

Revised DCSD Charter Replication Application

Replication Application

Submitted to: *Douglas County School District - Choice Programming*

Submitted by: *Leman Academy of Excellence*

Submitted at: *04/01/2025 01:16 PM*

Application Elements

Elements Completed: 20 / 20

1. APPLICATION MATERIALS AND INSTRUCTIONS

A) INTRODUCTION

Reviewer Instructions

This application element is not evaluated.

Status: **Completed**

Form Result

Form for this application element has no data

Evaluation Rubrics

This application element is not evaluated

B) ELIGIBILITY TO APPLY FOR REPLICATION

Reviewer Instructions

This application element is not evaluated.

Status: **Completed**

Form Result

Form for this application element has no data

Evaluation Rubrics

This application element is not evaluated

2. REPLICATION APPLICATION AND EVALUATION STANDARDS

A) Executive Summary

Reviewer Instructions

THIS SECTION IS REQUIRED FOR THE REPLICATION. IF THERE IS NO CHANGE IN ANY OF THE SECTIONS BELOW IN THE EXECUTIVE SUMMARY FROM THE ORIGINAL CHARTER, PLEASE INDICATE IN YOUR RESPONSE SECTION THAT THERE IS NO CHANGE.

This section summarizes the key points of the proposal for the reviewers to prepare them for the upcoming content and is no more than two to three pages.

A concise summary of the core sections of the application that includes: mission and vision, target student population and community, educational philosophy and program, professional

development, and school governance and leadership.

Status: **Completed**

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A concise summary of the core sections of the application that includes: mission and vision, target student population and community, educational philosophy and program, professional development, and school governance and leadership.

The Executive Summary should outline the elements of the application and provide an overview of the proposed school.

1. Proposed name of the charter school
2. The philosophy of the proposed charter school (vision and mission statements)
3. The circumstances and motivations that brought the applicant team together to propose this charter school
4. Primary contact person (including mailing address, email, and phone number)
5. Whether the school expects to contract with an outside educational management company and the name of the company, if already selected
6. Identify any organizations, agencies, consultants or institutions of higher education that are partners in planning and establishing this charter school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development
7. Provide aggregate information concerning the grade levels and schools in which prospective pupils are currently enrolled, along with demographic information for the target population
8. Resume of Lead Administrator (if known)
9. List of board members
10. Educational program (Paideia, Core Knowledge, Classical, Project Based, Montessori, etc.)
11. Any unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.
12. Describe the school's core values about teaching and learning
13. Key programmatic features the school will implement to accomplish its vision and mission.
14. Projected enrollment for each grade level in years 1-5

15. Projected enrollment percentages of the following:

1. Multi Language Learners
2. Exceptional and Educationally Disadvantaged Students
3. Free and Reduced Lunch Students
4. Minority Students
5. Please identify the rationale for how the projected demographics were determined.

Executive Summary

Leman Academy of Excellence (LAE) believes in replicating quality schools. This replication application serves as a stepping stone from the original application approved by the DCSD board in 2016 and replicated in 2023. Per the board's request, and alignment to the policy expectations and processes of Douglas County School District, the LAE steering committee enthusiastically submits this application to the Charter Application Review Team seeking approval for a second replication of our initial school in the Crystal Valley or other proposed options from DCSD for a starting date of the 2028-29 school year. The name of the school if approved for the Crystal Valley community, will be Leman Academy of Excellence-Crystal Valley.

Our school was founded on the educational philosophies of Dr. Kevin Leman, an internationally known psychologist, author, and speaker. Our teachers practice Dr. Leman's philosophies, encouraging and challenging scholars to learn a curriculum taught with an approach that makes learning fun. We create a safe environment where scholars learn to think independently and develop self-discipline, accountability, and respect for themselves and others.

At Leman Academy of Excellence, **we believe the best education is one that focuses on developing** the scholars' minds and character. Our rigorous classical education curriculum makes this possible. We provide scholars with a strong academic foundation and the encouragement to develop thoughtful and respectful relationships with their fellow scholars, parents, and teachers.

The Leman Academy of Excellence's mission is to provide a rigorous, Classical Education based on Western cultural traditions, enabling students to think critically and independently while partnering with supportive parents to instill morals and values, ultimately producing future leaders.

Our vision is to cultivate a safe and challenging environment where students can achieve excellence and develop strong character through a classical education approach, emphasizing a strong parent-teacher partnership.

The LAE steering team and LAE Governing Board recognize the positive impact of the recent bond election and the impact of adding five schools to the district. The LAE also recognizes that the passage of the bond will not address some of the growth enrollment trends in the large geographical areas that encompass DCSD which will continue to build over time. Crystal Valley is a good example of one of these community areas that has a rapid growth pattern.

The decision to replicate was driven by current and historical success in the model so we can have the opportunity to do the most good for the most students. This replication is intended to serve the DCSD community with a continued priority on meeting community needs and ensuring parent engagement in learning. The decision to replicate is not being driven by a few leaders or board members but by the stakeholders who currently attend and those who desire to be able to attend our school. The intent to enroll students from our community in our school has been an inspiration and motivational factor to replicate our school.

The primary contact for the application is Dr. Jason Edwards, Head of Schools-Colorado. His email is jason.edwards@lemanacademy.org and he can be reached at 720-767-1600. The LAE governing board will seek a service provider from Colorado.

Learning Academy of Excellence has retained a consultant to support the application process. Dr. Jim Christensen is a former Superintendent of DCSD and participated in the first Lemman Academy replication school application at Bayou Gulch.

Dr. Christensen has been an educator for the past 39 years. Dr. Christensen has served as a math teacher, assistant principal, principal, and 21 years as a superintendent. He has led four districts and shown significant improvements in academic achievement. For 15 years, Dr. Christensen led a start-up charter school system in Houston, Texas, focused on integrating unique, differentiated classroom learning routines for high-poverty and minority students. One of his schools, in 2018, was one of the 23 schools out of 9,000 schools in Texas honored with The National Blue Ribbon Award. For the past thirteen years, Dr. Christensen has taught classes at the University of Colorado-Denver in Educational Leadership for administrator licensure candidates. For the past five years, Dr. Christensen has worked as the Executive Director with the Flippen Group in Teachworthy, an alternative certification program in Texas, to pursue his passion for having a great educator in every classroom for every child in America. The board members for Lemman Classical Academy of Excellence seeking the replication school are Paige McLaughlin, Chris Young, Stacy Thomas, Victoria Hostin, and Hope Kentor.

The leader of the school as it goes through the start-up process is Dr. Jason Edwards.

RESUME OF DR. JASON EDWARDS

PROFESSIONAL EXPERIENCE

Head of Schools–Colorado *Lemman Academy of Excellence, 2023–current*

Principal

Aspen View Academy, 2015 - 2017,

Lemman Academy of Excellence, 2017- 2023

Adjunct Professor

Colorado Christian University CAGS – Educational Psychology, Colo. Springs Campus

Assistant Principal

Aspen View Academy, July '13–March, '15

SkyView Academy, Aug. '12- June '13

History Teacher

Pan American Christian Academy, Brazil '06 –'11

SkyView Academy, '11–'13

Athletic Director

Pan American Christian Academy, Brazil August '09 – June '11

EDUCATION

George Fox University, Oregon

Doctor of Educational Foundations and Leadership (December 2015)

Trinity Western University, British Columbia

Master of Arts – Leadership (November, 2011)

Asbury University, Kentucky

Master of Science – Secondary Education - Social Studies (May 2006)

The core of our educational philosophy is a classical education, drawing from Western cultural traditions. We aim to equip students with the ability to think critically and independently. Lemman Academy strongly emphasizes the importance of a strong

partnership between parents and teachers. Beyond academics, our schools strive to instill strong morals and values in students to prepare them to become future leaders. LAE prides itself on sustaining high customer satisfaction rankings. Its primary charter objective is ensuring that parents and students love our school. Each year, the School Advisory Council (SAC) surveys parents for feedback on all aspects of school operations and the learning environment.

Essential topics of school climate, violent attitudes, value of health, high self-efficacy, protective factors, involvement in community, and feeling safe at school in both the elementary and middle school exceed the state results in every area,

Similar results appear in staff responses regarding school climate, respect, and supportive relationships. Staff morale, teacher support, positive feelings toward the school, strong academic orientation, perceptions of safety and supervision, and community and parent engagement significantly outperform state results.

Another unique factor of pride is the Flexible-Skill Grouping for math. The school designs the daily schedule so that 4th and 5th-grade teams all teach math simultaneously, then assign scholars to a different math teacher based on their current triangulated math data.

Leman Academy of Excellence prioritizes a classical education approach focused on developing students' minds and characters. It emphasizes core values like academic excellence, partnership with families, respect for individual learning, responsibility, perseverance, caring, citizenship, and trustworthiness through a rigorous curriculum that encourages critical thinking and thoughtful relationships between students, teachers, and parents. The school also aims to instill a sense of personal responsibility. We believe that the classical model's holistic approach is outstanding in preparing scholars to retain knowledge, think logically and analytically, communicate effectively, and succeed in life by being responsible, caring, contributing members of society. We know each child has powers of mind, and therefore, we should provide a rich and generous curriculum, taking care only that all knowledge offered is vital. Facts are not presented without their informing ideas, allowing scholars to think independently and critically.

Other key programmatic features that align with our vision and mission include a Scholar Senate and House system where students practice leadership skills and civic engagement, contribute to their school community, and have a voice in decision-making, all while fostering a sense of ownership and responsibility for their school environment.

Socratic discussions in our classrooms encourage critical thinking and probe the underlying beliefs upon which each participant's statements, arguments, and assumptions are built, This is complimented with a traditional logic and debate model to help students learn through friendly competition, examine controversial topics and strengthen skills in the areas of leadership, interpersonal influence, teambuilding, group problem solving, and oral presentation.

Scholars also memorize and recite culturally significant poems and speeches and engage in picture studies, a method of introducing children to art by looking at and describing pictures. All scholars participate in music Studies, Nature Studies, Music, Art, and PE. LAE also has Latin and Spanish in the curriculum for all scholars.

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All of the key program indicators beyond the core components of academic expectations from the Colorado Department of Education support and complement the mission of why we exist and the vision of what we are expecting students to achieve.

These academic program support systems include:

Saxon Math for Pre-K through 2nd grade; Saxon Math involves teaching a new mathematical concept every day and constantly reviewing old concepts. so scaffolding can be maximized in every young scholar's education.

IntoMath for grades 3-8: Introductory Math starts with a review of problem-solving skills before moving on to a variety of key algebraic, geometric, and statistical concepts. Throughout the course, students hone their computational skills and extend their knowledge through problem-solving and real-world applications.

Wit & Wisdom: Through a rigorous learning design based on Scarborough's Rope, students gain content knowledge and an awareness of how to read text, write, speak, and listen.

Memoria Press English: The Classical Core Curriculum is a complete classical curriculum that emphasizes the traditional liberal arts of language and mathematics and the cultural heritage of the West as expressed in the great works of history and literature. The Classical Core Curriculum has an early focus on the basic skills of reading, writing, and arithmetic and a special emphasis on Latin. Latin is the best way to gain an academic vocabulary and to learn the formal system of grammar, and it is, along with math, the best early critical thinking skills training. The curriculum's study of the cultures of Athens and Rome is designed to provide a basis for a proper understanding of European and American history.

Fix-It Grammar: Scholars begin by analyzing and imitating existing good writing. Then, through a series of incremental steps, they develop the ability to write their own original compositions.

Institute For Excellence In Writing (IEW): The writing curriculum provides an overall approach to writing instruction. The distinctive Teaching Writing Structure & Style (TWSS) approach focuses on two basic components of composition – structure and style. Structure is both the type of writing and the method of organizing the writing. Style includes such things as varying sentence openings, using similes and metaphors, or repeating certain words for effect. Scholars learn how to outline and summarize, transform their thoughts and ideas into writing, and create cohesive paragraphs, essays, stories, reports, and critiques. They learn/apply stylistic techniques like varied sentence structure, interesting vocabulary, and literary devices.

The following tables represent the projection of enrollment for LAE over the first three years of enrollment. The first year will be for grades one through six. LAE will have a private Kindergarten option for parents. In year two, we will expand to 7th grade, and in year three, we will complete the grade band with the addition of 8th grade.

	2028-29	2029-30	2030-31	2031-32	2032-2033
Grade	# of students				
1	140	140	140	140	140
2	140	140	140	140	140

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3	140	140	140	140	140
4	140	140	140	140	140
5	140	140	140	140	140
6	140	140	140	140	140
7		140	140	140	140
8			140	140	140
Total	840	980	1120	1120	1120

The population of student projections was determined by the past five years of enrollment in Lemman Academy of Excellence from 2020-21 through 2024-25.

Percentages of subgroups:

Subgroups	This School	This Region	Douglas County Schools
Free and Reduced Lunch (FRL)	9.46%	13.25%	13.66%
Special Education Students (IEP)	10.4%	15.71%	13.32%
Students on 504 plans	3.74%	5.47%	5.16%
Multilingual Learners (ML)	4.76%	4.55%	5.96%
Gifted and Talented Students	11.3%	11.60%	12.02%
Minority Students	25.17%	26.85%	33.42%

Projection of ELL, 504, and SpEd Scholars Requiring Services and/or Accommodations

Year	Enrollment	ELL Scholars (5%)	SpEd and 504 Scholars (14%)
1	840	42	118
2	980	49	6138
3	1120	56	156

Upload any documents
that support the content of
this application element
(optional)

B) Vision and Mission Statements

Reviewer Instructions

THIS SECTION IS REQUIRED FOR THE REPLICATION APPLICATION.

The vision statement clearly describes the school's proposed impact on the community.

The mission statement clearly describes how the school will accomplish this vision, with a focus on the target student population.

Status: Completed

Form Result

(1) Provide a Vision Statement that is no more than two to five sentences and provides a clear description of how the school will impact the community.

Enter content here

Our vision for the next five years is to cultivate a safe and challenging environment where students can achieve academic excellence and develop strong character through a well-implemented classical education approach, emphasizing a strong parent-teacher partnership. The community intent of this vision is our students will be able to navigate life and contribute to the community as young adults preparing for their future who are well prepared for college and employment with good thinking skills, actively engaged leaders in civic responsibility, and an outstanding young citizen who can be trusted.

(2) Provide a Mission Statement that is no more than two to five sentences and defines how the school will accomplish the vision statement and how the school will meet the needs of the school's specific target population. (Either address measurable outcomes within the school's Mission or within the Goals and Objectives section.)

The Leman Academy of Excellence's mission will implement the vision to provide a rigorous, consistent classical education based on Western cultural traditions, enabling students to think critically during the learning process with independence, debate, collective actions, and thought-provoking use of knowledge, while partnering with supportive parents to instill morals and values that produce future leaders and trusted citizens and employees of our community.

Upload any files that support the content of this application element (optional)

C) Goals, Objectives, and Pupil Performance Standards

Reviewer Instructions

THIS SECTION IS REQUIRED.

The applicant articulates annual and interim goals for the school that align to the school's vision and mission, relate to state and authorizer performance indicators, and accelerate student achievement. There is a clear rationale for the development of the stated goals and plan for addressing performance gaps.

Status: Completed

Form Result

The following goals have been set for the inaugural goals of the school:

Academic Student Performance Goals

1. At least 70% of scholars will annually perform at or above grade level in math as measured by MAPS, i-Ready, and CMAS assessments in grades 3-8.
2. At least 70% of scholars annually will perform at or above grade level in literacy as measured by DIBELS in grades K-2 and CMAS, MAPS and i-Ready assessments in grades 3-8.
3. At least 80% of scholars will meet annual growth measures in math as measured by MAPS, i-Ready, and CMAS assessments in grades 3-8.
4. At least 80% of scholars will meet annual growth measures in literacy as measured by DIBELS in grades K-2 and CMAS, MPAS, and i-Ready assessments in grades 3-8.
5. At least 70% of scholars by the end of the year (EOY) will be at or above grade level on the i-Ready measurement of the entire year's standards in grades 1-8.

Retention

6. At least 80% of students will re-enroll in our school each year.
7. At least 80% of teachers rated well-performing will renew their teaching agreement each school year.

Financial

8. The school will operate within a small financial margin each school year to set at least \$1,000,000 (one million dollars) in reserves within the first five years.
9. Staff salaries will remain competitive by staying within 5% of the school's comparable market.

Legal

10. The school will remain 100% compliant with the authorizer's reporting timelines per the contract and board policies.
11. The school will be found legally compliant in all matters under state and federal education laws.

LAE has a history of doing well on the performance standard framework but also has found gaps in learning over the years that need to be focused on for more student learning success. These learnings will be emphasized along with the highly successful processes that have occurred in the past within the school.

Each of the program and subject-specific curriculum offerings will be scaffolded for teachers based upon the status of implementation which can range from beginners to exemplary implementers per the school leadership evaluations and student performance history. This includes training in Saxon Math for Pre-K through 2nd grade, Into Math for grades 3-8, Wit & Wisdom, Memoria Press English, Fix-It Grammar, and Institute For Excellence In Writing (IEW).

The embedded part of the plan within the framework will comprise of teacher and student training in the foundational critical thinking elements in our outcome expectations aligned with our vision and mission. These include thinking classrooms, Socratic discussions, logic and debate engagements, picture studies, music studies, and nature studies.

Training in areas of known challenges for the school in the past will also be a focus in the new school based on needs such as:

1. The school will purchase Chromebook carts to allow teachers in grades 3-8 (who take the CMAS) time to practice typing and test-taking on the computer.
2. In Middle School, scholars will be grouped according to their current math skill levels. In grades 4 and 5 a Flexible-Skill Grouping for math in the daily schedule will allow grade teams to all teach math at the same time, then assign scholars to a different math teacher based on their current triangulated math data.
3. The school will seek external reviews from DCSD after the first year of implementation to provide suggestions on programming.
4. The school will purchase a higher number of i-Ready seats for scholars in grades 4-8 and will create time for them to complete individualized interventions on Chromebooks.
5. The school will embed more weekly time for scholars to complete their individualized i-Ready lessons.
6. The school will hire a greater number of staff to increase the staff-scholar ratio to provide small-group interventions.

Enter content here

LAE conducts ongoing interim assessments every six weeks to determine "just-in-time" responses to gaps in learning or student well-being. The use of RTI and PLCs is where our collaborative decision-making with teachers engaging with data in each grade level and department meets these gap needs in our school. The focus on needs through the RTI process in the tiered review of all students allows teachers to address strategies, plans, and methods in multiple ways.

The primary method of this teacher ownership is displayed by teachers being held accountable to demonstrate in their lesson planning and posted objectives when and how scholars will be taught low-scoring skills and how they are utilizing small group instruction and teacher tables to address the needs.

