC) is a new state department that will oversee the [Colorado Universal Preschool Program](https://cdec.colorado.gov/universal-preschool) (UPK). UPK will launch July 1, 2023, offering 10, 15, or 30 hours of high quality, universal, voluntary preschool for all Colorado children ages 3-4.
* Colorado Preschool Special Education
  + *The Colorado Department of Education oversees Preschool Special Education, IDEA-B. For detailed guidance for CSI preschools, see the CSI resource site* [*Preschool Special Education Guidance*](https://resources.csi.state.co.us/wp-content/uploads/2021/12/CSI-Preschool-Special-Education-Guidance_12.7.21.pdf)*.*
* Kindergarten School Readiness
  + Kindergarten School Readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschool or kindergarten.

CSI schools may choose one of the four state approved [assessment tools](https://www.cde.state.co.us/schoolreadiness/assessment) or seek a waiver (for the assessment platform-not the assessment and reporting requirement). All Kindergarten students must be assessed within the first 60 calendar days of school *KSR state-level data collection is due to CSI in October.*

* READ Act
  + The Colorado Reading to Ensure Academic Development Act (READ Act), passed by the Colorado legislature in 2012, focuses on early literacy development for all students and especially for students at risk of not meeting 3rd grade reading competency. The READ Act focuses on literacy development for kindergarteners through third graders. Students are tested for reading skills, and those who are not reading at grade level are given individual READ plans.
  + The READ Act requires teachers to assess the literacy development of K-3 students in the areas of phonemic awareness; phonics; vocabulary development; and reading fluency, which includes mastery of oral skills and reading comprehension within 30 days of enrollment as well as during the winter (depending on CSI contract) and spring, adhering spring data submission deadlines. Students whose interim assessment scores do not meet state benchmarks must be assessed using a state approved diagnostic assessment.

Each CSI school has the flexibility to select a state approved interim and diagnostic assessment to meet its unique needs. Each school is also responsible for working directly with the vendor to receive the appropriate training necessary to administer the READ Act assessments. CSI is responsible for passing along

any information pertaining to the READ Act, including data submission requirements. Please see the CSI Assessment webpage for more information about READ Act testing requirements.

For information on the assessments and previous training recordings, please see the CSI resource site [READ Assessment](https://resources.csi.state.co.us/read-act-assessment/).

*Year 0 Activities for Early Learning Programs*

 *Connect with* [*Willyn Webb*](mailto:willynwebb@csi.state.co.us)*, CSI Early Childhood & School Support Coordinator * *Identify and connect with local coordinating organization (link)*

[*https://cdec.colorado.gov/find-my-lco*](https://cdec.colorado.gov/find-my-lco) *and Child Care facility and teacher Licensing*

[*https://cdec.colorado.gov/child-care-licensing-and-administration*](https://cdec.colorado.gov/child-care-licensing-and-administration)

 *Think about schedule and program alignment, and associated staff and family needs * *Identify and purchase Kindergarten School Readiness assessment tool*

[*https://www.cde.state.co.us/schoolreadiness/assessment#srassessmentmenu*](https://www.cde.state.co.us/schoolreadiness/assessment#srassessmentmenu)

 *Identify and purchase CDE-approved READ ACT Core, Supplemental, and Intervention programs, as well as assessment tools* [*https://www.cde.state.co.us/coloradoliteracy/advisorylistofinstructionalprogramming2020*](https://www.cde.state.co.us/coloradoliteracy/advisorylistofinstructionalprogramming2020)

*SCHOOL NURSING & HEALTH SERVICES*

*CSI Contact:*

*Michael McManus* [*michaelmcmanus@csi.state.co.us*](mailto:michaelmcmanus@csi.state.co.us)

CSI schools are required to develop a plan for providing [essential health services](https://www.cde.state.co.us/healthandwellness/2015essentialschoolhealthservices) as required by [state and federal legislation and policy](http://www.cde.state.co.us/nutrition/schoolwellnessstatefederalletislationpolicycei). Some key plan elements include, but are not limited to, providing separate rooms or areas for emergency use in providing care for persons who are ill, or suspected of having communicable diseases; developing policies and procedures for collecting and maintaining health and immunization information; conducting hearing and vision screenings, developing procedures for storing and administering medication; and employing or contracting with a registered nurse who holds both a CDE School Nurse license and a Colorado Department of Regulatory Agencies (DORA) license.

Throughout the school year, the school nurse follows the scope and standards of practice as outlined in the [Nurses Practices Act](https://www.colorado.gov/pacific/dora/Nursing_Laws) to provide care coordination for students with health needs, including routine care, emergency response, screenings for hearing and vision, health evaluations for exceptional students (IEP or 504). A school nurse may delegate specific nursing tasks to unlicensed school staff, provided the appropriate delegation protocol is followed.

*Year 0 Activities for School Nursing and Health*

 Ensure that your facility meets Colorado Department of Public Health and Environment [rules and regulations for health service](https://www.colorado.gov/pacific/sites/default/files/DEHS_Schools_Reg_6CCR1010-6_2015.pdf)

 Budget for school nursing services and supplies

 Develop School Nurse job description and begin recruiting

 Develop policies for wellness, administration of medication, allergy, and anaphylaxis, reporting child abuse

 Develop procedures to implement all mandatory components of the Colorado Department of Education [essential health services guidelines](https://www.cde.state.co.us/healthandwellness/2015essentialschoolhealthservices)

 Develop health and medical records management system, including procedures for communicating immunization requirements to parents and collecting immunization records and health forms upon enrollment

 Refer to the [CDE School Nurse Calendar](https://www.cde.state.co.us/healthandwellness/school-nurse-calendar) to develop procedures and timelines for conducting mandatory health and vision screenings

 Purchase basic first aid equipment and medical supplies

 Hire or contract with licensed School Nurse (waiver to licensure does not apply) and have them attend the [CDE School Nurse Orientation](https://www.cde.state.co.us/healthandwellness/2017schoolnurseorientationinformationalflyer) in July

 Plan for start of school professional development that may include confidentiality policy regarding health information, training for delegation of nursing activities, field trips for students with health issues, CPR and First Aid, Standard Precautions

 Complete CSI’s [School Nursing and Health Program Plan](https://resources.csi.state.co.us/nursing-health-program-plan/)

*Postsecondary and Workforce Readiness (PSWR) CSI Contact:*

*Michael McManus* [*michaelmcmanus@csi.state.co.us*](mailto:michaelmcmanus@csi.state.co.us)

The world of work and postsecondary learning for today’s students looks vastly different than for those who graduated just a generation ago. Postsecondary education is no longer defined, for many, as a linear path towards a bachelor’s degree; upon graduation from high school students today are presented with multiple pathways to a meaningful career that can include industry credentials, apprenticeships, and college certificates and degrees.

The State of Colorado, through actions such as enhanced graduation requirements, expanded concurrent enrollment opportunities, and financial incentives for schools to promote student connections to industry, has sought to enhance the alignment between secondary and postsecondary opportunities for students. CSI schools have the opportunity to prepare students for Postsecondary and Workforce Readiness (PSWR) through statutory obligations and optional programs.

*Key Year 0 Activities for PSWR*

 Develop plans to implement Individual Career and Academic Plans (ICAP) (required - high school; recommended - K-8l)

 Develop graduation policy, including integration of CDE’s [Graduation Guidelines](https://www.cde.state.co.us/postsecondary/graduationguidelines). (required - high school)

 Establish Concurrent Enrollment partnerships with postsecondary institutions. (required - high school)

*Mental Health*

*CSI Contact:  
Betsy Basch*

[*betsybasch@csi.state.co.us*](mailto:betsybasch@csi.state.co.us)

School mental health professionals, including school social workers, positively impact the school environment by working with students and their families to identify safety net insecurities, social and emotional skills deficits, instances of abuse and neglect, and mental health challenges. Identifying these student issues as early as possible increases the likelihood that problems can be resolved successfully and in a manner that decreases long-term problems with learning and other barriers to student success in the future. CSI does not provide direct counseling services to schools however; CSI does provide consultations to assist schools in developing mental and behavioral support structures promote student and school community wellness.

*Key Year 0 Activities for Establishing Mental Health Supports and Resources*

 Develop and submit school’s Mental Health Program Plan

 Determine your school’s Mental Health staffing plan and clinician to student ratio.