The school will also have a part-time interventionist and a part-time Instructional Aide to provide intervention for scholars in grades 2-8 who are performing lower than expected and within the RTI level two and three tiers. The school will utilize technology as a coach with i-Ready. Fix-it Grammar will be an intervention support process for teachers and aides per the Reading plan evidence of below grade level skills.

Upload any files that support the content of this application element (optional)

LAE I-ready for both schools combined.pdf

431.64 KB • Added 13 days ago

MOY iReady Comparison 2023-2024.doc

2.19 MB • Added 13 days ago

Screenshot 2025-03-25 095744.png

136.75 KB • Added 13 days ago

2425 Stroh iReady Data (1).pdf

974.4 KB • Added 13 days ago

LAE CMAS Comparison.pdf

326.28 KB • Added 13 days ago

D) Evidence of Support and Targeted Population

Reviewer Instructions

This section is required for the Replication Application

The charter school should provide sufficient evidence that an adequate percentage of parents, pupils, and community members support the formation of the charter school, including a sufficient number of parents and pupils intending to enroll in the school when it opens.

Status: Completed

Form Result

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DCSD's long-range planning team's Master Capital Plan for 2024-25 states, "DCSD is reaching a point where not only does it need to build elementary schools in fast-growing areas, new developments, it also needs to right-size some existing schools to maximize educational opportunities for our students." They also state, "We are planning a Crystal Valley Ranch Elementary School in 6-10 years per the Mater Capital Plan. Without new construction, all currently existing neighborhood elementary schools in the Douglas County High School feeder are likely to be at or over capacity within the 10-year outlook."

Rock Ridge, Falgstone, Castle Rock, and South Ridge elementary schools are the closest schools to the Crystal Valley Ranch area and are significantly north of the housing developments within Crystal Valley Ranch. Schools identified to be overcrowded now are Castle Rock and Flagstone Elementary, and growing trends to increase. The other school, Rock Ridge, is projected to be overcrowded in 2028. Three dedicated plots of land are available for Crystal Valley for potential future school sites. A savings of \$78,000,000 to the taxpayers per the DCSD long-range planning cost of the school in 6-10 years is projected to fill the anticipated overflow but comes with an overall projected need for 2025-2029 of over one billion dollars in capital investments.

Three dedicated plots of land for Crystal Valley for potential future school sites. The opportunity for savings, timely construction, and a proven high-quality school with high demand is a great solution to begin with given the significant challenges of balancing the needs identified in the Master Capital Plan.

The anticipated student-targeted population is forecasted to align with the current area schools. Table 1 shows the current student population's ethnicity and poverty status:

Table 1

2024-25 Location- enrollment	F&R %	Asian %	Black %	Hispanic %	Two or more %	White %
DCSD 61,851	17.7	8	2	17	7	67
Flagstone EI 496	21.3	1	1	18	7	72
Castle Rock EI 441	33.4	4	2	26	7	61

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Rock Ridge EI 449	24.5	1	7	83	26	329
South Ridge IB 371	53	1	3	39	3	57
Leman Academy of Excellence 1390	14	7	1	11	5	75

LAE is planning for higher levels of Free and Reduced lunch students and Hispanic students to enroll in the new school as compared to the Parker schools. Table 2 represents the student population of instructional support.

Table 2

2024-25 Location-enrollment	GT	SpED	EL	Sec 504
DCSD 61,851	12	13	5	6
Flagstone EI 496	8	20	2	3
Castle Rock EI 441	8	17	9	3
Rock Ridge EI 449	3	22	4	2
South Ridge IB	2	21	21	4

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371				
Leman Academy of Excellence-1390	11	7	4	3

LAE expects SpEd/504 students in the new location, which will align with the following demographics.

Table 3

Population of Students	Percent
Multi-Language Learners	5%
Exceptional and Educationally Disadvantaged Students	7%
Free and Reduced Lunch Students	15%
Minority Students	25%

Table 4

Year	Enrollment	ELL Scholars (5%)	SpEd and 504 Scholars (7%)
1	840	42	59
2	980	49	69
3	1120	56	78

The board has leadership ties through all of the Parker and DCSD area that also expands into Castle Rock. The start of the school is being proposed for 2028 so the board will engage in specific community operations of outreach during the 18 months before the school opening to establish partnerships, city representative engagements, and community involvement. The history of LAE community outreach is well documented from the two existing schools as families are a primary part of the educational process in LAE.

Currently, board members know various degrees of people within the community but have not presented themselves to the community as school board members for LAE.

No partnerships have been strategically developed at this time. This will begin upon approval of the application and within 18 months of the opening of the school. Letters of Intent have not been sent out to the community since the proposed school is three years from addressing the intent forms.

File Upload

	Number of students/classrooms in Year 1 of operation	LOIs Received to Date
Pre-K	0	0
K	0	0
1	140	0
2	140	0
3	140	0
4	140	0
5	140	0
6	140	0
Summary		0

E) Educational Program

Reviewer Instructions

THIS SECTION IS REQUIRED FOR THE PROPOSAL.

There is a strong research-based rationale for the selection of educational model, curriculum, and instruction that is evidence-based and effective with the target population. This includes Include a description of how the school developed a curriculum that is culturally responsive and free of bias.

Status: Completed

Form Result

Section 1

Educational Program Model and Philosophy

Provide a rationale for selecting the chosen educational program model, curriculum and instructional practices, including research-based evidence that supports the effectiveness of the selected model with the targeted student population.

See Attached Research

The foundational principles for the educational philosophy of Lemman Academy of Excellence have been formed and established by Dr. Kevin Lemman, who has developed an educational program that willingly engages and embraces parents in the educational process, highlighting the parent/teacher/scholar relationship to bring out the best in the child. Lemman Academy of Excellence is founded on one of the key principles that parental involvement is essential in maximizing the scholar's educational experience.

The educational philosophy of Lemman Academy of Excellence will direct and guide the institutional approach and establish the school mission, core values, core beliefs, and expectations for scholar learning that will function as our explicit foundational commitment to our scholars, parents, and the community.

We believe our classical educational learning model, which incorporates the building blocks of a classical education with a Charlotte Mason influence, partnering with the home to encourage parents to be more actively involved with their child's educational development and success, and hiring teachers who inspire, encourage and motivate scholars toward excellence, are some of the fundamental principles for the long-term educational success of Lemman Academy of Excellence.

Classical Education is about equipping children for the future with what has been proven successful in the past. The roots of classical learning can be traced back to the age of the Greeks. The classical emphasis is built on a three-fold approach called the Trivium. The three foundational academic categories are grammar, logic, and rhetoric. Most importantly, the curriculum corresponds to the three basic stages of a developing child. By following the path of development that children naturally take, classical education teaches "with the grain" and equips scholars to master the art of learning.

Charlotte Mason was an English educator (1842-1923) who, throughout a long career, established a teachers' college and several schools and authored a six-volume work on her new philosophy of education for both the home and school. Miss Mason advocated a rich, comprehensive, connected curriculum for all scholars, not merely to "educate" them but also to guide them in the development of character and cultivate in them a lifelong love of learning.

Keeping the parents out of the schools and leaving the teaching to the professionals is too often the public school mentality when it comes to having parents involved with the education of their child. Lemman Academy of Excellence will open its doors to allow parents a more active role in the life of their child both at school and in the home, which according to research findings, has proven to enhance scholarly achievement. Quite simply, scholars' attendance in school is higher, they learn more and perform better in school, and when parents are actively involved, scholars achieve more, regardless of socio-economic status, ethnic/racial background, or parents' educational level. Lemman Academy of Excellence believes in partnering with the home, knowing the significant role parents play in helping their child to reach their full potential in life.

Describe how the school will ensure that educational practices are aligned to the school's educational philosophy and are demonstrated to be successful with the identified targeted student population.

Leman Academy of Excellence has fully aligned its curriculum to Common Core Standards by grade.

The world is full of knowledge, and to the Classical mind, all knowledge is interrelated. Finding the links between fields of study can be a mind-twisting task. A classical education meets this challenge by taking history as its organizing outline - beginning with the ancients and progressing forward to the moderns in history, science, literature, art, and music. Therefore, the subject areas of our Classical educational program are linked to history studies and taught around the period under study in history.

A Classical educational program with a Charlotte Mason influence has a strong curricular focus on the academic foundation of grammar, history, and mathematics. Curriculum maps will be centered upon a limited number of essential learning outcomes for each content area, approximately 20 per area of content for the year, to create a guaranteed and viable curriculum.

The teacher is instrumental in bringing forth the curriculum maps, which are foundational to support scholar learning, by use of scope and sequence documents that connect to the essential learning outcomes through instructional planning that guides instruction and assessment. As scholars delve into the concepts and ideas being covered, the teacher will use pacing guides for the classroom to make instructional decisions that take into consideration differentiated instruction for the essential learning outcomes that may include enrichment and/or intervention activities dependent upon scholars' ability levels, prior knowledge, previous learning experiences and learning style.

English Language Arts

- Kindergarten and 1st-grade scholars build a firm foundation in phonemic awareness and will use Journeys, Houghton Mifflin Harcourt, and informational texts.
- Explicit instruction of foundational skills ensures mastery of basic reading and decoding skills.
- Grades 2-8 will use living books and whole books in addition to informational texts, appropriate to the grade level, that are rich selections of literature. These selections are used for reading skill development, comprehension, vocabulary development, and to instill the love of learning in scholars as they are exposed to the best of literature. We believe in order for our scholars to become the best writers and fluent readers, they need to be exposed to the best from our Western heritage and timeless classics.
- In grades 2-8, the teacher will strive to have the scholars read, or the teacher read aloud, from rich literature selections that are connected to the History unit of study.
- Exemplar texts provided throughout each level offer rich, high-quality literature and allow scholars to read closely and analyze using full-length trade books.

Spelling

Taught at an accelerated level. Kindergarten, for example, will begin with Sitton

Spelling

- Scholars actively learn spelling skills & concepts for long-term learning and application to many more words.
- Formative assessment will guide instruction and identify words scholars have not yet mastered.
- Accountability of spelling skills through proofreading everyday writing, with a "no excuses" outlook for misspelling assigned words.
- A set core curriculum with opportunities to adapt instruction through teacher choice and optional extension activities.
- Dictated sentences teach scholars to use spelling words in sentences and not in isolation.

Shurley English:

A main reason Shurley English was chosen was its use of chants and jingles in aiding scholars in memorizing. This is in line with our philosophy on the ability of young children to memorize basic facts and fundamental rules and to absorb information and knowledge more easily at a younger age.

- Utilizes all learning styles: visual, auditory, and kinesthetic.
- Never teaches isolated concepts.
- Incorporates scholar/teacher interaction.
- Uses repetition to attain mastery.
- Challenges accelerated scholars.
- Promotes higher-order thinking.
- Provides the connection between grammar skills, writing, and effective speaking.

Handwriting

Handwriting is introduced in kindergarten and developed throughout grades 1-6. Cursive writing is introduced beginning in grade 2. Attentiveness to detail, correct formation, and overall neatness are emphasized at each grade level.

Saxon Math

No matter how well scholars initially learn a concept, if they are not able to retain their learning, connect it to other concepts, and apply it in problem-solving situations, they have not reached mastery. Saxon Math is designed to support long-term mastery and applications that will make a difference during testing, future education, and careers.

Kindergarten, for example, will begin with Saxon Math 1.

- Concepts are taught in small, approachable increments.

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- Increments are spread throughout the year, building in complexity, so that by the end of the year scholars have reached a deep understanding and fluency.
- Practice and assessments include concepts from the most recent lessons as well as from earlier in the school year, ensuring scholars retain all concepts and can make connections between them.
- Saxon Math's incremental, distributed pedagogy builds upon concepts from the Common Core domain throughout the year, articulating them over time. This allows scholars to gain a deep understanding and long-term mastery of the Common Core State Standards.

History/Geography

We contend that history should be the core of the curriculum, especially for grades 4-8. History becomes the unifying "discipline of choice" due to our belief that all aspects of life fit under its broad sweep.

Scholars read a "living" biography or two about a key person in the period being studied. Whenever possible, primary sources such as diaries, journals, letters, or speeches that the person wrote are used. Scholars research in reference books but try to use living biographies as the main books. Scholars enter key people's names and events into a Book of Centuries (a copybook for older students), which is like a timeline in a book. History is taught in sequence in a historical timeline, so learning is not fragmented for scholars and therefore makes sense.

- Mapping skills are utilized.
- Scholars memorize geographical and historical data.
- Scholars create Copybooks/Books of Centuries to reflect their unit of study, thus becoming masters of the subject area.
- Scholars recognize how events from the past shape our future.
- The classroom is full of rich resources, biographies, maps, books, and artifacts that reflect the unit of study, and are available for use by our scholars as they create their Copybooks/Books of Centuries.

Science

Effective science instruction will be offered through hands-on experience and observation. Scholars are encouraged to ask questions about how their world works and seek answers, make observations, and discuss findings to be actively engaged in learning about science, technology, engineering, and math as they learn to view the world through a scientific lens. Scholars will use Harcourt's Science *Fusion* series for 7th and 8th grades.

- The teaching of science will be heavily focused on the Socratic method of giving the scholars foundational information and then asking questions that encourage critical thinking and assessment skills.
- The classroom also reflects the unit of study, and the bookshelves are rich resources for the scholars to gather their research and collect their data to write

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their observations in their Copybooks.

- Younger scholars will have the opportunity to solve problems through inquiry, exploration, and observation.
- Science experiments are hands-on for student discovery and observation through the active process of investigation.
- A systematic approach to the exploration of science is established through hands-on learning experiences offered by the teacher.

Spanish

Scholars in Kindergarten through grade 2 will participate through in-class instruction of Spanish. Kindergarten is the perfect time to introduce learning Spanish, for at this age, scholars can listen and understand, building a foundation enabling scholars to start speaking a second language. Scholars will learn common phrases, colors, numbers, and greetings. The curriculum is developed in-house.

Latin

Scholars will use *Latin for Children* beginning in grade 3 and continuing through grade 5. *Latin for Children* trains scholars in grammar, vocabulary, and English derivatives in a lively, interactive way that is perfectly suited to scholars in the grammar stage. The study of Latin continues through grades 6-8, the logic stage, as scholars delve deeper into the structure and meaning of language. Moving from *Latin for Children* to *Latin Alive* will be a natural progression for our scholars, and research support will greatly enhance vocabulary, reading, and comprehension skills.

Recitations

Each month, beginning in Kindergarten, scholars will have a piece of prose or poetry, a patriotic piece, or other pieces that are connected to the curriculum to memorize and recite in front of the class. Proper poise, posture, speech, volume, and overall public speaking skills are emphasized.

Technology

Classrooms will be equipped with computers and technology equivalent to having Smart Boards. Teachers are encouraged to incorporate technology into their lesson plans along with allowing their scholars to interact with them by using the technology.

Special Areas: Art, Music, Physical Education

Scholars at Leman Academy of Excellence will participate in structured art class, music, and physical education classes. Art will have an emphasis on art appreciation. The principles and fundamentals of art will also be taught. Music will have an emphasis on music appreciation, and elements of music will be taught.

Methods of Instruction

Leman Academy of Excellence will emphasize a return to our Classical roots that adheres to an ancient view of learning and yet will use traditional teaching methods that promote critical thinking, logical analysis, and a love for learning. Classical education is unique in that it seeks to faithfully restore the most proven form of education ever developed, and the classical view of education holds that human beings are thinking creatures. Humans live by their intelligence, and they want to know things.

Charlotte Mason's educational approach and her influence on Leman Academy of Excellence is based on Miss Mason's firm belief that the child is a person and we must educate that whole person, not just his/her mind. Understandably, Miss Mason advocated a rich, comprehensive, connected curriculum for all scholars, not merely to "educate" them but also to guide them in the development of character and cultivate in them a lifelong love of learning. Miss Mason planned each school day so that the more demanding academic subjects were placed in the morning, while the afternoon would consist of physical education, creative work in art, music study, and song, along with any other practical activities.

Therefore, our foundational educational program is two-fold: it includes the Classical educational approach and curriculum that is based on academic rigor along with the belief of Charlotte Mason that children are young people who observe everything around them, picking up language at an astounding rate and learning new things because they are curious and love the joy of discovery. Both the Classical approach and Miss Mason recognizes the importance of Language and Latin for producing great thinking and expression. Finally, what makes the Classical approach so effective is based on the Trivium, that no matter how the scholar learns, he or she goes through three different phases, all of which are spoken about in greater detail in the Educational Philosophy section.

Teaching Methods

Direct Instruction Teaching Model:

The teacher defines and teaches a concept, models the learning process, guides scholars through its application, and arranges for extended guided practice until mastery is achieved.

Structured-Discovery Learning:

A model that teachers will select when they want scholars to actively participate in the learning process and to teach a particular academic content knowledge. Teachers may select this model:

1. to increase scholar motivation - the challenge of "making a discovery" 2) to promote higher-level thinking 3) to promote critical thinking skills 4) to enhance retention.

Socratic Teaching Method

In Socratic teaching, the focus is on giving scholars questions, not answers. The teacher models an inquiring, probing mind by continually probing into the subject with questions.

Charlotte Mason Methods

Charlotte Mason's methods are looked upon as simple but, more importantly, very effective. The method implies two things - an objective based on content and a standard and the step-by-step process you take to reach that objective. With that vision in mind, the process of the method becomes natural. Educating the scholar will become effortless because our teachers will be using every circumstance in the child's life as a tool toward attaining that goal. Everything the young person does, whether it's eat, play, work, learn, etc, will be seen as a way to educate the whole child in obtaining that objective in a very natural way. The following are four essential methods of Miss Mason's in our educational program:

Copybook: Self-created, it provides greater scholar engagement and helps them retain content learned in class. Used as a tool for making cross-curricular connections (e.g., between science & history and language arts). Used sequentially with the history timeline.

Living Books: These are usually written by one person who has a passion for the subject.

- 1. Narration:** When a teacher asks the scholar to tell back in his own words what he/she just saw, heard, or read.
- 2. Nature Study:** Time spent outdoors by scholars to look at various aspects of nature around them and to enter their observations in their nature notebooks.

Formative Assessment Strategies

The following are formative assessment strategies that our teachers will use throughout the school year that will provide information for the teacher to adjust and improve their instructional methods as well as monitor the scholars' progress and learning while they are still happening: discussion, observations, rubric, questioning, partner work, scholar/individual whiteboard work, small group, short quizzes, end-of-unit or chapter tests, end-of-term or semester exams, warm-up to check scholar understanding, closure for summary/reflection of what learned, homework, games, narration, projects, reading assessments, writing samples, nature study notebook, and copybooks.

Differentiated Instruction

Differentiated instruction will occur as teachers strive to meet the needs of all scholars through preparation as our teachers plan for and create different assignments, lessons, activities, tasks, etc, within the same unit or lesson to match individual scholar needs. The differentiation of instruction may include the content of what they are teaching, the process that goes toward the learning of the content, and the outcome (product) or test to match the scholars' needs.

Additionally, our teachers will consider differentiation of instruction based on the readiness of the scholars, which includes their ability levels and prior knowledge, their interest, which includes their experience with the content, and their learning profile, which looks at the learning style of the scholar.

Smaller class sizes will help teachers individualize instruction based on scholars' needs and learning styles. Teachers can plan for small groups, whole groups, and individual time (one-on-one instruction) to work with a particular scholar who may need extra instruction or to enhance and teach concepts above grade level to challenge exceptional scholars. This allows our teachers and the scholars to build meaningful relationships, where scholars see the classroom as a safe place to succeed and fail, as they know they have the support of the teacher to come alongside them and bring them along academically, socially, and emotionally. Scholars feel a sense of belonging to the school when teachers and scholars are co-laborers and life-long learners.

Special Education Scholars and English Language Learners

The learning community of Lemn Academy of Excellence will consist of scholars with a wide range of learning abilities and special needs. Scholars with special needs will receive the services as outlined in their Individual Education Plan (IEP). Our teachers will work closely with administration, contracted service providers, parents, and any IEP team member(s) to ensure that the implementation of an IEP is effective and meets the requirements as stated in the document. Specific training through experts in the field of Special Education will be made available to the faculty and staff of Lemn Academy to both meet the needs of the special needs scholar and to meet all state and federal laws regarding Special Education.

In accordance with the Colorado Department of Education, students who have been identified as second language learners will take the WIDA-ACCESS Placement Test, which is the screener to assist in the identification of students who qualify for English Language Development (ELD) programming. Lemn Academy will integrate the ELL students into the general classroom at the appropriate grade level. Scholars who have been placed into an English Language Learner (ELL) education program will take the ACCESS for ELLs test, which is an annual test that measures a student's progress in acquiring academic English. Best classroom practices and teaching strategies will be used with our ELL students at developmentally appropriate levels along with consideration given to the students' language proficiencies and cognitive levels.

Section 2

Curriculum and Alignment

Describe how the proposed curriculum is aligned to state model content standards. Provide examples such as:

Scope and Sequence

Each grade in LEA has a Scope and Sequence Guiding document that focuses on the Colorado State Standards and the Core Curriculum within the Classical curriculum and the materials and resources utilized.

The Scope and Sequence attachment in the optional attachment section shows the alignment of each grade and subject in a horizontal and vertical alignment as well as results of the school's prior performance in the CMAS and MAPS performance that supports and validates the alignment and expectations of the Colorado Department of Education.

Curricular Framework,
including subjects to be
taught by grade

See in the only attached area Education Program under Bell Schedule in section 4 the scope and sequence document. The Scope and Sequence serves as a framework for each subject and alignment of topics. The Curriculum framework overview is as follows:

Reading

K–3 Wonders + Memoria

4–8 classical novels + informational texts

Writing & ELA

K–3 Wonders

4–8 Institute for Excellence in Writing (IEW)

Math

K–2 Saxon

3–8 IntoMath (flexible skill grouping 4–8)

History (using Bauer, Susan Wise. *The story of the world: History for the classical child*. Peace Hill Press, 2004.)

1st Ancient Time Period

2nd Middle Ages Time Period

3rd Early Modern Time Period

4th Modern Time Period

5th Ancient Time Period

6th Middle Ages Time Period

7th Early Modern Time Period

8th Modern Time Period

Science

K thematic

1st Grammar Stage Biology by Paige Hudson

2nd Grammar Stage Earth Science by Paige Hudson

3rd Grammar Stage Chemistry by Paige Hudson

4th Grammar Stage Physical Science by Paige Hudson

5th Logic Stage Biology by Paige Hudson

6th Logic Stage Earth Science by Paige Hudson

7th Logic Stage Chemistry by Paige Hudson

8th Logic Stage Physics by Paige Hudson

Art & Music

Complement the History time periods by grade level.

PE

Follows Colorado state standards.

Foreign Languages

K–2 Spanish

3–8 Latin with Greek roots, prefixes, and suffixes

Sample lessons showing alignment to state standards

Colorado Social Studies Geography Standards

Grade 6

1. Use geographic tools and resources to examine places and regions in the Western Hemisphere through maps, charts, and computer-based geographic information systems such as Google Earth.

2. Investigate problems and potential solutions regarding human interactions with the physical world (landforms, resources, climate), including issues such as resource distribution and human migration patterns.

Unit/Lesson Planning

Timeline: Two weeks

1. Subject: Social Science/Geography (6th Grade)

2. Topic or Unit of Study: Butterfly migration and the geography of Mexico and the United States

3. Objectives: SWBAT to understand how the migration of the Monarch Butterfly is affected by the Geography of Mexico and the United States, their cultural significance either in Mexico or in America, and how they are threatened by the deforestation of of wintering forests in Mexico, disruption to their migration caused by climate change, and the loss of native plants along their migratory corridors.

4. Essential Question: "How does the world reflect or reject the reality of climate change?"

Preparation (Lessons Before Project)

1. Advanced vocabulary and grammar and the study of climate change

2. Topic History: The Geography of Mexico and the South to Midwest of the United States.

3. Mission objective: Understand how the Geography of Mexico and the United States affects certain species (specifically the monarch butterfly) and how nature has been integrated into Mexican and American culture.

4. Mission architecture and design (students will be given specific tasks that incorporate critical thinking skills, scientific skills, and research skills)

5. Historical implications of the mission: Students will make connections from historical implications of how the arrival of the lasting effects of modern civilization on the climate and culture of Mexico.

Implementation:

Students will use technology for this exercise for research and for the final document, which will be written on Google Docs.

Background: The Monarch Butterfly is an important symbol to many cultures. It was a sacred symbol for many indigenous cultures of pre-Columbian Mexico. In Teotihuacan, c. 200 AD–900 AD, stamps, headdresses, nose rings, frescos, and ceramics were adorned with imagery of butterflies.. According to some sources, a Monarch butterfly in particular, is a sign that you are on the right path to achieve your goals.

Mexico has a very special relationship with Monarch butterflies. Millions of butterflies take flight to central Mexico as part of their yearly migration and arrive during the Day of the Dead. (October 31-November 2nd).

In Denver Colorado, the Denver Botanical Gardens hosts a month-long attraction in their gardens for people to see the butterflies on their way down to Mexico for the

winter. However, climate change now threatens the Butterfly due to the effect of many of the plants on which it depends during its long journey both north and south. This project will explore how climate change is affecting the Monarch Butterfly and its natural habitat.

Procedure:

Step 1: Research. Students will research the Monarch Butterfly and study how the effects of climate change have affected their migration.

Step 2: Build 3D Model -Now that students have done research, they will build a 3D model of the Monarch Butterfly, which will present both their habitat and current climate challenges. It will also present cultural aspects of the monarch butterfly

Step 3: Oral Preparation and visual presentation -Now that the translations have been completed, students will create a tri-fold presentation that outlines their research. Students will create a 3-D version of the Butterfly and label plants in their scientific terms.

Step 4: Field trip to the Butterfly Museum - Students will then take a trip to the Butterfly Museum in Denver, where they will get hands-on experience learning about the Butterfly and its importance to our environment.

Step 5: Analysis and Discussion -This is the opportunity to open up the class for a group discussion. Students will be asked questions that help them realize the importance of the lesson with questions like, "How will you use this information in your everyday lives, and also link this lesson to the essential question, "How does the world reflect or reject the reality of climate change"?"

Differentiated Instruction:

Students will be divided into each of the groups to assist with the more advanced translations. However, every student in the group is expected to contribute to the translations and will have to communicate some in Spanish during the presentation of their project. Students will be asked questions in Spanish and be expected to answer them in Spanish. This project will adhere to Auditory, visual, and kinetic learners very well.

Assessment -A Rubric will be used to assess students both on their written work and their presentations. Students will be graded both on an individual and group basis.

Research that led to the curricular choices

The provided attachment has the entire program's research aligned to all aspects of the school and student populations.

The following research is aligned to the curriculum resources and choices we use in LAE:

Szabo, Zsuzsanna Katalin, Péter Körtesi, Jan Guncaga, Dalma Szabo, and Ramona Neag. "Examples of problem-solving strategies in mathematics education supporting the sustainability of 21st-century skills." *Sustainability* 12, no. 23 (2020): 10113.

Liljedahl, Peter. *Building thinking classrooms in mathematics, grades K-12: 14 teaching practices for enhancing learning*. Corwin press, 2020. Tayag, J.R., 2020. *Professional learning communities in schools: Challenges and opportunities*. *Universal Journal of Educational Research*, 8(4), pp.1529-1534.

Liljedahl, Peter. *Building thinking classrooms in mathematics, grades K-12: 14 teaching practices for enhancing learning*. Corwin press, 2020. Liljedahl, Peter. "Building thinking classrooms." *Teaching and learning secondary school mathematics: Canadian perspectives in an international context* (2018): 307-316.

Pruner, Michael, and Peter Liljedahl. "Collaborative problem solving in a choice-affluent environment." *ZDM—Mathematics Education* 53 (2021): 753-770. Liljedahl, Peter, Anisha Clarke, and Nasriah Morrison. "Building thinking classrooms: A conversation with Dr. Peter Liljedahl." *Journal of Mathematics Education at Teachers College* 12, no. 1 (2021): 1-7.

Gezer, Tuba, Chuang Wang, Andrew Polly, Christie Martin, David Pugalee, and Richard Lambert. "The relationship between formative assessment and summative assessment in Primary grade mathematics classrooms." *International Electronic Journal of Elementary Education* 13, no. 5 (2021): 673-685.

U.S.Department of Education Retrieved from:

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_saxonmath_051617.pdf

Detail how curriculum objectives, content, and skills will be aligned horizontally and vertically.

See the attached articulation guide sample in the bell schedule upload section

The curriculum objectives, primary resources, and strategies are aligned through a grade-level articulation pacing guide and the deconstruction of each standard to ensure horizontal reliability in grade-level instruction and vertical gap prevention. This work is conducted before school begins in the pre-service training and then addressed on a regular cycle during the early release days on Wednesdays.

The weekly PLC rotates between grade-level teacher engagement and subject/content teacher engagement, which are led by instructional coaches, team shepherds (team leaders), assistant principals, and mentors. The grade-level meetings address the practices and targets so horizontal consistency is assured, and vertical articulation is addressed in the content meetings in the K-3, 4-6, and 7-8 grade bands.

Transitional discussions also occur during the beginning of the year for 4th and 7th grade teachers to ensure alignment compliance.

Describe how the school will monitor implementation of curriculum with fidelity to include scope and sequence and exit standards.

See attached Scope and Sequence in optional attachments and data collection examples in the Goals, Objectives, and Pupil Performance Standards section.

There are multiple ways of monitoring the implementation of the curriculum, scope and sequence, and exit standards. All standards are part of the grade and department training that is embedded in the summer, monthly staff meetings, and weekly professional development early release meetings.

Multiple monitoring processes of the progress include teacher reflection, instructional coach observation, benchmark assessments, classroom assessments, State assessments, and ongoing professional development application of data results to the standards. The deconstruction of the Standards and identification within the curriculum are prepared in the unit, and lesson plans are monitored by the teacher, instructional coach, and supervising evaluator.

Data is a primary source of monitoring alignment. The CMAS itemized breakdown of performance indicates where the students in each classroom are doing well or where they have gaps in learning. This is an annual deep dive of each teacher's results in determining areas of alignment concentration within the unit and lesson plans.

LAE has many examples of data collection. Formal data such as i-Ready interval progress during the year, MAPS three times per year, DIBELS ongoing monitoring from beginning to end of the year, and direct performance-based assessments from the classroom. A continuous weekly teacher roundtable engagement of reviewing data and lesson plan alignment to on-grade level standards and the needed professional development to address the gaps in learning for students is embedded in the schedule each week.

Here is an example of complementary results of performance per the CMAS exam:

	Elementary (Grades 3-5)				Middle School (Grades 6-8)			
	DCSD Math		Leman Math		DCSD Math		Leman Math	
	754	746	748	751	55%	50%	51%	68%
Achievement								
Growth Percentile								
	Elementary (Grades 3-5)				Middle School (Grades 6-8)			
	DCSD English		Leman English		DCSD English		Leman English	

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Achievement	758	754	759	764
Growth Percentile	58%	54%	54	72%

Describe an organized, Vision Statement

cohesive curricular design A classical education puts young minds to work and will lead young people to that aligns to the vision, understand themselves and the world around them. LAE is a classical school that mission and philosophy of equips scholars with the proven tools of learning that is structured around the the school, along with curriculum. "For the sole end of education is simply this, to teach men and women how research to demonstrate to learn for themselves; and whatever instruction fails to do this is effort spent in vain." that it will meet the needs - Lost Tools of Learning, Dorothy Sayers. of the target population. Mission Statement

LAE offers a rigorous, classical education based on the traditions of Western culture, where all disciplines are interrelated, allowing scholars the ability to think independently and critically. We purpose to partner with supportive parents, pursue excellence, provide a safe and challenging environment, and instill morals and values in order to produce tomorrow's leaders today.

Core Values

1) Academic Excellence: We have adopted a rigorous, classical approach to education. We believe that the holistic approach personified by the classical model is exceptionally outstanding in preparing the scholar to retain knowledge, think logically and analytically, communicate effectively, and succeed in life by being a responsible, caring, contributing member of society. Within that context, every teacher is passionate about their subject and has exceptional qualifications to perform their role with excellence. High academic standards are maintained for each scholar, with the expectation that each can succeed. Every young person is encouraged to maximize his/her learning potential and develop a lifelong love for learning.

2) Partnership with Families: We believe that parents have the ultimate responsibility for the education of their children. We serve as an extension of the home, partnering with parents and serving families in the intellectual, social, emotional, and ethical development of their children. Parental support is essential to the success of educating young people with a classical approach to education. Teachers, administration and parents must work together to make sure that scholars' learning takes place in both the school and the home.

3) Children & Learning: We believe that children are born persons and are unique and worthy of our utmost attention, love, and respect. The child's mind is not a blank slate or a bucket to be filled. It is a living thing and needs knowledge to grow. We believe that the typical child has powers of mind which fit him to deal with all knowledge proper to him, and therefore, we should give him a full, rich and generous curriculum, taking care only that all knowledge offered him is vital, that is, that facts are not presented without their informing ideas, allowing scholars to think in an independent and critical fashion.

Cultivation of Character Attributes

We believe that education is not just about training the mind with knowledge but also about training the heart. A child is not born either good or bad; children from all walks of life and backgrounds make choices for good or bad. A scholar's relationship with fellow scholars, parents, and teachers should be one of thoughtfulness, respect, and accountability. Key virtues that are fostered include caring, good citizenship,

perseverance, respect for authority and others, responsible stewardship, and trustworthiness:

a. Caring - Caring is being interested, concerned, or empathetic about someone or something. Caring people express gratitude, kindness, compassion, and forgiveness. Caring people will help others in need.

b. Citizenship - Citizenship is accepting the responsibility to contribute to the greater good of the community. Good citizens cooperate, respect authority, and obey rules and laws. Good citizens stay informed, vote, and are responsible, caring participants in school and local, state, and global communities.

c. Perseverance - Perseverance is working hard to set and achieve personal goals, learning from failure, and following through with any undertaking to the end. People who persevere demonstrate commitment, pride, and a positive attitude in completing tasks.

d. Respect - Respect is recognizing other people's feelings, opinions, or possessions. It is an attitude that you display every day. When you treat others with respect, you accept differences, use good manners, and deal peacefully with anger, insults, and disagreements. Respectful people show high regard for authority, other people, self, and country.

e. Responsibility - Responsibility is taking control of your actions and your obligations. It also means taking ownership of something that is your fault and holding yourself accountable for decisions and actions rather than pointing the finger at someone else. It means having a sense of duty to fulfill tasks with reliability, dependability, and commitment. It includes self-discipline and work ethic; when you are responsible, you always do your best. Responsible people will think before they act and consider the consequences.

f. Trustworthiness - Trustworthiness is being reliable, keeping promises, and following through on your word. Trustworthy people are honest and have the courage to do the right thing.

g. Core Beliefs

We Believe That:

Each child is born a unique person and has value with specific gifts.

High standards and expectations inspire a higher level of performance.

Education is about knowledge, skill, and understanding.

Like Plato, the highest goal of education is to become good both intellectually and morally.

Teachers and scholars developing meaningful relationships will only increase the scholar's sense of belonging to the school.

A quality, Classical education expands the opportunities for each young person and is vital to the success of the entire community.

Educating young people is a shared responsibility of the entire community.

Understanding all forms of diversity is essential in a global society.

Parents are necessary if their children are to reach their full potential in life.

Everyone has the responsibility to contribute to the greater good of the school community.

Developing positive relationships is based on the Golden Rule - "Treat others as you

would want to be treated yourself."

Bullying or put-downs of any kind are not tolerated.

Life lessons, accountability, responsibility, and discipline are taught through natural consequences rather than "punishment."

Learning is fun in a safe, interactive, vibrant, and challenging environment.

Scholars enjoy learning, making progress, and being able to achieve.

Program of Instruction

The world is full of knowledge, and to the classical mind, all knowledge is interrelated.

Trying to find the links between fields of study can be a mind-twisting task. A classical education meets this challenge by using history as its organizing outline – beginning with the Ancients (6000 BC to AD 500), up to the Middle Ages (500-1600), continuing onto the Early Modern period (1600- 1850), and progressing forward to Modern Times (1850-Present Day) in history, geography, science, literature, art, and music.

Accordingly, the subject areas of our classical educational program are linked to history studies and taught around the time period under study in history, bringing a more meaningful and connected curriculum to the minds of our scholars.

A classical educational program with a Charlotte Mason influence has a strong curricular focus on the academic foundation of grammar, history, and mathematics. Our curriculum maps will be centered upon a limited number of essential learning outcomes for each content area, approximately 20 per area of content for the year, in order to create a guaranteed and viable curriculum.

The teacher is instrumental in bringing forth the curriculum maps, which are foundational to support scholar learning, by use of scope and sequence documents that connect to the essential learning outcomes through instructional planning that guides instruction and assessment. As scholars delve into the concepts and ideas being covered, the teacher will use pacing guides for the classroom to make instructional decisions that take into consideration differentiated instruction for the essential learning outcomes that may include enrichment and/or intervention activities dependent upon scholars' ability levels, prior knowledge, previous learning experiences and learning style.

English Language Arts

K- 3rd grade scholars build a firm foundation in phonemic awareness and will use Great Minds Wit and Wisdom, Really Great Reading, and Geodes. First through Third graders continue with the use of Wit and Wisdom to increase their proficiency of early and emerging literacy skills.