* Determine your school’s procedure for conducting universal screenings in the areas of mental and behavioral health.
* Connect with community parterens to support student and staff mental health and establish procedures for internal and external referrals.

## Data and Submissions

*CSI Contact:*

[*submissions@csi.state.co.us*](mailto:submissions@csi.state.co.us)

All public schools are legally required to report data through various state and federal data collections throughout the year. Several of the collections have funding implications (like October Count and December Count) or are used for compliance monitoring purposes (like End of Year and Special Education End of Year) at the federal, state, and local (CSI) levels. In fact, data from most data collections are used by CSI staff for the CSI Annual Review of Schools (CARS), Student Screener, determination of tiered supports, and/or compliance monitoring.

The CSI Data Submissions Team serves as the liaison between CSI schools and the Colorado Department of Education (CDE) for each data collection and provides training, technical assistance, and access to resources to CSI School Data Submissions Contacts.

*Key Year 0 Activities*

 Discuss selection/contracting for SIS Infinite Campus, PowerSchool) and plan management system (Enrich, Ascend, Infinite Campus). This is a standard contract milestone.

 Designate one Data Submissions Contact to oversee the majority of data collections before the beginning of the school year. Consider skill sets and time commitment (12+ collections throughout the school year) for staff member identified as data submissions contact

 Ensure paperwork collected for employees and students include all required data fields.

CSI’s [Data Submissions Handbook](https://resources.csi.state.co.us/data-submissions-handbook/) outlines data to be collected. Reviewing draft student registration paperwork is a standard contract milestone.

 Collect appropriate data from staff from CSI New Hire form or other school-specific form  Applicable school staff to receive accounts to access RITS, EDIS, and FileZilla

 Applicable school staff to access beginning of the year training

 Review and initiate the process for requesting Student IDs (SASIDs) and Staff IDs (EDIDs)

 Enter data into the SIS (for October Count) and system/spreadsheet for Human Resource collection

## Assessment Planning

*CSI Contact:*

*Jessica Welch*

[*jessicawelch@csi.state.co.us*](mailto:jessicawelch@csi.state.co.us)

There are several required assessments that charter schools must participate in for accountability purposes. Proposed school teams should use the draft assessment calendar

submitted in their application to guide their Year 0 planning. Please refer to the CSI Guidebook for required assessments.

*Key Year 0 Activities*

 Select and purchase state-approved School Readiness Assessment  Select and purchase state-approved literacy assessment (READ Act)  Select and purchase interim assessment(s)

 Draft and submit assessment policy

 If administering computer-based assessments, purchase adequate number of student devices

 Establish School Assessment Coordinator role

## Professional Learning Resources

* + CSI New School Leader Orientation (July 2023)
    - CSI staff hosts an Orientation for New School Leaders of new and existing CSI schools each July. During this two-day training, new leaders will have the opportunity to gain a high-level overview of CSI, meet CSI staff and learn how they will be working with them and their teams throughout the year, and network with other new leaders.
    - *Attendance at Orientation is required as part of the standard new school contract milestone*
  + [Colorado League of Charter Schools Learning Communities](https://coloradoleague.org/page/learningcommunities)
    - The League provides academic services to members by focusing on supporting student achievement, accountability, teacher effectiveness, and leadership practices through innovative professional development, resources, and services.
    - Communities include Board Chair Cohort; Enrollment and Communications Cohort; Human Resources Cohort; “New To Charter” Leader Cohort; Preschool Director Cohort; Operations and Finance Cohort
  + [Colorado Department of Education Choice and Innovation Unit](https://www.cde.state.co.us/choice)
    - offers resources and support for charter schools, schools and districts seeking innovation status, and manages the CCSP (Colorado Charter School Program) grant. The Schools of Choice Office hosts events and trainings for school leaders and administrators. Some of the events include Charter School Boot Camp, CCSP Charter School Grant Writers Boot Camp, Board Fundamentals (formerly Regional Board Trainings), Administrator Mentoring Cohort (AMC), and Regional Luncheons.
    - sends out a weekly newsletter that provides information on upcoming trainings, changes in legislation, and policy updates. Consider joining the [Charter School](https://www.cde.state.co.us/cdechart/joinlistserv) [Listserv](https://www.cde.state.co.us/cdechart/joinlistserv) to receive updates.