Explicit instruction of foundational skills ensures mastery of basic reading and decoding skills.

We will use living books, or whole books, appropriate to the grade level that are rich selections of literature. These selections are used for reading skill development, comprehension, vocabulary development, and to instill the love of learning in scholars as they are exposed to the best of literature. We believe that in order for our scholars to become the best writers and fluent readers, they need to be exposed to the best of our

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Western heritage and timeless classics.

Teachers will do read-alouds throughout the year from rich literature selections that are connected to the history unit of study.

A wide range of texts provided throughout each level offer rich, high-quality literature and give scholars the opportunity for close reading and analysis using full-length literature books.

The spelling program embedded in the Wit and Wisdom curriculum will be utilized to instruct scholars in spelling from kindergarten through Third grade.

Handwriting

D'Nealian handwriting is introduced in Kindergarten and developed throughout grades 1-6. Cursive writing is introduced towards the end of grade 2. Attentiveness to detail, correct formation, and overall neatness are emphasized at each grade level.

Math

We implement two Math programs at our campuses. New this year to our Central, East, Sierra Vista, and Virtual campuses is Into Math, in addition to Saxon Math.

Into Math

In Into Math, the progression of topics forms coherent learning arcs. The learning arcs are designed to build a foundation of conceptual understanding before teaching procedures. Opportunities for application occur throughout. An emphasis is placed on connections between concepts and skills. The learning arcs ensure the delivery of rigorous instruction.

Into Math has embedded differentiation (On Track, Almost There, Ready for More) as well as resources for small groups and centers. Premium grade-level manipulative kits are provided for classrooms. Into Math also offers consumable workbooks for scholars to use in class and for homework. There is also a digital component for both teachers and scholars to access.

Saxon Math

Taught at an accelerated level. Kindergarten, for example, will begin with Saxon Math 1. No matter how well scholars initially learn a concept, if they are not able to retain their learning, connect it to other concepts, and apply it in problem-solving situations, they have not reached mastery. Saxon Math is designed to support long-term mastery and applications that will make a difference during testing, future education, and careers.

Concepts are taught in small, approachable increments.

Increments are spread throughout the year, building in complexity, so that by the end of the year scholars have reached deep understanding and fluency.

Practice and assessments include concepts from the most recent lessons as well as from earlier in the school year, ensuring scholars retain all concepts and can make connections between them.

Saxon Math's incremental, distributed pedagogy builds upon concepts of the Arizona College and Career Readiness Standards throughout the year, articulating them over time. This allows scholars to gain a deep understanding and long-term mastery of the Arizona College and Career Readiness Standards.

History/Geography

It is our contention that history should be the core of the curriculum and, therefore, becomes the unifying “discipline of choice” due to our belief that all aspects of life fit under its broad sweep.

Scholars read a “living” biography or two about a key person in the time period being studied. Whenever possible, primary sources such as diaries, journals, letters, or speeches that the person wrote are used. Scholars research in reference books but try to use living biographies as the main books. Scholars enter key people’s names and events into a Book of Centuries (a copybook for older scholars), which is like a timeline in a book. History is taught in sequence in a historical timeline, so learning is not fragmented for scholars and therefore makes sense.

Mapping skills are utilized.

Scholars memorize geographical and historical data.

Scholars create Copybooks/Books of Centuries to reflect their unit of study, thus becoming masters of the subject area.

Scholars recognize how events from the past have shaped the present and continue to shape our future.

The classroom is full of rich resources, biographies, maps, books, and artifacts that reflect the unit of study and are available for use by our scholars as they create their Copybooks/Books of Centuries.

Science

Effective science instruction will be offered through hands-on experience and observation. Scholars are encouraged to ask questions about how their world works and seek answers, make observations, and discuss findings to be actively engaged in learning about science, technology, engineering, and math as they learn to view the world through a scientific lens.

The teaching of science will be heavily focused on the Socratic method of giving the scholars foundational information and then asking questions that encourage critical thinking and assessment skills.

The classroom also reflects the unit of study, and the bookshelves are rich resources for the scholars to gather their research and collect their data to write their observations in their Copybooks. Younger scholars will have the opportunity to solve problems through inquiry, exploration, and observation. Science experiments are hands-on for scholar discovery and observation through the active process of investigation. A systematic approach to the exploration of science is established through hands-on learning experiences offered by the teacher.

Latin

Scholars will learn Latin beginning in Grade 3 and continuing through Grade 5 as part of the “Grammar Stage” of learning, crossing into the “Logic Stage” in 5th Grade. The study of Latin continues through grades 6 and 7 in what is the “Logic Stage” of the Trivium, as scholars delve deeper into the structure and meaning of language. Grades

6 and 7 will use the textbook Latin Alive with other resources for Latin to support this text. Moving from Latin for Children to Latin Alive will be a natural progression for our scholars, and research supports the study of Latin greatly enhances vocabulary, reading, comprehension, and study skills as well as advanced math problem-solving abilities.

Spanish

Scholars in Kindergarten through 2nd Grade will participate through in-class instruction of Spanish. Kindergarten is the perfect time to introduce learning of Spanish, for at this age, scholars can listen and understand, building a foundation enabling scholars to start speaking a second language. Scholars will learn common phrases, colors, numbers, and greetings.

Recitations

Each month, beginning in Kindergarten, scholars will have a piece of prose or poetry, a patriotic piece, or other pieces that are connected to the curriculum to memorize and recite in front of the class. Proper poise, posture, speech, volume, and overall public speaking skills are emphasized.

Special Areas: Art, Music, & P.E.

Scholars at LAE will participate in structured art, music, and physical education classes. Art will have an emphasis on art appreciation. The principles and fundamentals of art will also be taught. Music will have an emphasis on music appreciation, and elements of music will be taught.

English Learners (EL)

Scholars who have been identified as second language learners on the Primary Home Language Other Than English Survey (PHLOTE) will take the English Language Learner Assessment placement test, which meets both state and federal requirements to measure a scholar's English language proficiency. Best classroom practices and teaching strategies will be used with our EL scholars at developmentally appropriate levels, along with consideration given to the scholars' language proficiencies and cognitive levels.

Key Features:

Feature One: Asset-Based Behaviors and Expectations

Feature Two: Integrated Instruction in Disciplinary Language and Content

Feature Three: Targeted and Explicit Language Instruction

Feature Four: Assessment, Monitoring, and Feedback

Key factors:

English is fundamental to content mastery, and time on task increases academic progression.

Best Practices:

1)Scaffolding – to guide a scholar in understanding and learning; use questioning techniques to elicit experiences that relate to his/her native culture.

2)Shelter – Introduce new content by using visual aids, music, etc.

3)Critical Thinking Questions – the teacher encourages the scholar to ask and answer questions that start with the words "why" and "how."

4)Hands-On Experiences

5)Simplify Instruction and connect the instruction to the EL's native culture – allow for flash cards, vocabulary word banks, and discussion.

Section 3

Instructional Strategies

Discuss the process and methods that will differentiate instruction based on identified student needs.

Analyzing data from classroom and curriculum assessments and benchmark assessments like MAPS, DIBELS, and CMAS guide teachers in planning specific, differentiated instruction for individuals or groups based on need.

Exceptional Scholar Services

The learning community of LAE will consist of scholars with a wide range of learning abilities and needs. Scholars with exceptional needs will receive the services as outlined in their Section 504 accommodation plan or Individualized Education Program (IEP) in compliance with Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA). Our teachers will work closely with administration, contracted service providers, parents, and other IEP team member(s) to provide eligible scholars with disabilities a free appropriate public education (FAPE) and ensure that the implementation of an IEP is effective and meets the requirements as stated in the document. Specific training by the Director of Scholar Services will be made available to the faculty and staff in order to both meet the needs of the exceptional scholar and to meet all state and federal laws regarding Exceptional Scholar Services (ESS).

All scholars at LAE receiving a rigorous, classical education are surrounded with daily opportunities to learn, and scholars with exceptional needs are no different. The administration, faculty, and staff of LAE will make the proper accommodations for individual scholars with exceptional needs who may require a specific accommodation through an IEP or a 504 plan. Accommodations may offer alternative ways for scholars to either acquire information or share what they have learned in the classroom, but accommodations made by our teachers will not lower the difficulty level nor the expectations for scholarly learning and achievement, although changes could be made in teaching materials used, testing materials, or even in the instructional environment. Accommodations will be offered with the sole purpose of increasing a scholar's access to the general education curriculum while still holding true to the Classical Model.

Accordingly, if modifications are included in a scholar's IEP, our teachers will then modify a scholar's instruction to accommodate the young person's unique learning needs. Modifications may include changes to the quantity of material to be learned, how the material/content is presented, or the form of testing. Although modifications make fundamental changes in what a scholar at LAE is expected to learn, any modifications made by our teachers should not take away opportunities for learning in the classroom, which will allow a scholar with exceptional needs to continually be engaged in the learning process with other scholars in class.

Leman Academy of Excellence does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities, including in admission and enrollment. Leman Academy of Excellence abides by the procedures mandated by Section 504 of the Rehabilitation Act of 1973 and the Individuals with

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Disabilities Education Act (IDEA) and will provide eligible scholars with disabilities a free appropriate public education (FAPE), including following Section 504 accommodation plans and Individualized Education Programs (IEPs).

Intervention Policy

LAE has rigorous and engaging curricula in place that are taught through the Classical approach of educating young minds: that the content is appropriate to the child and following the developmental stages of the Trivium. We understand that all scholars learn in unique ways, having unique strengths and weaknesses that impact their acquisition, rate, and retention of learning. Understanding this, we have implemented interventions that support the learning of all scholars. We also recognize that learning does not take place in isolation, meaning that the school and home must partner together in the learning of their scholars.

As one of our core values states, "We believe children are unique and worthy of our utmost attention, love, and respect. The child's mind is not a blank slate or a bucket to be filled. It is a living thing and needs knowledge to grow. We believe that the typical child has powers of mind that fit him to deal with all knowledge proper to him, and therefore, we should give him a full, rich, and generous curriculum, taking care only that all knowledge offered to him is vital, that is, that facts are not presented without their informing ideas, allowing scholars to think independently and critically."

Types of Intervention

Differentiation of Instruction/Data-Driven Instruction

Analyzing data from classroom and curriculum assessments, NWEA MAP, I-Ready, DIBELS, CMAS, Formative assessments, and Unit assessments will guide teachers in planning specific, differentiated instruction for individuals or groups based on need.

Scholar Hours

Each classroom teacher has scheduled Scholar hours into their before or after school work day to support scholars that are struggling with a specific skill or content area. Support in Scholar Hours could include any of the following: executive functioning skills, homework organization, study strategies, note-taking skills, completing long-term projects, specific skill instruction, etc. This intervention is available on a short or long-term basis.

Parent Partnering Hours and Parent/Teacher Conferences

Each classroom teacher has scheduled Parent Partnering hours into their before or after school work day to partner with, support, and inform parents on the growth or lack thereof of their scholars regarding specific skills or content areas.

Another of our core values states, "We believe that parents have the ultimate responsibility for the education of their children. We serve as an extension of the home, partnering with parents and serving families in the intellectual, social, emotional, and

ethical development of their children. Parental support is essential to the success of educating young people with a classical approach to education.

Teachers, administration, and parents must work together to make sure that scholars' learning takes place in both the school and the home." In alignment with our core values, each teacher will offer Parent Partnering hours every week that parents may sign up for or be recommended by the teacher to participate in. In these sessions, parents and teachers will discuss their scholars' progress and develop a plan on how to intervene, as necessary.

Multi-Tiered System of Support Team Referral

When Scholar hours, differentiated instruction, and Parent Partnering are rendering inadequate results of growth, a scholar may be referred to the Multi-Tiered System of Support(MTSS) Team. This team will review and analyze data and determine the next best step of intervention: increased Scholar hours, providing more targeted instruction through differentiated instruction in the classroom, providing targeted instruction through the reading interventionist, or completing an evaluation for consideration of qualifying for Exceptional Scholar Services (Individualized Educational Program), a 504 Accommodation Plan or an Individual English

Language Learner Plan.

When scholars are not adequately making growth, we need to determine their potential as best as is possible and put support in place (through an IEP, 504 or ILLP) to facilitate the attainment of their potential. This responds to our last core value, "We have adopted a rigorous, classical approach to education. We believe that the holistic approach personified by the classical model is exceptionally outstanding in preparing the scholar to retain knowledge, think logically and analytically, communicate effectively, and succeed in life by being a responsible, caring, contributing member of society. Within that context, every teacher is passionate about their subject and has exceptional qualifications to perform their role with excellence. High academic standards are maintained for each scholar, with the expectation that each can succeed. Every young person is encouraged to maximize his/her learning potential and develop a lifelong love for learning."

Professional Development

All teachers were provided professional development on the various curricula used for instruction: Wit and Wisdom, Saxon Math, Into Math, Habits of the Heart and Mind, and the Classical Model.

The preceding Core Value states, "...every teacher is passionate about their subject and has exceptional qualifications to perform their role with excellence." It is the responsibility of LAE administration to provide appropriate and exceptional professional development regarding their rigorous and classical education.

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Tiers of Intervention

Tier 1

ELA and Math Curriculum aligned to Arizona College and Career Readiness Standards

Data: Data-driven instruction using formative data

Data Review System – NWEA MAP i-Ready, and CMAS meetings

Professional Development – Wit and Wisdom, Saxon Math, Into Math Classical Model

Parent Partnering Hours – offered to all scholars' parents, optional

Scholar Hours – (tutoring) offered to all scholars, optional

Differentiated Instruction

Meet with the Grade Level Team to determine standard classroom interventions such as, but not limited to: preferential seating, repeating directions, rephrasing vocabulary, organizational support.

Tier 2

All interventions from the previous tier should be in place for 3 - 4 weeks and continue to be available with documentation

Scheduling Parent Partnering Hours

Scheduling Scholar Hours (mandatory) – Targeted differentiated instruction

Progress monitoring of interventions. Data was recorded on the Intervention Documentation Form.

Targeted Instruction Provided by the Reading Interventionist

Meet with Grade Level Team to discuss intervention results

Transition from Tier 2 to Tier 3

Inadequate growth while receiving Parent Partnering and Scholar Hours and classroom interventions

Multi-Tiered System of Support (MTSS) Team Referral – consideration of further intervention and/or evaluating for IEP, 504 Plan and/or ILLP

Targeted Instruction Provided by the Reading Interventionist

Tier 3

Multi-Tiered System of Support (MTSS) Team consisting of a general education teacher, parent, school psychologist, interventionist, Exceptional Scholar Services staff, and/or administrator will meet to discuss current interventions, time frame, and progress monitoring results

Interventions from previous tiers continue to be available

Continue Progress Monitoring for a minimum of 6 weeks

Tier 4

MTSS Team (2nd meeting) consisting of general education teacher, parent, school psychologist, interventionist, Exceptional Scholar Services staff, and/or administrator will meet to discuss current interventions, time frame, and progress monitoring results

If the scholar demonstrates adequate growth, the teacher will continue to monitor the scholar and provide interventions

If a scholar demonstrates inadequate growth or results from intervention, the

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Multidisciplinary Education Team (MET1), along with parents and any related service providers, will meet and determine whether an evaluation is necessary.

If obtaining parental consent for evaluation, MET team will meet to determine eligibility for Exceptional Scholar Services as dictated by IDEA, which could lead to the development of an Individualized Education Plan (IEP), a 504 Plan and/or an Individualized Language Learner Plan (ILLP).

Scholars who qualify for Exceptional Scholar Services will receive specialized instruction utilizing an inclusion model, except when pull-out services are determined to be the least restrictive environment and meet the individual needs of a scholar. IEPs are reviewed on an as-needed basis, minimally on an annual basis.

Specialized Instruction provided in small group setting, as needed

Individualized educational goals are frequently monitored to guide instruction

Progress monitoring is conducted regularly, and results are communicated with parents

Accommodations are closely monitored for effectiveness and appropriateness

Scholars that qualify for 504 Accommodation Plans will receive accommodations provided in the general education classroom by the general education teacher. 504 Accommodation Plans are reviewed on an annual basis.

Scholars that do not qualify for Exceptional Scholar Services, a 504 Accommodation Plan, or Individualized Language Learner Plan will continue with current Tier 2 and 3 interventions.

Parents of new scholars should advise the school registrar of any previous IEPs or exceptional scholar services their child received in the past. All parental requests for evaluations must be made in writing. If a teacher or parent believes a scholar should be evaluated for exceptional scholar services, written parental permission must be obtained before any formal evaluation is undertaken. Any requests for evaluation that are made contemporaneously to a disciplinary incident shall only be considered following the outcome of the disciplinary hearing.

Evaluations will begin with an in-school committee consisting of the Principal or designee, a regular teacher, the referring teacher, and the parent. If warranted, the evaluation will move forward. The purpose of referrals is to determine the most support we can provide for each child in the least restrictive environment.

Describe school-wide instructional methods and strategies that will promote rigor and high expectations for all students.

LAE starts with the foundation of the Classical Curriculum tenant called Trivium. Classical Education is about equipping children for the future with what has been proven successful in the past. The roots of classical learning can be traced back to the age of the Greeks. The classical emphasis is built on a three-fold approach called the Trivium. The three foundational academic categories are Grammar, Logic, and Rhetoric. Most importantly, the Trivium corresponds to the three basic stages of a developing child. By following the path of development that children naturally take, classical education teaches "with the grain" and equips scholars to master the art of learning.

Grammar Stage

These are the years in which the building blocks for all other learning are laid, with scholars learning the basic skills of reading, writing, and mathematics. The child in the "Grammar Stage" - scholars in grades K-5 - is mentally ready to absorb information and is naturally good at memorization, and this stage takes full advantage of this fact (although appropriate attention is given to meaning and comprehension, even at this first stage). This forms the foundation from which all other subjects can be approached, and there are many ways to get the job of memorization done, including lectures, readings, drills, dictation, tests, charts, flashcards, chants, and songs.

The most emphasized learning activity at this stage is memorization, both for purposes of cognitive recall and for building storage identities for future knowledge acquisition. So, during this period, education involves not self-expression and self-discovery but rather the learning of facts. Rules of phonics and spelling, rules of grammar, poems, the vocabulary of foreign languages, the stories of history and literature, descriptions of plants and animals and the human body, and the facts of mathematics -the list goes on and on. Grammar teaches scholars how to read and how to understand what they are reading, and it teaches the rules for writing intelligibly, according to the rules of a particular language. This information makes up the basic building blocks in preparation for the second stage of education.

Primary Faculties (skills): Observation and Memory

Key Exercise: Latin Grammar

Pedagogy: Reciting, chanting, learning by heart

End result: Scholar becomes knowledgeable

Logic Stage

By 6th grade, a child's mind begins to think more analytically, and the scholar starts to study formal logic and argumentation. Middle-school scholars (grades 6 through 8) are less interested in finding out facts than in asking "Why?" The second phase of the classical education, the "Logic Stage," sees the young person as able to learn to argue his or her point, thus taking information, organizing it, and applying it in increasingly sophisticated forms.

A scholar is ready for the logic stage when the capacity for abstract thought begins to mature. During the middle school years, the scholar begins the study of algebra as well

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as logic and begins to apply logic to other academic subjects. The logic of writing, for example, includes paragraph construction and learning to support a thesis; the logic of reading involves the criticism and analysis of texts, not simple absorption of information; the logic of history demands that the scholar find out why the War of 1812 was fought, rather than simply reading its story; the logic of science requires that the scholar learn the scientific method.

Primary Faculty: Discursive Reason

Key Exercise: Logic

Pedagogy: Use of "subjects" as "grist for the mental mill" to work upon

End result: Scholar becomes a thinker

Rhetoric Stage

The final phase of a classical education, the "Rhetoric Stage," builds on the first two. At this point, the high school scholar learns to write and speak with force and originality. The scholar of rhetoric applies the rules of logic learned in middle school to the foundational information learned in the early grades and expresses his conclusions in clear, forceful, elegant language. The maturing scholar in the rhetoric stage has achieved the ability to communicate, synthesize, and generalize learning across a range of disciplines.

Primary faculty: Synthesis

Key Exercise: Expression

Pedagogy: Freedom to pursue own interests

End result: Scholar becomes articulate

Charlotte Mason

Charlotte Mason was an English educator (1842-1923) who over the course of a long career, established a teachers' college and several schools and authored a six-volume work on her new philosophy of education for both the home and school. Miss Mason advocated a rich, comprehensive, connected curriculum for all scholars, not merely to "educate" them but also to guide them in the development of character and cultivate in them a lifelong love of learning.

Miss Mason would plan for each school day so that the more demanding academic subjects were placed in the morning; the afternoon would consist mainly of physical education, creative work in art, music study and song, along with any other practical activities with possible participation in youth clubs or sports after school; evenings would be filled with homework along with reading and purposeful "leisure" activities at home. Charlotte Mason's approach to the school day was practical but, more importantly, very effective.

Beyond these foundational methods of instruction, LAE has School-wide instructional methods including delivery methods in each content area aligned to best practices. The pedagogical practices for all teachers in LAE include:

Classroom norms and procedures are consistently applied in every classroom

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Classroom management procedures that are consistent with social contracts in all classrooms

Teaching to the objective

Backwards Design strategies

Visible Learning instructional strategies

Marzano's Instruction that Works

Critical thinking implementation through Bloom's Taxonomy.

Lesson and unit planning

Opening and closure of lessons

Pacing, scaffolding, and active participation of students

ELL best practices

Differentiation

Zone of Proximal Development

Use of assessments to deconstruct standards

Curriculum Mapping

Formative assessment strategies

Depth of Thought

Rich classical development

Writing and discussion

Charlotte Mason Influences

Describe culturally responsive, research-based instructional methods and strategies that will be employed to meet the needs of the targeted student population.

LAE will incorporate diverse perspectives into the curriculum, connecting historical events to students' cultural backgrounds, using culturally relevant examples in lessons, encouraging students to share their own cultural experiences, and actively celebrating the richness of different cultures within the classroom, all while maintaining the core principles of the classical trivium (grammar, logic, rhetoric) approach to learning.

Key aspects of culturally based classical teaching:

Connecting to personal experiences: Encourage students to relate classical texts, stories, and concepts to their own cultural experiences and backgrounds to make learning more relevant.

Diverse representation in the curriculum: Intentionally select readings, historical figures, and examples that represent a wide range of cultures and perspectives.

Culturally relevant discussions: Facilitate open discussions where students can share their cultural understanding and perspectives on topics being studied.

Integrate cultural celebrations: Incorporate cultural holidays and traditions into classroom activities to foster appreciation and understanding of diverse cultures.

Peer teaching and sharing: Allow students to teach each other about their cultural backgrounds and knowledge, fostering a collaborative learning environment.

Adapt language and terminology: Be mindful of using inclusive language and consider translating key terms into students' native languages where appropriate.

Critical analysis of cultural bias: Encourage students to critically examine potential biases within classical texts and historical narratives.

How to integrate with the classical curriculum:

Grammar Stage (Early Years): Introduce vocabulary and concepts related to different cultures through stories, myths, and basic historical facts.

Logic Stage (Middle Years): Analyze cultural perspectives and arguments within classical texts, evaluating different viewpoints and reasoning processes.

Ensure:

Authentic engagement: Ensure that cultural elements are integrated meaningfully and not used as mere "add-ons" to the curriculum.

Inclusive classroom environment: Foster a welcoming space where all students feel valued and can openly share their cultural experiences.

Research:

Retrieved from http://research.upjohn.org/cgi/viewcontent.cgi?article=1248&context=up_workingpapers ; <http://educationnext.org/power-of-teacher-expectations->

racial-bias-hinders-student-attainment/

Retrieved

from <http://www.dailytargum.com/article/2019/02/white-teachers-three-times-more-negative-with-black-students-rutgers-study-finds>

Retrieved

from <http://www.apa.org/news/press/releases/2014/03/black-boys-older.aspx>

Retrieved

from <https://www.theatlantic.com/education/archive/2016/11/which-parents-are-teachers-most-likely-to-contact/507755/>

Retrieved from <https://nces.ed.gov/pubs2014/2014077.pdf> and

[https://edtrust.org/wp-](https://edtrust.org/wp-content/uploads/2014/09/ThroughOurEyes.pdf)

[content/uploads/2014/09/ThroughOurEyes.pdf](https://edtrust.org/wp-content/uploads/2014/09/ThroughOurEyes.pdf)

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from <https://www.theatlantic.com/education/archive/2017/01/how-teachers-learn-to-discuss-racism/512474/>

Retrieved from <https://www.jbhe.com/2018/01/study-shows-strong-racial-identity-improves-academic-performance-of-young-black-women/>

Section 4

Structures and Supplemental Programming

Describe the supplemental programming will be offered (i.e., electives, special courses, summer school, extra-curricular activities, or opportunities used to meet the students, where they are in learning and enrich a student's learning beyond the core curriculum, including art, music, literature, hands-on projects, field trips, or specialized skill development aligned with the classical principles of the curriculum (grammar, logic, rhetoric) to deepen understanding and social/emotional engagement across subjects.

programming, remediation and intervention and staffing and funding needs).

Key aspects of supplemental programming in classical education

Enriching the curriculum:
Grammar Stage (Elementary Years): Using storytelling, creative writing, poetry recitation, and visual aids to reinforce language skills.

Logic Stage (Middle School): Incorporating debates, critical thinking exercises, and research projects to develop analytical skills.

Subject-specific supplements:

History: Living history reenactments, historical fiction reading, museum visits.

Science: Experiments, nature journaling, science-related biographies.

Math: Logic puzzles, real-world application projects, mathematical games.

Latin: Latin-based vocabulary building, Latin literature readings.

Arts integration:

Music: Listening to classical music, learning about composers, and music composition.

Art: Studying famous artists and creating art inspired by historical events or literature.

Drama: Acting out scenes from historical events or literary works.

Character development:

Classical literature: Reading stories with strong moral themes, discussing ethical dilemmas.

Philosophy: Exploring philosophical questions through discussions and debates.

Examples of Supplemental Programming Activities:

Classical Conversations: A popular program that incorporates memory work, discussion, and review of key historical figures and concepts.

Memoria Press "Simply Classical" series: This series offers supplementary materials like art prints, biographies, and stories to enhance the core curriculum.

Field trips: Visiting historical sites, museums, or cultural centers to connect learning to real-world experiences.

Creative writing workshops: These provide opportunities for students to express themselves through writing poetry, short stories, or plays.

Debate clubs: Practicing critical thinking and persuasive communication skills through formal debate.

Describe how technology will be implemented into the overall educational program. Describe a technology plan that clearly meets the vision and mission of the school.

In LAE technology is viewed as a tool to be used thoughtfully and intentionally, not as the primary driver of learning, with an emphasis on developing the whole person through traditional methods like books, paper, and discussions, while also preparing students for the digital world.

The Role of Technology in LAE and the framework aligned to the Mission and Vision of the school:

Technology as a Tool, Not a Driver: Classical educators recognize the value of technology as a tool to enhance learning but not as the primary means of education.

Technology for Specific Purposes: Technology may be used for specific purposes, such as online research, presentations, or communication, but it is not used to replace traditional methods of teaching and learning.

Preparing Students for the Digital World: Classical education also aims to prepare students for the digital world by teaching them how to use technology effectively and responsibly

Examples of Technology Use:

- Projectors and Smartboards: Used for presentations and educational videos.
- Laptops for Teachers: These are used for professional development and creating lesson plans.
- Online Portals for Communication: Used for teachers and parents to communicate about student progress.
- Typing Curriculum: Students learn keyboarding skills in the grammar school to prepare them for the production of professional documents and presentations in the upper grades.
- Google Classroom: Used in upper grades to prepare students for the world of work.

Submit a proposed annual calendar, bell schedule, and student-teacher contact time as an attachment to the application.

Bell, calendar, and instr. min. sample - Lemman Academy - Stroh Calendar 25-26 - Year View.pdf

94.71 KB • Added 1 month ago

Leman Academy Scope & Sequence (1).doc

2.97 MB • Added 13 days ago

Articulation chart for KG used in each grade.pdf

85.22 KB • Added 11 days ago

8th Literature Year Long Pacing Guide_Learning Objectives.xls

60.71 KB • Added 11 days ago

4th Grade Literature Year Long Pacing Guide_Learning Objectives.xls

52.23 KB • Added 11 days ago

Provide a description of the ongoing professional development for faculty and staff, such as individual professional development plans, staff-wide trainings, and the assessment of progress made toward professional performance goals.

Not only is it critical to hire excellent, quality instructors for the classroom, but it is just as vital that the administration proposes a comprehensive and well-planned professional development program that will offer meaningful, productive professional development opportunities. The school calendar shows early release days for every Wednesday of the school year to allow for teacher training and Professional Development to ensure that we are meeting the needs of the students, collaborating as a staff, and improving student achievement. This time will also allow for after-school tutors to work with students who need remedial work. To that end, the program will:

1. Support the goals of teaching to and implementing the Colorado Academic Standards and Common Core Standards for the teachers in the classroom
2. Provide professional growth and learning for the faculty of Lemman Academy
3. Look at Classical education, teacher effectiveness, best teaching practices
4. Student performance related to assessment, analysis, and subsequent actions
5. Professional improvement plans for school, departments, and each teacher
6. Ensure that our school fulfills its mission by including our families and community
7. Allow for professional collaboration weekly
8. Provide community building for faculty and staff

The Professional Development Plan will include:

1. Teachers and administrators participated in an eight-day Orientation and In-service training program in July regarding our philosophy, mission, core values, beliefs, and educational approach, including implementation of Colorado Academic Standards and the Common Core Standards
2. Faculty and Staff In-service training before the start of the school year will be in late July
3. Workshops and teacher training are scheduled on the school calendar for every Wednesday and accounted for with an early release time for all of our scholars
4. Formal Evaluations for every teacher aligned to targeted growth areas are part of the observation process with instructional coaches in classrooms.
5. Weekly Informal Observations to provide regular feedback regarding observed instruction, best teaching practices, and effective methods of instruction related to standards.
6. Use of data in formative, summative, and benchmark formats to expand on the needs of teachers for professional development.

The administration of Lemman Academy of Excellence is committed to supporting the teachers and the work they are doing in the classroom to bring out the best in every scholar, both socially and academically. Administration will treat each faculty and staff member with great care and respect, establishing a workplace environment that is encouraging, collaborative, and professional. Teachers will be respected when it comes to their time, pay, and being more involved in the decision-making process. The work

of the teacher in the classroom will be acknowledged and celebrated by the administration.

F) Plan for Evaluating Pupil Performance

Reviewer Instructions

THIS SECTION IS REQUIRED FOR REPLICATION APPLICATION. IF THERE IS NO CHANGE IN THE PLAN FOR EVALUATING PUPIL PERFORMANCE FROM THE ORIGINAL CHARTER, PLEASE INDICATE IN YOUR RESPONSE SECTION THAT THERE IS NO CHANGE.

The applicant proposes a thorough plan for evaluating student performance across the curriculum, that considers both student needs and the effectiveness of the educational program, has appropriate systems for maintaining and monitoring student information and using information to make changes to the educational program as appropriate, and includes procedures for taking corrective action in the event that performance falls below goals and standards.

Status: Completed

Form Result

Section 1

Describe how the school will use assessment data (baseline, formative, summative, yearly and state and federally required testing) to monitor the progress of all students. Describe how various forms of data will be managed and the systems that will be used. Describe how student progress will be shared with the school community.

Note: Please see the attachment titled F1-Plan for Evaluating Pupil Performance.

A continual data process that includes gathering and analyzing timely data will be used to ensure successful action steps that directly lead to our scholar's academic growth. Each teacher will create and maintain a scholar's data binder with formative and summative data. Each teacher will analyze their data for scholar achievement as compared to their grade level teams. Time will be given throughout the year to track the data and determine plans for scholars who are not successful. Each scholar will maintain his/her data binder, which includes a goal-setting and success-tracking component.

Beginning in year two, the Principal will devote professional development time for all staff to analyze the previous year's state assessment results and compare our results to the state, surrounding schools and Lemman Academy of Excellence scholars. These results will determine if action steps should be continued or modified for the next school year in order to increase scholar success.

The information will be shared with the community in the deliverables through a data electronic binder of every student in the school. The prior year's State reports of each student's progress in the CMAS are the beginning examination process for each school year, and early teacher and parent conferences and engagement requirements to ensure parents and students understand their current state of academic performance. During the year the quarterly, benchmark, weekly, and daily assessments will indicate a student that needs attention to low-performing areas and all parents will be contacted by the teacher. Instructional and data portfolio for each student is shared with parents upon request, during conferences, and when indications student performance is not meeting standards expectations.

Monthly newsletters are shared with parents about assessments and methods of seeing results for their child.

Section 2

Describe the corrective actions the school will take if it falls short of student academic achievement or growth goals.

Enter content here

Based upon the indicators of the Data portfolio and teacher engagement by grade levels and content areas, each scholar's progress toward the achievement of high standards that are both rigorous and achievable is constantly monitored. The administration, faculty, and staff of Lemman Academy of Excellence will make every effort to help each scholar be academically successful in the classroom, using the specific formative and summative assessments along with the benchmark scores to identify those scholars who may be at risk for not mastering standards. Teachers may offer help to scholars through differentiated instruction in a large group setting, small group instruction (3-6 scholars), through small groups of 2-3 scholars, or with one-on-one instruction to work with a particular group of scholars or scholars who may need extra instruction. This focus on an RTI process is to ensure all students are on a specific plan to overcome any gaps in learning and determining the level of intervention required for the students per this differentiation process in each classroom. Mastery of a content area will be determined by achieving an 80% or above on standards-based assessments. A score of 80% or above on Colorado Achievement Standards / Common Core Standards will be determined by a scholar's performance on grade-specific formative and summative assessments both during and after each instructional unit and with the benchmark assessments. Scholars will be allowed to retake an assessment to demonstrate mastery of the standards in a content area after receiving differentiated remedial instruction. Our curriculum in Saxon math, Fix-it Grammar, and i-Ready are built-in remediation support materials for students. The teacher also has many options of practice beyond the differentiation to support students who need additional help. Part of grouping students is to allow for a teacher table to support students with greater needs with the teacher at their table. We also have scaffolding options and flexible grouping processes that will meet the student where they are in learning and ensure emotional and social support.

Section 3

Provide the school's proposed Assessment Plan. Be sure to address the following:

Describe the types of assessments that will be given and their frequency.

Leman Academy of Excellence will implement a comprehensive assessment plan that includes formative, summative, and benchmark assessments to assess each scholar's understanding and mastery of skills, identify gaps in scholar learning, and measure scholars' progress towards mastery of the Colorado Academic Standards and Common Core Standards.

The curriculum at Leman Academy of Excellence has been carefully chosen to reflect our mission and philosophy. The academic staff will develop and align the curriculum maps, with their sequence of essential learning outcomes, assessments, resources, and purchased instructional materials, to Colorado Academic Standards and Common Core Standards, as these standards serve as the foundation for the subject areas taught and provide the framework to the academic requirements and end of year outcomes for the instructors. We have deliberately chosen curricular programs, resources, and materials with our philosophy and the state and common core standards in mind to ensure high scholarly achievement, be rigorous, and encourage scholars to reach their full academic potential. Teachers will submit weekly lesson plans and lesson plans will be determined from the grade-level curriculum maps that are aligned to Colorado Academic Standards and Common Core Standards.

The summative assessments will be created prior to instruction so as to identify both the content and process of learning that represent the identified essential learning outcomes that scholars must learn through the course of the school year. Scholars must score 80% or above to demonstrate mastery of all formative and summative assessments.

As part of an eight-day Orientation and In-service training program for our teachers in July, the administration of Leman Academy of Excellence will include discussion and training related to: academic standards, academic excellence, classroom environment, curriculum maps, curriculum aligned to standards, planning and preparation, lesson implementation with outcomes aligned to standards, best teaching practices, scholar assessment data, various types of assessments, data collection, review and analysis of data to use in instructional decision-making, differentiated instruction, instructional material/resources for differentiated instruction, setting goals about scholar learning and the standards, establishing objectives related to standards, developing action plans, and implementing the plan. Teachers will work individually and in teams according to grade level, as well as with a group of teachers to align the curriculum, assessments, and standards across grade levels so that they teach a rich, coherent curriculum tied to state standards.

Types of Assessment to be used at Leman Academy of Excellence:

Formative Assessment: Is a two-fold assessment: at the individual scholar level because it measures how a particular scholar is progressing in the instructional program and identifies where support may be needed; at the classroom level with on-going assessments, reviews and observations used by our teachers to improve their instructional methods in the classroom throughout the school year. Formative

assessments happen daily, are linked to the learning experience, assess understanding and mastery of skills, and provide data to modify instruction.

Summative Assessment: A form of assessment that may be teacher-created or provided through a purchased curriculum, summative data assessments produce valuable information that is used to make curriculum decisions, direct future instruction, and improve instructional practices.