## Technical Assistance

* + [CSI Guidebook](https://resources.csi.state.co.us/csi-guidebook-22-23/)
    - The CSI Guidebook is designed to support CSI School Leaders and school staff by serving as a quick reference that outlines the work of the various departments at CSI, key requirements, timelines, and where to go for additional information. This guidebook will be updated annually to provide schools with the most current and up to date information each fall as they begin their school year.
  + [Colorado League of Charter Schools Consultants](https://coloradoleague.org/page/consultants)
    - The League has partnered with highly-qualified consultants to offer a variety of services, consultancies, and trainings to our member schools. These offerings are essential to risk management and the success of a school, board, our staff group.
  + CSI Governance/Board Consultant
    - Additional support in the areas of Governance and Board actions can be supplied by CSI through our Governance/Board Consultant, John Brendza. This is a service funded by CSI. Please contact Michael McManus for additional information.
  + [CSI Calendar](https://www.csi.state.co.us/calendar/)
    - This calendar includes upcoming events and deadlines.
  + [CSI Newsletters](https://visitor.r20.constantcontact.com/manage/optin?v=001HeNFsfQe-44szMkK-QDHWb4AGHIQerznal326h-yx_J1s6E3C5UyYRyMo9i_tnSoe0wILDZmc_4rN0ihsw6AXPyxxP3OmHcCwJn_JfnrEww%3D)
    - Monthly School Newsletters
    - Quarterly School Board Newsletters
    - Grants and Funding Opportunities Newsletters
    - Portfolio Highlights
  + [CSI Staff](https://www.csi.state.co.us/about/our-team/)
    - While Michael McManus will be your main contact during Year 0, we encourage founding teams to utilize the expertise of the entire CSI team when specific questions or support needs arise.

## Site Preparedness Visit

CSI Staff will conduct the formal Preparedness Visit in July or early August of the end of Year 0 within two weeks of the school opening to students.

The Preparedness visit will be an on-site review by CSI personnel that gauges overall readiness for school opening. The preparedness visit shall include a review of program, facility, and fiscal documentation and interviews with board and staff members of the proposed charter school to assess organizational leadership and capacity.

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| **Delivery Method** | **Item** |
| **Governance** | |
| Submitted 1 week before visit or reviewed on-site | Evidence of regular board meetings and minutes indicating the understanding of key laws (e.g., Open Meeting Law) posted on website |
| Submitted 2 weeks before visit | Board policies passed to date by the school’s Board of Directors (background check, conflict of interest policy, code of conduct, etc.) |
| Submitted 1 week before visit | Evidence of a School Accountability Committee Plan |
| **Safety** | |
| Submitted 1 week before visit | Documentation of passing a fire inspection |
| **Facilities, Furniture & Equipment** | |
| Reviewed on site | Evidence of Safety Plan on site and relevant posted policies |
| Reviewed on site | Evidence that appropriate furniture, fixtures and |

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|  | equipment (FF&E) are on site ready for students. |
| **Food Service** | |
| Submitted 1 week before visit | Food service contract for upcoming year aligned with Free & Reduced Lunch requirements (if applicable) |
| **Staff Hiring, Development & Training** | |
| Reviewed on-site [AS5] [HA6] | Teacher file compliance, including licensing and fingerprint clearance letters |
| Submitted 1 week before visit | Master Schedule, including teaching assignments by grade level or specialty that aligns to mission and application |
| Submitted 1 week before visit | Update on staffing and professional development timeline |
| **Enrollment & Student Records** | |
| Pre-visit check | * Evidence of enrollment of at least 90 percent of approved maximum enrollment in SIS * Attendance is set up * Staff SIS training plan |

## Sample Year 0 Site Preparedness Visit Schedule:

9:00 - 9:15AM – Welcome and introductions.

9:15 - 9:45 AM – Tour building/Discuss work that still needs to be completed and timeline. 9:45 – 10:15 AM – Meet with Administrator Team

10:15 - 11:15 AM – Meet with Board Chair, and other board members as determined by the school

11:15 AM– 12:00 PM – Recap visit and any additional materials CSI or school will provide. Answer remaining questions