-Summative assessment data are collected through end-of-unit or chapter test

-Summative assessment is used by the teacher as an accountability measure and will be included in the grading process, and they will occur after instruction has taken place every 2-4 weeks, depending on the content area of study

- i. Aligned to content area state standards d) Measures scholar learning relative to state standards at a particular point in time e) Standardized Tests

Benchmark Assessment: Teachers will use to: 1) measure the achievement of school learning standards/ Colorado Academic Standards / Common Core Standards of scholars and 2) provide information that can be used to guide instruction cyclically.⁶³

Online Instructional Improvement and Instructional Effectiveness System: To accurately determine the mastery of standards and identify scholars who may be at risk for not mastering standards, and to improve instructional practices and make data-driven decisions with valid and reliable data aligned to Colorado Academic Standards / Common Core Standards and to show progress and overall effectiveness on an ongoing basis, Lemman Academy of Excellence is excited to incorporate and has budgeted to include the i-ready Online Instructional Improvement and Instructional Effectiveness System. The Instructional Improvement and Instructional Effectiveness System is comprehensive, standards-based, and research-supported. The program will measure scholar mastery of standards targeted for instruction, indicating what scholars have accomplished when given appropriate learning opportunities Predictive of scholar performance on statewide test. The data can be used at the classroom level to support Data-Driven Instruction and help teachers with future instructional planning.

DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills): For Kindergarten-Grade 6, Lemman Academy of Excellence will utilize DIBELS Next, an early childhood assessment tool for assessing the acquisition of early literacy skills. They are designed to be short (one-minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. Our teachers will collaborate not only with one another but also with the home to monitor and communicate a scholar's progress. Scholars will be evaluated quarterly, and reports will be given to the home to communicate the progress of their child. However, our faculty and staff are readily available to conference with parents whenever a concern arises.

Fix-it Grammar- Grammar lessons take 15 minutes per day, require teacher-student interaction one day per week, and allow the student to work somewhat independently on the remaining days. This path to mastery of key grammar concepts, as well as a grammar glossary, is used for referencing as needed. The student is equipped and

trained to incorporate excellent grammar into their writing as well as being prepared to edit their work before submitting assignments.

State Accountability Tests: CMAS-PARCC will be given to scholars in 3rd grade through 8th grade.

Describe how assessments will measure what the students are intended to learn.

The expectations of what a child is to learn are articulated by the Colorado Department of Education. Scholars in grades K-8 at Lemay Academy of Excellence will be determined based on a variety of indicators aligned to the teaching strategies, materials, and State expectations of standards progress as defined by Colorado Academic Standards / Common Core Standards and school academic expectations. These indicators will include grade-specific formative and summative assessments given by the teachers to determine each scholar's academic learning performance and achievement in the state standards, along with MAP and i-Ready benchmark assessments administered three times throughout the school year to assess each scholar's mastery of standards in each content area.

Through the past experiences of the years of using the Colorado State standards our staff has deconstructed the standards and witnessed the priority and readiness of each standard in the CMAS examination. Staff at LAE spend part of their professional development time doing crosswalks with the curriculum and tools used to teach and monitor student performance and how it aligns to the learning and assessment expectations of CDE.

This monitoring has led to some changes in resources over the past few years to ensure the assessments and resources are addressing the Colorado standards and measurement expectations. This is an annual review of CMAS outcomes aligned to gaps and triangulated with our curriculum and professional development planning for each grade level and core content area.

Describe how the school will assure that the assessment measures are relevant, reliable and valid. The foundation of the assessments is the CMAS, which has been proven to be a strong indicator of level of proficiency and annual growth of students. This is the reason for the intense deconstruction of these results to ensure we are teaching to the target of each standards' expectations.

MAPS assessments were determined to be relevant, reliable and valid by the Dirbinai Department of Education study as well as many other convincing studies. The use of MAPS for LAE recognizes the following:

1. MAP Growth assessments have very strong technical adequacy, and test items are well aligned to Standards of Learning.
2. Due to limits of computer-based standardized testing and the purpose of the assessment itself, MAP Growth assessments do not assess the full range of SOL content, nor do they assess at the highest levels of cognitive demand; therefore, the use of MAP Growth assessments should be complemented by the use of other trustworthy indicators of student learning in order to assess the full range of the curriculum.
3. MAP Growth assessments provide end-users (namely, division- and school-level leaders and classroom teachers) accurate, useful, and timely information about student, small-group, and school-level achievement, which, when supported by additional evidence of student performance, can be used to make near- and long-term instructional decisions to further student growth.

From this determined outcome of MAPS we choose to also implement DIBELS, i-Ready, Fix-it Grammar, Saxon Math, Intro Math, Memorial Press English, and Institute for Excellence in Writing. These resources support the formative and summative management of the alignment and performance of students to the Colorado State Standards.

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Describe the plan to identify people with assessment expertise who are involved in the school's assessment planning and development.

The school will have an assessment team that will consist of a teacher from each grade level. One of the processes we try to achieve in a replication school is to onboard several teachers from an existing LEA school to ensure strong, systematic success practices with processes, expertise, and development of staff not familiar with the expectations, curriculum, and assessment practices in our school. The experts in the classroom with experience support in a mentoring manner while the leadership team consisting of the Head of Schools, Principal, Assistant Principal and Vice Principal when the school reaches capacity are the lead experts in assessment monitoring an bridge the need to Professional Development, teacher evaluations and personal teacher support in classroom practices.

Guidling Action Sheet

Create a framework of necessary content and assessments with an outline of topics for grades K-8 to be used by teachers as they enter the school year to help create the inter-disciplinary curriculum and assessment maps that are aligned to the CO and Common Core Standards	Complete by June	Principal	Documents related to specific grade level content of topics to be used and taught by teachers as they enter the school year
Determine which additional resources are needed to teach specific standards that may not be addressed in the curriculum.	August	Assitant Principal	Resource binder for each grade level that contains supplemental material and information
7. Create /identify grade-level-specific pacing guides and benchmark assessments	July-May	Vice Principal	Pacing guides for each grade level with benchmark assessments every 12 weeks.
8. Grade-level teams will form unit assessments aligned to CO Common Core State Standards. NOTE: Unit plans and assessments will be completed one week in advance of teaching the unit.	July-May	Teachers	Completed unit plans and assessments for math
9. Based on state assessment data, evaluate the action steps	Annually	Principal	Revised action steps

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for effectiveness and make changes as needed			
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Describe the professional development that will be provided to faculty to implement the assessment plan and identify alternative assessments.

Our classical delivery model and approach offer extensive professional development. This professional development will help teachers understand the classical model, its foundational elements, and its practical application to the discipline. A teacher who can successfully implement our classical model will empower scholars to be motivated in learning and successful in achieving.

Leman Academy of Excellence begins each year by devoting eight days before the beginning of the year to onboarding training for all staff and new staff members. Training time also occurs before school begins and throughout the school year to enrich teachers through professional development. Our professional development centers on integrating the Colorado Common Core Standards with our classical approach to teaching meaningful lessons. Teachers will need support to utilize effectively our curricular resources.

The school calendar shows early release days for every Wednesday of the school year to allow for teacher training and Professional Development to ensure that we are meeting the needs of the students, collaborating as a staff, and improving student achievement. This time will also allow for after-school tutors to work with students who need remedial work. To that end, the program will:

1. Support the goals of teaching to and implementing the Colorado Academic Standards and Common Core Standards for the teachers in the classroom
2. Provide professional growth and learning for the faculty of Leman Academy
3. Look at Classical education, teacher effectiveness, best teaching practices
4. Student performance related to assessment, analysis, and subsequent actions
5. Professional Improvement Plan for each teacher, department, grade and school level
6. Ensure that our school fulfills its mission with our families and community
7. Allow for professional collaboration
8. Provide community building for faculty and staff
9. The Professional Development Program will Include:
 1. Teachers and administrators participated in an eight-day Orientation and In-service training program in July regarding our philosophy, mission, core values, beliefs, and educational approach, including implementation of Colorado Academic Standards and the Common Core Standards, curriculum, and programs utilized in the school.
 2. Faculty and Staff In-service training prior to the start of the school year will be in late July.
 3. Workshops and teacher training are scheduled on the school calendar for every Wednesday and accounted for with an early release time for all of our scholars, targeting various topics of extension development from the beginning of the year training.
 4. Formal Evaluations for every teacher with improvement plans supported with development from the evaluator.

5. Weekly Informal Observations to provide regular feedback regarding observed instruction, best teaching practices, effective methods of instruction related to standards, and use of curriculum tools, technology and programs.

The administration of Lemman Academy of Excellence is committed to supporting the teachers and the work they are doing in the classroom to bring out the best in every scholar, both socially and academically. Administration will treat each faculty and staff member with great care and respect, establishing a workplace environment that is encouraging, collaborative, and professional. Teachers will be respected when it comes to their time, pay, and being more involved in the decision-making process. The work of the teacher in the classroom will be acknowledged and celebrated by the administration.

Beginning in the second school year, professional development time will be given to analyze state assessment data each fall. Teachers will create lists that identify scholars by their proficiency level and determine the next instructional steps that each group of scholars will need to progress and achieve. Teachers will set goals based on their data, plan lessons, and analyze them to ensure that scholars meet or exceed their goals. Since administrative visibility and timely teacher feedback are valued at Lemman Academy of Excellence, we will be able to plan professional development based on school-wide needs that are observed.

Professional development will be changed to meet teacher needs and ensure scholar achievement.

Describe how the assessment plan will inform and guide professional development.

See Attached Assessment Plan
All assessment collection tools are used to evaluate instruction and reviewed by the teacher, teams and the principal to set weekly and monthly trainings to support the data recommendations. This is followed by classroom visits and observations to ensure implementation with fidelity is present in all use of the training experience and expectations.

Describe how the assessment results will inform and foster refinement of curriculum and instruction.

The methods taught to our staff using assessment results that allow us to refine the curriculum and instruction include:

1. Analyzing assessment data reveals which concepts students understand well and where they need additional support, allowing teachers to focus on specific areas that require more attention.
2. By understanding individual student needs based on assessment results, teachers can design differentiated learning activities to cater to diverse learning styles and abilities.
3. If assessment data shows students are not grasping a concept, teachers can modify their teaching methods, such as using different explanations, providing more practice problems, or incorporating alternative learning activities.
4. When analyzing trends across student performance, we can identify areas where the curriculum may need adjustments, including adding more challenging content, simplifying complex concepts, or revising the sequencing of topics.
5. For students who are significantly behind, assessment data can guide the development of individualized intervention plans through the RTI process to address specific learning gaps, small group instruction practices, independent teacher support or more intense interventions aligned to an adaptive curriculum that meets the students where they are in learning. :

Identify how assessments will be used to allow early detection of students who are struggling.

The regular use of multiple forms of assessments allows teachers to track student performance, understanding, and growth over time. This enables the teacher to provide valuable feedback on the effectiveness of their instruction and identify areas where students are making progress or where additional support might be needed. The use of the RTI process, beginning with whole class to small groups to individual support and plans, allows for a comprehensive development plan for each student who is showing signs of struggling with the content. Ensuring the reliability of the detections is also very important. Thus, assessments are closely aligned with the curriculum and learning objectives to accurately measure student understanding. LAE also utilizes a mix of formative and summative assessments, including quizzes, projects, observations, and self-assessments, to gain a comprehensive picture of each student's learning.

Through this interpretation of a portfolio of assessment data, we look for patterns and trends rather than focusing solely on one or two areas of student scores. This Continuous use of assessment data to inform instructional decisions and regularly revisiting the curriculum and teaching strategies that are or are not effective allow LEA teachers to make necessary adjustments based on the objective needs of struggling students.

Describe how assessments will inform daily instructional practice. In LAE, instruction informs daily practices by creating a dynamic feedback loop where teachers continuously gather information about student learning to make informed decisions about how to best support their progress in the classroom. By analyzing formative assessments like quizzes, exit tickets, and observations, teachers can identify areas where students are struggling and where they are excelling, enabling targeted interventions and differentiation.

LAE also expects all staff to actively listen to student and their feedback regarding their understanding, challenges, and learning preferences, which helps teachers adjust their teaching methods to better cater to individual needs. Based on the information gathered from instruction, teachers can modify lesson plans, pace, and teaching strategies to better support different learning styles and levels within the classroom. By understanding individual student strengths and weaknesses, teachers can provide differentiated instruction, offering different activities, levels of complexity, or support to meet diverse needs.

Describe how student assessment data will inform course completion and grade-level advancement.

Scholar promotion in grades K-8 at Lemman Academy of Excellence will be determined based on a variety of indicators, as defined by Colorado Academic Standards / Common Core Standards and school academic expectations. These indicators will include grade-specific formative and summative assessments given by the teachers to determine each scholar's academic learning performance and achievement in the state standards, along with MAPS benchmark assessments administered three times throughout the school year to assess each scholar's mastery of standards in each content area.

Promotion from one grade level to the next level is based on each scholar's progress toward the achievement of high standards that are both rigorous and achievable. The administration, faculty, and staff of Lemman Academy of Excellence will make every effort to help each scholar be academically successful in the classroom, using the specific formative and summative assessments along with the benchmark scores to identify those scholars who may be at risk for not mastering standards. Teachers may offer help to scholars through differentiated instruction in a large group setting, small group instruction (3-6 scholars), through small groups of 2-3 scholars, or with one-on-one instruction to work with a particular group of scholars or scholars who may need extra instruction.

Mastery of a content area will be determined by achieving an 80% or above on standards-based assessments. A score of 80% or above on Colorado Achievement Standards / Common Core Standards will be determined by a scholar's performance on grade-specific formative and summative assessments both during and after each instructional unit and with the benchmark assessments. Again, if gaps in learning are identified with a scholar, differentiated instruction with participation in small group intervention instruction can support a scholar who may be at risk for not mastering standards. Scholars will be allowed to retake an assessment to demonstrate mastery of the standards in a content area.

Criteria for Grade-Level Promotion

Lemman Academy of Excellence is focused on each scholar demonstrating growth in learning, and for all scholars to achieve at high academic levels, meeting or exceeding the grade level standards established by the state. Scholars will need to demonstrate a proficient level of 70% or above (see Grading Scale) of course content to be promoted.

The Criteria for Grade Level Promotion will include:

Achievement:

- Each scholar must achieve a score of mastery at 80% or above on grade-specific formative and summative assessments of Common Core standards in reading, writing, math, science, and history, demonstrating a high level of knowledge and understanding to be promoted to the next grade level.

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- Each individual scholar must achieve a 70% or higher overall in each subject area of reading, writing, math, science, and history, demonstrating that the scholar has a strong working knowledge and understanding of course content to move on to the next grade level. The overall grade will be based on a weighted average of 80% from all scores related to assessments of Common Core standards and 20% from projects, classwork, and assignments.
- Each individual scholar in grades 3-8 will need to have a passing score on the state accountability exam.

Attendance:

- The minimum attendance standard for the Lemman Academy of Excellence is 90% of the days of the school year. Extenuating circumstances will be considered on an individual basis.

Leman Academy of Excellence Grading Scale for Core Academic Subject (Also Attached)

A: 90 - 100% scholars demonstrate advanced mastery of course content - very high level of knowledge and understanding

B: 80-89% Scholars demonstrate mastery of course content - high level of knowledge and understanding

C: 70-79% Scholars demonstrate proficiency of course content - strong level of knowledge and understanding

D: 60-69% Scholars have not demonstrated proficiency of course content - not a strong level of knowledge and understanding

F: below 60%

Finally, scholars who receive a "D" (60-69%) or an "F" as a final grade in either reading, writing or math will be advised to seek summer tutoring, participate in summer school, or participate in an intensive reading/math summer program as recommended by the teacher or Administration.

Process for Grade-Level Promotion

Throughout the school year, teachers will clearly and effectively communicate to parents about the social and academic progress of their child through phone calls, parent-teacher conferences, and academic progress reports. After Quarter 2, a teacher will review each scholar's academic performance and achievement. If a teacher should be concerned about a scholar not meeting the above-listed criteria, then the parent will be initially notified of the risk for retention by the December holiday break. This will allow the school and the home to work together closely and provide remedial strategies for the scholar to better ensure success as the scholar begins the 3rd Quarter. These strategies may include an increase in school attendance, fewer tardies, proven

strategies for at-home remediation, enrollment in a tutoring program, one-on-one tutoring, or an academic contract for the scholar.

A second meeting between the teacher and parent will take place in March, allowing the teacher to monitor the scholar's progress and make any necessary adjustments to the plan. The teacher and the parent will meet again on or around May 1 to discuss the scholar's academic progress, the success of implemented strategies, and if necessary, retention possibilities. It is our desire at Lemman Academy of Excellence to work closely with the home in the education of their child and partner well with the home in educational decisions. When faced with a recommendation to retain a child, LAE understands that the objective is to identify specific intervention strategies to enhance the cognitive and social development of the child and promote his or her learning and success at school. The school (teachers and Administration) will make the final decision, with family input, as to scholar retention and promotion. Lemman Academy of Excellence is also concerned about the education of the whole child (academically, emotionally, and socially); therefore, decisions regarding retention and promotion will be made in view of the whole child.

The parents or guardians of the scholar, along with the teacher, will determine which of the above remediation strategies is the most appropriate intervention for the scholar. Scholars and parents will receive regular feedback and academic progress reports indicating the scholar's performance in the core academic subjects. Any scholars who fall below the academic standards of the school and its criteria for grade-level promotion will receive intervention and remediation strategies.

This may include pull-out sessions, after-school one-on-one tutoring, small group instruction, at-home instruction, or summer school.

Upload any documents that support the content of this application element (optional)

Assessment Implementation Timelines.doc

19.94 KB • Added 1 month ago

Notes

 **Question** was added at 04/02/2025 11:38 AM by Dan Mcminimee

How has the current Lemman Campuses followed the plan and timelines articulated in this section? Can you point to specific areas that have made a difference for student performance (substantiated by data)?

 **Question** was added at 04/02/2025 11:41 AM by Dan Mcminimee

How are the current campuses performing in regards to "The Criteria for Grade Level Promotion" document?

G) Budget and Financial Plan

Reviewer Instructions

THIS IS A REQUIRED RESPONSE SECTION FOR THE REPLICATION APPLICATION.

The charter school should describe reasonable, functional and accountable business operations.

Status: **Completed**

Form Result

Section 1

Establishing Business Operations

(1) Provide the school's draft financial policies and procedures as attachments.

Financial Policies CO.pdf
346.78 KB • Added 6 days ago

(2) Describe how the school will establish functional and accountable business operations. Include the following:

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The structure of the proposed business office, including identifying critical positions and roles. The school will operate under the DCSD budgeting processes and uphold all financial policies unless defined within the waiver exemptions. Business operations are aligned to General Acceptable Accounting Practices (GAAP).

The business office is structured so that all business transactions are reviewed, recorded, and implemented throughout the school.

The school's responsibility of oversight begins with the Lemay Academy of Excellence Board. The board has voted a treasurer to serve as the operational lead in receiving financial statements and relevant accounting practices and this person meets with the Financial Board committee to prepare monthly presentations to the board.

The business manager engages with the Treasurer and the Board finance committee in preparing board documents for review by the treasurer and approval by the board.

The Head of Schools and the Business Manager, in conjunction with shall be responsible for the installation and supervision of proper internal control systems for purchasing, including but not limited to, a purchase order system, proper verification of purchase, payment documentation and bidding procedures.

Purchases made with federal funding must comply with the Code of Federal Regulations, including the following requirements:

1. Small purchases (less than \$3,000) must be distributed equitably among qualified suppliers to the extent practicable.
2. Procurement methods for purchases with state and local sources may not be more restrictive than those for purchases with federal sources.
3. When using federal funding, the school may not engage contractors that have been debarred, suspended or otherwise excluded from or are ineligible for participate in Federal Assistance programs or activities (www.sam.gov).

The Head of Schools (HOS) reviews and approves all expenditures that will be reported to the board from the school's operational budgets. The HOS has an Office manager at each school and an assistant to the office manager that both serve in local school accounting and bookkeeping of all financial transactions.

Site principals will propose budgets to the HOS and engage staff in collaborative discussion about department and grade level needs at each school.

Describe how the school will establish an accounting system (cash management, purchasing, accounts payable/receivable, payroll, tracking of fixed assets).

The financial management shall be the responsibility of the Board of Directors, the Principal and the Business Manager. The Principal and Business Manager shall administer the budget for the school making expenditures and commitments with Board approval. The ultimate responsibility for the financial operations of the school falls upon the Board of Directors, the Principal and the Business Manager.

The Principal shall report to the Board of Directors and act in an advisory capacity concerning financial matters. The Principal and Business Manager, in conjunction with the Board of Directors, shall be responsible for the installation and supervision of proper internal control systems to include, but not limited to:

- Receipt and deposit of monies
- Payment of salaries and wages as adopted by the Board of Directors
- Timely payment of bills
- Accurate posting of transactions and reconciliation of accounts
- Responsible administration of employee benefits
- Procurement of assets
- Proper accounting of grant and other restricted funding sources
- Timely generation of monthly financial statements and reports for the finance committee's review and board approval to assure the School's financial integrity.

The Board of Directors shall set aside operational and capital reserves, as well as TABOR reserves, equal to 3% of expenditures, for the school as contingency reserves to be included in each general fund budget to avoid borrowing money to conduct operations.

The school will operate in a manner that insures its long-term financial strength:

- The school's revenues will exceed its expenditures each year unless given specific approval, by resolution, from the Board of Directors.
- Cash will be managed in a way that ensures maximum liquidity.
- Restricted fund balances will not be used for operations.
- Payroll and other debt obligations will be paid in a timely manner.

Accounting Procedures and Policies

1. The CDE Chart of Accounts will be maintained by the school in its financial reporting and accounting procedures.
2. Accounting records will be maintained using fund accounting and the modified accrual basis of recording revenue and expenditures.
3. Financial records will be kept for six (6) years.
4. Fixed assets will be acquired and disposed of only upon proper authorization and will be adequately safeguarded and insured to 90% of replacement value. Assets worth more than \$5,000 will be properly recorded and capitalized.

Fixed assets will be properly accounted for and depreciated under generally accepted accounting principles (GAAP).

5. The school shall maintain a system for an annual inventory of items with a value of \$5,000 or greater and all technology equipment, with the exception of equipment permanently fixed in a building, such as heaters or lockers.
 - a. The Principal and the Office Manager shall develop procedures for conducting annual inventories of school property.

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- b. Responsibility for the inventory process for computerized equipment shall lie with the Office Manager and the Technology Service Provider.
- c. Property records for items purchased with federal sources must include a description of the property, serial number or other ID number, source of funding, title holder, acquisition date, and cost

Describe the process for developing and managing the school's budget from year to year.

The budget is managed annually through a process of budgeting that begins in February. Each year during February, the CEO, Board finance committee, business manager, and the HOS begin the process of aligning current budget year anticipated end-of-year forecasts.

The budgeting process will begin with the Finance Committee with the input of the Board Treasurer, Principal, Business Director and any other board appointed committee members. Draft budgets must be presented by the end of February in the previous fiscal year and require board approval no later than May 31 of the previous fiscal year. All TABOR requirements will be met.

The budget is aligned to revenue from the State, District and student pupil count. Revenue includes:

- Revenue will be provided from the following sources:
- Colorado State per Pupil Revenue (PPR).
- Douglas County Mil Levy funds
- Student fees

The school's strategic plan, hiring needs, resource adjustments, and COLA are presented to the HOS for feedback from each site principal on the needs and priorities of the school.

In April, the first budget projection for the upcoming year is established and presented to the Board as the first draft. A final draft is presented to the board by May 31 for board review and adoption or recommended adjustments and changes.

Identify checks and balances applicable to financial transactions, including spending limits, required additional signers, and other financial safeguards.

All revenue received by the School shall be deposited in an official bank or banks as designated by the Board of Directors. When moneys are withdrawn from the custody of the School, such withdrawn moneys and all other moneys belonging to the School, including moneys derived from school activities, shall be collected by the office staff and individually receipted, be prepared for deposit and deposited by the Office Manager in a depository or depositories as designated by the Board of Directors. The official custodian shall comply with all requirements of state law regarding the deposit of funds and have a Public Depository Protection Act (PDPA) number on file. Funds will be deposited no later than the next business day whenever cash on hand exceeds \$500 and on the last workday of each week and each month by the Office Manager or Board Designee.

Funds collected at the school will be summarized by source of funding and properly coded by account and fund and deposited at the bank.

The Head of Schools/Principal, the Business Manager in conjunction with the Business Services Provider, shall be responsible for the installation and supervision of proper internal control systems for purchasing, including but not limited to a purchase order system, proper verification of purchase, payment documentation, and bidding procedures.

Purchases made with federal funding must comply with the Code of Federal Regulations, including the following requirements:

1. Small purchases (less than \$3,000) must be distributed equitably among qualified suppliers to the extent practicable.
2. Procurement methods for purchases with state and local sources may not be more restrictive than those for purchases with federal sources.
3. When using federal funding, the school may not engage contractors that have been debarred, suspended or otherwise excluded from or are ineligible for participate in Federal Assistance programs or activities (www.sam.gov).

All items submitted for payment must have all necessary supporting documentation and a copy of the purchase order as appropriate. Payments will be made in a timely manner to avoid penalties and late or carrying charges. A log of all checks issued will be maintained.

The Principal, the Assistant Principal, and the Office Manager or the Board Designee will be responsible for originating purchase orders that are within their scope of budgetary authority. Teachers will submit requests to the Office Manager for any necessary supplies. The Office Manager will then enter the purchase request into the procurement software.

All purchase orders must be approved by the Principal or his/her designee in the procurement software. This authority may be delegated to an in-house representative by the Principal.

After the Principal or the Business Services Provider has approved, the originator cannot approve their own PO, the PO will be forwarded to the Office Manager through the workflow of the procurement software. If the PO is declined, the Office Manager is responsible for notifying the requestor. If approved, a copy will be sent to the requestor. The Office Manager then has the authorization to order the items.

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Availability of funds is checked at time of approval. All purchases must be charged to the correct budgetary account (not only where funds are available). The approved copy forwarded to the Office Manager who will list the budget line item(s) related to the PO for tracking purposes.

The vendor will ship the merchandise to the school, referencing the PO number. The Office Manager shall maintain records within the procurement software as to the status of all such requests and shall be responsible for checking the items received against the PO and packing slip in the procurement software.

When the receipt is recorded and the PO and invoice are reconciled, the Business Manager will process the payment. The Business Manager will process payment only after receiving the necessary paperwork and approval of payment from the Principal or his/her designee.

If the staff member receives an item that is not wanted after it is ordered, it is the PO originator's responsibility to re-package the product, affix address labels, return the merchandise to the vendor and advise the Office Manager of any changes.

The purchasing power of the School shall not be used to obtain goods or services for the private use of any employee.

Any employee who charges any item without an authorized PO will be held personally liable for that purchase. "Open" "Request for Funds" limited to \$200 may be requested by the Principal, or Business Services Provider where direct purchasing is required. For example, an "open" "Request for Funds" to be issued to a supermarket, designating the account to be charged and the authorized person who may purchase groceries.

This system, using the following procedures, provides the ability to encumber against the appropriate account while maintaining overall adequate internal control:

- a. The amount of the authorization will be indicated on the PO and the Business Manager will confirm available fund on that budget line.
- b. The authorized person must sign the charge slip and provide the "Request for Funds" attached to the charge slip.
- c. The authorized person must provide all charge slips, invoices and supporting documents to the Office Manager for payment.

Requests for receiving items in order to preview them should still cause a PO to be activated. If the items are kept, a written notification to the Office Manager requesting payment must be made.

The "Request for Funds" procedure applies to purchases and services for which no PO has been issued and should apply only to the following:

- a. Recurring expenses, such as utilities, for which there is a short elapsed time between commitment to pay and time of actual payment.
- b. Expenses that cannot be handled through the normal PO process or petty cash procedure. Examples would be payment of dues for professional organizations and subscription renewals.

Personal credit card and personal check use is strongly discouraged. Personal credit cards and checks are to be used only when no other method of payment is available. Reimbursement will be made when a Request for Payment is accompanied by an original receipt. No Petty Cash is allowed in LAE.

Describe the school's plan to contract for an annual independent audit. In accordance with state law, all funds and accounts of the School shall be audited annually, following the close of the fiscal year. The Board of Directors shall engage an independent auditor licensed to practice in Colorado and knowledgeable in government accounting to conduct the audits. The independent auditor also shall audit the activities accounts of the School and report its findings to the Colorado Department of Education (CDE).

The independent auditor shall serve at the discretion of the Board of Directors. The audit report shall contain, among other information:

1. Financial statements prepared in conformity with Generally Accepted Governmental Accounting Principles and GASB 34. (The financial statements are the representation of the School, whether prepared by the School or by the auditor.)
2. Disclosures in accordance with the Financial Policies and Procedures Handbook. The supplemental schedules of receipts and expenditures for each fund shall be in the format prescribed by the CDE and shall be in agreement with the audited financial statements of the School.
3. All funds and activities of the School.
4. Budget to actual comparisons for each fund and activity.
5. The auditor's opinion on the financial statements. If the opinion is anything other than unqualified, the reason must be explained. The opinion shall include general fixed assets.
6. Disclosure of all instances of noncompliance with state law, including the Public School Finance Act of 1988, irrespective of materiality.
7. A supplemental listing of all investments held by the School at the date of the financial statements.
8. Schedules and disclosures regarding the school's pension obligation, as required by GASB 68.

The auditor also shall make recommendations to the Board of Directors concerning its accounting records, procedures, and related activities, as may appear necessary or desirable, and shall perform such other related services as may be requested by the Board of Directors

Each year the school contracts for an audit review for the year ending June 30. Hoelting and Company is the current auditing firm used by LAE. The cost for the review is between \$8,000 and \$10,000.

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Describe any core services that will be contracted out related to business operations (i.e., bookkeeping, payroll, HR.)

Leman Academy will contract services for the following purchased services:
Note Purchased Service Fees are based on FY23-24 numbers. These Fees will increase for FY24- 25 as well as FY25- 26. Estimated yearly increases of 3%.
Emergency Management (45.87), Student Information System (5.96), Assessment Services (10.77), Required Assessments (22.17), Treasurer Fees (17.18), work day (51.94 x .125), gmail (4.35), health oversight (3.57), crisis team support (1.66), ELD (159.90), GTE (8.05), SpEd (551.67)
Other purchase services that are not required are:
CoGAT (actual), Reading Assessments (cost of kit), NWEA ((.50 per test/NWEA science is 2.50 per test), i-Ready (4.80 per test) and Data downloading (75 annually).
Art show, Spelling Bee and Cyber school costs also are calculated in the instructional costs for purchase services with DCSD.
Non-direct instructional costs, including preventive maintenance, consulting and environmental consulting, and homebound placement, are all at actual costs.
Some HR costs, such as staffing posts, substitute management, and other services upon request at 90 per hour, are built into this budget.
The final areas of purchase services are in the technology with the internet system through Qwest, the T1 WAN, Routers, and media services as needed.

Describe anticipated private revenue sources, including contributions and grants. Note which have already been obtained and which are anticipated, as well as how each revenue stream will be used in support of non-core operational expenses.

No expected private resources other than school supplies for an average of \$130 per student and no grant funds are being pursued.

Describe the school's plan for compliance with district, state, and federal accounting and reporting requirements.

The school uses the auditing process for all accounting compliance and reporting requirements for assurance of no material or discrepancies in practices.

Leman Classical School's basic financial statements are presented to the auditor. In 2024 the financial statements present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of the Leman Classical School. The auditor's responsibilities for the Audit of the Financial Statements are required to be independent of LAE and meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to the audit.

The Management team also aligns and reports to the board quarterly of any changes in State statutes, District expectations, or general accounting expectations so we stay in compliance of all annual audits and budgeting criteria.

Also, per statute, the Leman Academy of Excellence Board of Directors shall comply with the Colorado Public School Financial Transparency Act, which requires that the school post certain financial documents on its website in a specified format within 2 clicks of the home page and includes, but is not limited to the following:

1. Two (2) years of budgets (posted within 60 days of adoption)
2. The Annual Audited Financial Statements
3. Salary Schedule or policies
4. A link to the Federal Form 990, 990-EZ or the 990-PF and any associated schedules the charter school files
5. A link to the district Financial Transparency Website with the individual school site level reporting template
6. A link to the CDE website where a member of the public may access information or reports that are submitted directly to the department. Information must be kept on the website for two (2) fiscal years.

The Head of Schools and the site Principal are responsible for the maintenance and implementation of all grants written for the School, as well as meeting the reporting requirements to each grantor. This includes ensuring that all purchases made with federal grant dollars are allowable according to grant guidelines and requirements and the cost principals outlined in the Code of Federal Regulations.

Describe the school board's commitment to oversight of financial practices, including clear alignment to the other financial components in the application.

LAE Board of Directors understands that the financial health of the schools is its primary responsibility. Budgets that spend money that cannot reasonably be expected to be real income will not be approved.

Any administrative request for an increase in expenditures or policies that will result in a budgetary expenditure increase greater than \$10,000 or 10% on a single budgetary line item requires board approval before being enacted. Under \$10,000 may be approved by the Principal as long as the total budget for the fiscal year is still within the total expenditures approved in the budget by the board of directors.

The budgeting process will begin with the Finance Committee with the input of the Board Treasurer, Principal, Head of Schools Business Director, and any other board appointed committee members. Draft budgets must be presented by the end of February in the previous fiscal year and require board approval no later than May 31 of the previous fiscal year. All TABOR requirements will be met.

The LAE Board will use the CDE Uniform Chart of Accounts and follow all reporting requirements as detailed in the CDE Financial Policies and Procedures Manual. LAE will comply with all requirements of the Colorado Financial Transparency Act (C.R.S. 22-44-301) by posting all required documents on the school's website promptly.

Documents to be posted include:

- Audited Financial Statements
- Check Register, Credit/Debit Card Purchases
- LAE Annual Budget
- Quarterly Financial Statements
- Salary Policies
- Salary Schedule

LAE will maintain financial records per all applicable federal, state and local laws, rules and regulations. Records will be made available to the authorizer as requested.

Include a description of anticipated salary and benefit costs.

The salary and benefit costs will include the site administrator, office support team, teachers, support assistants to instruction, special service personnel, facility support staff, health support staff, security support, instructional staff support and portion of salary for the Head of Schools. The total cost of staffing in year one including all benefits is \$4,251,560. LAE anticipates an annual salary increase of 3-4% each year. Currently, LAE pays above the DCSD salary schedule by 15% on average.

Section 2

Budget Narrative

(1) Clearly explain revenue The revenue cost assumptions from revenue are founded in the PPR for each scholar and cost assumptions and enrolled in LAE. The year 1 revenue is expected to generate \$9,870.04 per scholar, and the source of the we are assuming a 4% increase and then a 2.4% increase in the out years. The Mill assumptions. Override is planning for \$ 1,210 per full-time pupil funded. Per funded pupil, Year 1 is recommended to be \$366, with little increase in future years.

(2) Describe basic start-upLAE does not intent to submit any grants for the start-up of costs. the current start-up costs, facility funding, FFE year's anticipated costs are estimated to be \$250,493 in the preparation for year one acquisition, curriculum, opening. professional development, The budget reflects a fulltime principal during the start-up year taht will be paid and secured grants. \$100,000 in salary.LAE anticipated \$58,000 in support staffing of classified personnel Evidence of grant awards for this palnning year of the school. the total beneefits will be \$47,493. should be included as This \$250,493 cash flow planning deficit will be protected by the current funds in LAE attachments. Title funds network schools and then passed forward to year 1 expenses of the new school. and unsecured grants All LAE schools operate with a healthy fund balance. The ending fund balance as of the should not be included. close of the 2024 fiscal year reported an ending fund balance surplus of \$8,886,640. NOTE: The charter school The facility rental cost that is targeted for year 1 of operation with access three months should submit a budget before the opening of school is budted for \$1,750,000 in the budget with an ending that reflects a balanced balance of \$225,511 for year 1. operational forecast. If the school intends to apply for any grant, including the CCSP Start-Up Grant, a second budget should be submitted that reflects a balanced operational forecast without the proposed grant award(s).

Evidence of grant awards **No grants awarded.doc**
12.98 KB • Added 6 days ago

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(3) Include anticipated administrative costs and plans for school growth with appropriate projections and timelines.

The anticipated administrative costs for year 5 are:

Year	0	1	2	3	4	5
Admin	100,000	183,600	270,504	275,914	281,432	287,061
License		75,000	76,500	78,030	159,181	162,365
Classified		215,914	291,687	297,520	395,471	403,387
Total	100,000	474,514	638,691	651,464	836,091	852,813

The projected pupil growth for the school for five years is:

Year 1	Year 2	Year 3	Year 4	Year 5
5621	756	891	999	1080

(4) Demonstrate how the budget narrative is aligned with the vision and mission and the programs described in each section of the application, particularly identifying anticipated costs associated with the target population, including special populations.

The vision of LAE is to put young minds to work and lead young people to understand themselves and the world around them. Lemman Academy is a classical school that equips students with the proven tools of learning that are structured around the Trivium. "For the sole end of education is simply this, to teach men and women how to learn for themselves; and whatever instruction fails to do this is effort spent in vain." - Lost Tools of Learning, Dorothy Sayers.

We believe that staying true to our mission will best serve the families in Castle Rock. The mission statement of Lemman Academy of Excellence is:

Lemman Academy of Excellence offers a rigorous, classical education based on the traditions of Western culture where all disciplines are interrelated allowing scholars the ability to think independently and critically. We purpose to partner with supportive parents, pursue excellence, provide a safe and challenging environment, and instill morals and values in order to produce tomorrow 's leaders today.

This budget begins by recognizing that the most important part of meeting this vision and mission is the people you employ to model and develop these traits in our young scholars. LAE beings by paying on average 15% more than DCSD to recruit and retain the highest quality of candidates to serve and lead our scholars. As historically defined in education, the payroll is the largest part of the budget. In LAE we emphasize this as true but recognize that where the personnel funds are used is the key to meeting the vision and the development of our scholars.

LAE invests in higher wages for teachers, instructional coaches and instructional support staff for continuous development in teaching the Trivium, western culture and rigorous core skill development.

The mental health and student well-being is also reflected in our shaping our students minds and emotions to become a leader in their future community who can think critically and clearly when challenged with difficult constraint environments. LAE has a full mental and physical health support team with a school psychologist, counseling, and nurse services for all students.

The curriculum extends beyond the core classroom structure and emphasizes logic and latin, spanish, PE, music and Art for our students in LAE that creates the well-rounded scholar who understands themselves and the world around them as expected in our mission and vision of LAE.

The special services provided to our students of need are designed to be as internal as possible so that relationships and connections from the school every day are part of the scholars' lives. As LAE progresses in enrollment, is supports the hiring of staff in speech development and speech pathologists, reading and math interventionists and assistants, case managers, culturally/linguistically diverse specilaist and ESS assistants to ensure each scholar is on a pathway for personal success in leading, thinking and embracing high moral conduct and values.

Revised DCSD Charter Replication Application

(5) Describe how the projected population enrollment is adequate to meet long-range plans for the chosen school model, staffing and facility needs. The projected budget will meet long-range facility plans based upon enrollment growth in the following table that established significant room for new facility annual mortgage payments in most financially challenging environments of high potential interest rates. The growth of staff is estimated in each year's cost aligned to the number of scholars and the ratio of funds for each category of service.

	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Enrollment	0	621	756	891	999	1080
Beginning Balance	0	(250,493)	225,511	886,969	2,119,313	3,684,084
Ending Balance	(250,493)	225,511	886,969	2,119,313	3,684,084	5,963,761

(6) Provide a contingency budget plan based on 85% enrollment, with specific adjustments and related dollar amounts noted, to meet financial need if anticipated revenues (i.e., PPR) are lower than anticipated. See Uploaded budget

(7) Set forth the minimum enrollment needed for viable operations, including maintaining a balanced budget. In order to maintain a balanced budget and complete all services as recommended in the application LAE will need to enroll 570 scholars.

(8) Describe how the school will comply with employment law and personnel operations, including tax, payroll, retirement, insurance and background check requirements.

The business office manager oversees all payroll and deduction procedures with support from the office assistants. The school attorney keeps the board and the leadership team aware of any change in personnel policy or statutes that impacts the LAE staff or budget.

Each employee of LAE agrees to specific expectations through a signed agreement and a signed employee handbook.

The Principal can individually negotiate salary amounts with each employee. The Board of Directors shall have the opportunity to review all the credentials, resumes, and other paperwork of any/all candidates. Upon finding a candidate for the position, the Principal will approve the contract if the financial obligation is within the approved budget. All new positions must be approved by the Board of Directors if not in the adopted budget. The selected candidate will then be offered the agreement for signature.

The Business Manager will follow the payroll procedures, and the Principal or designee will receive, review, and approve timesheets electronically in the school's HRIS system. They will review data entry and make necessary changes to assure an accurate payroll. They will void all payroll checks on which there are errors and issue handwritten checks to take the place of those voided.

The Business Manager will prepare payroll tables and submit to payroll processor after receiving approval from the Principal. Then review payroll register and other reports necessary for payroll documentation and issue checks.

Under no circumstances will the Business Manager make any additions, deletions, or modifications to payroll data concerning employees without having received prior written directives from the Principal or the Board of Directors. These directives will be received by the Business Manager on a timely basis so that they will not interfere with the normal monthly processing of the School's payroll.

Anything unusual will be brought to the attention of the Principal and/or the Board of Directors for investigation. The Business Manager shall reconcile computer payroll detail to all billings for employee deductions and benefits and prepare all required end-of-month checks and reports.

In addition, the Business Manager is responsible for monitoring the payroll vendor to ensure that all required federal and state reports relating to payroll (unemployment report, 941E, etc.) are completed timely and accurately.

Salary Deductions shall be made from the paychecks of all employees for retirement and federal, Medicare, and state income tax in keeping with federal and state requirements.

Salary deductions shall be made for absences not covered by leave policies adopted by the Board of Directors. Such

deductions shall be calculated based on the employee per diem rate. Expense Reimbursements

The School shall reimburse employees and Board members within annual budgetary limitations for certain expenses incurred on behalf of the School.

(9) Address and demonstrate a clear understanding of and plan for compliance with the Financial Transparency Act (C.R.S. 22-44-301) and provide sample financial templates and reports, such as a dashboard template, as an attachment. *Please note, Section S requests information specific to budgets for serving students with special needs.*

The board oversees the business manager and CEO's proposed budget through their finance committee and self-analysis during board meetings in preparation for an adopted budget at the end of May. The communication of this information is clearly defined in statute and the Colorado Department of Education. LAE will share this information with DCSD for their website and data dashboard as part of a uniform process of compliance with the school district. It will also maintain access to its own website for visitors and parties that are part of our community. LAE will present and share with the CDE as needed and with any citizen who has an interest in accessing the information.

The items included the LAE-adopted budget over several years. The financial audits are posted over the past five years, salary schedule List of Waivers Received by LAE from the State and DCSD and all posted within 60 days after completion or review by the board.

Sample financial templates and reports

[FY24-25 Charter Budget Application 85 percent \(1\).xls](#)
793.9 KB • Added 6 days ago

(10) Summarize the following assumptions included in the budget narrative:

Facility-projected costs. The assumptions for the cost of the facility use and maintenance are projected to be \$2,128,800 for the first year. This includes fire. security, water/sewer, snow removal, natural gas, electricity, lawn care, trash, custodial, facility lease, and repairs and maintenance.

Insurance-costs (liability, Workers' Comp, building, etc.). 2

Employment plans (salary, benefits, PERA, and insurance). Assumptions for employment plans in year one are \$3,460,431. The total teacher and para-professional salary will be \$2,028,300 in instructional salaries. The administration and admin. support will total \$474,514. Other expected costs are \$109,960 for substitutes, instructional and support additional pay needs. LAE anticipates \$847,657 in total cost of benefits.

Transportation, including field trips (if transportation will be offered). **Not offered**

Insurance and liability costs. The insurance cost expected in year one of operation is \$110,000.

Food Services (if offered) **NA**

TABOR Reserve The TABOR reserve for year one will be \$213,239.

Section 3 Five-Year Budget

See attachment

File Upload

FY24-25 Charter Budget Application.xls

793.62 KB • Added 6 days ago

FY24-25 Charter Budget Application 85 percent.xls

793.9 KB • Added 6 days ago

H) Governance

Reviewer Instructions

IF THERE IS NO CHANGE IN THE GOVERNANCE FROM THE ORIGINAL CHARTER, PLEASE INDICATE IN YOUR RESPONSE SECTION THAT THERE IS NO CHANGE.

The board consists of a wide range of experienced members with the capacity to oversee a successful school, and a commitment to do so. There is a clear description the transition to a formal board, the nature and extent of parent/community involvement in the board, and draft board member agreements and conflict of interest statements.

Status: **Completed**

Form Result

IF THERE IS NO CHANGE IN THE GOVERNANCE FROM THE ORIGINAL CHARTER, PLEASE INDICATE IN YOUR RESPONSE SECTION THAT THERE IS NO CHANGE. IF THE CURRENT BOARD OF DIRECTORS WILL EXTEND OVERSIGHT TO THE REPLICATED CAMPUS, PLEASE INDICATE THIS IS THE CASE.

This section provides detailed information on the governance philosophy and how the board will approach its oversight role, the role and make-up of the board and the role of the school's administration in carrying out the school's mission and vision.

Founding Board/Steering Committee

- *Describes who can serve on the board and the process for recruiting, onboarding and ongoing training for board members.*
- *Describes the number of members, composition of the board of directors, committee names and functions, and member skill sets. Bios or resumes for each board or steering committee member are included as an attachment.*
- *Bylaws and Articles of Incorporation are included as attachments. A board member conflict of interest policy and a policy for handling parent and staff complaints are included as an attachment.*
- *Demonstrates an understanding of the requirements of Open Meetings and Open Records laws, as well as FERPA.*
- *Describes the process for creating and maintaining a School Accountability Committee.*

Board Procedures

- *Provides a clear description of the differences in roles and responsibilities of the board and school administration. A job description for the head of school is included as an attachment.*
- *Describes the plan and timeline for how and when the board will evaluate the school leader and use this information to analyze the leader's need for coaching and professional development is in place.*
- *Describes how the board will regularly monitor key indicators such as finance, student achievement, and school culture. Sets forth a plan for a board annual self-evaluation and how the results will be used to identify areas for board growth and professional development.*

Section 1

Board/Steering Committee Members

Provide resumes of board and committee members as attachments to the application.

Resumes of board and committee members

Board member Resumes.pdf

54.56 KB • Added 13 days ago

Describe board members' connection to and understanding of the DCSD community.

The LAE board is made up of citizens who live in DCSD, have had in the past, children in the District, and have served on committees or volunteer roles in the school in the past. This connection to serving a community and school they are part of, live within, and care deeply about the education the children receive is predicated on these engagements of experience within the system and behaviors highly thought of when the board moves to appoint a new member.

The LAE Governing Board focuses on best practices to reach out to the community to support the Governing Board. The LAE Governing Board is planning to implement the following committees that will serve as connections to the community of DCSD and advise the board on their work and policies:

- Standing Committees
 - Executive
 - Finance
 - Marketing & Development
 - Fundraising
 - Parent
- Ad Hoc Committees
 - Human Resources
 - Academics
 - Facilities
 - Discipline
 - Board Development
 - Before- and After-School activities (clubs and special interests)
 - Carpool Committee
 - Community Partnerships Committee
 - Fundraising / Grant Writing Committee
 - Marketing Committee/ Social Media Committee
 - Uniform/ Dress Code Committee
 - Volunteer Management Committee

Considerable thought has gone into the Parent Committee of the board to ensure this important community has a formal role with the Governing Board. The Parent Committee will be populated with two board members - one of whom is the Executive Director - as well as community volunteers. The Parent Committee will have a non-voting representative at the Lemman Academy of Excellence, Inc. board meetings.

Describe the nature and extent of parental and/or community member involvement in the board.

No change from the original application

Include a current Board Member Agreement and Conflict of Interest statement.

Board Member Agreement
and Conflict of Interest
statement

HK Board Member Conduct & Ethics Policy LCS.docx
copy.pdf

192.31 KB • Added 19 days ago

Board Member Conduct & Ethics Policy LCS.doc

51.59 KB • Added 11 days ago

Section 2

Board Procedures

Include board non-profit articles of incorporation and bylaws.

Board non-profit articles
of incorporation and
bylaws

LCS Bylaws Signature.pdf

1.52 MB • Added 19 days ago

Articles Lemman Classical Academy.pdf

1.98 MB • Added 16 days ago

Policy-Making-Policy.pdf

68.09 KB • Added 16 days ago

Describe the length of board terms, a description of board officers and their roles, how often the board will meet, a description of the key expectations for board members and the following:

Election of new members No Change from past application

The LAE Board is a 5-member organization with two seats reserved for parent volunteers and three seats for community members, monthly meetings, annual retreats, and emergency meetings as needed and prescribed in statute.

The Board of Director is vested with a fiduciary responsibility to set policy, fiscal, and ongoing governance of the Corporation, and empower its Executive Director with the ability to carry out that responsibility. Additionally, it has the general power to control and manage the affairs, funds and property of the Corporation, disburse the Corporation's monies and dispose of its property in fulfillment of its mission; and provided that the Board of Directors shall not permit any part of the net earnings or capital of the Corporation to the benefit of any private individual.

In addition to the broad responsibilities outlined in the bylaws and noted above, the key roles and responsibilities of the LAE Governing Board include:

- Promote the vision and mission statements
- Strategically plan for the future of the school
- Review and monitor the Unified Improvement Plan (UIP)
- Adopt appropriate legal documents
- Track legislative issues that affect charter schools
- Monitor the effectiveness of the program
- Provide financial oversight
- Secure adequate resources
- Hire, support and evaluate the principal
- Network in the community
- Delegate committees
- Recruit and orient new board members and assess board performance

The officers of the Board shall comprise a President, Treasurer and a Secretary. Officers shall be elected yearly by a simple majority vote.

President- Subject to the direction and supervision of the board of directors, the president shall be the chief executive officer of the corporation and shall have general and active control of its affairs and business and general supervision of its offices, agents and employees. The president shall have custody of the treasurer's bond, if any. The current board president is Victoria Hostin.

Secretary - The secretary shall (i) keep the minutes of the proceedings of the executive committees, advisory committees, and the board of directors; (ii) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (iii) be custodian of the corporate records; (iv) keep at the corporation's registered office or principal place of business within or outside Colorado a record containing the names and addresses of all directors; and (v) in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to him by the president or by the board of directors. Assistant secretaries, if any, shall have the same duties and powers, subject to supervision by the secretary. The directors may, however, respectively, designate a person other than the secretary

or assistant secretary to keep the minutes of their respective meetings. The current secretary is Susan McGinley.

Treasurer- The treasurer shall be the principal financial officer of the corporation, shall have the care and custody of all funds, securities, evidences of indebtedness and other personal property of the corporation and shall deposit the same in accordance with the instructions of the board of directors. He shall receive and give receipts and acceptances for money paid in on account of the corporation, and shall pay out of the funds on hand all bills, payrolls and other just debts of the corporation of whatever nature upon maturity. He shall perform all other duties incident to the office of the treasurer and, upon request of the board, shall make such reports to it as may be required at any

time. He shall, if required by the board, give the corporation a bond in such sums and with such sureties as shall be satisfactory to the board, conditioned upon the faithful performance of his duties and for the restoration to the corporation of all books, papers, vouched money and other property of whatever kind in his possession or under his control belonging to the corporation. He shall have such other powers and perform such other duties as may from time to time be prescribed by the board of directors or the president. The assistant treasurers, if any, shall have the same powers and duties, subject to the supervision of the treasurer. The current treasurer is Jillian Popp.

Governing Board Committees

The Chair of the Board of Directors may designate and appoint one or more committees. With the exception of the Executive Committee, each is to act in an advisory nature, not having the power to act on behalf of the board. The Chair may appoint volunteers to serve as full voting members of the Board committees. Each committee, including the executive committee, shall report directly to the Board of Directors.

Executive Committee - The Executive Committee is a standing committee created in the bylaws and is comprised of the officers of the board, including the Executive Director

and immediate Past-Chair. The Executive Director is a non-voting member of the Executive Committee. Written record of the Executive Committee meetings shall be kept.

Aside from the Executive Committee, which was created in the Bylaws, the specific committees of the LAE Governing Board have not yet been formed. However all committees will share the attributes listed below:

- Committees will report to the board
- Expectations and policies for committees will be set by the governing board and communicated to committee members
- Committees will have approximately 5-8 members, with a chairperson

Revised DCSD Charter Replication Application

- Committees will have two governing Board members and can be populated with volunteers
- There will be standing committees of the board as well as Ad-Hoc committees

The SAC representatives serve the school board ensuring compliance with all State statutes defined responsibilities and holding the board and the school accountable for the performance and well-being of the students of LAE. The bylaws give specific direction and expectations of the SAC and the same process will be replicated for the new school.

Number of parents to serve on the Board

Two parents serve on the five-member board.

Number of positions on the Board voted on by parents, vs number of positions filled by appointment.

All positions on the board are filled by appointment

Number of community members to serve on the Board

Three members of the board are community members.

Duties of individual board members and of the governing board as a whole

The mission is at the heart of all our activities, and members of the LAE board are active participants in myriad ways within the County and Colorado communities. They begin with participation in the Alliance of Douglas County Charter Schools. Additionally, as a way to share that knowledge with both the LAE Board and the broader Lemman Community, the school has hosted The Alliance on campus to present educational sessions for parents. These organizations also provide SAC training and Board Training, both of which have been utilized by the Lemman Community. The board's diverse skill sets have a big impact on areas such as policy, legislative issues, access to resources, and leadership backgrounds.

The board has received annual training and prescribed training as needed from the following organizations:

- Colorado Department of Education Schools of Choice Department
- Board Visit Days - Scheduled once a semester to facilitate
- The Colorado League of Charter Schools' Annual Colorado Schools Conference
- Governance training by the Colorado League of Charter Schools
- Annual Board Retreat
- CDE Charter School Board Training Online Modules

The governing board spends a good portion of its time guiding program assessment and renewal processes. The priority of processes to create, oversee, and hold the principal and executive director accountable is the strategic plan. The following plan is in place and consistent with board priorities in academic and operational performance and expectations,

Process: Lemman Academy of Excellence's Strategic Planning has been carried out collaboratively with input from representative stakeholders through the [Unified Improvement Plan \(UIP\)](#) process. Contributors to this Strategic Plan through the UIP process include teachers (who served on the Data and UIP Committee), grade-level team shepherds, the School Accountability Committee (SAC), Interventionists and Instructional Coaches, the LCS Board, both vice principals, and the principal.

Strategic Planning Goals

1. Retention

- a. At least 80% of students will re-enroll each school year.
- b. At least 80% of well-performing teachers will renew their teaching agreement each school year.

2. Financial

- a. The school will operate within a small financial margin each school year with the goal of setting at least \$1,000,000 (one million dollars) in reserves within the first 5 (five) years.
- b. Staff salaries will remain competitive with the school's comparable market.

3. Legal

- a. The school will remain 100% compliant with the authorizer's reporting timeline (DCSD's charter.tools).

- b. The school will be found legally above reproach in all matters pursuant to state and federal education laws.

4. Academic

- a. At least 70% of scholars will perform at or above grade level in math as measured by MAP and CMAS (3rd-8th grade).
- b. At least 70% of scholars will perform at or above grade level in literacy as measured by DIBELS (K-2 grade) and CMAS (3rd-8th grade).

The governing board consistently supports the mission/vision of the school by securing strong relationships within the school and with outside agencies. At the foundation of Lemman Academy of Excellence, our board intentionally plans and thrives on the alignment of our mission and vision in the hiring and relational development of those supportive of this teaching and learning methodology. The leadership always shares our mission, vision, core values, and philosophy when advertising for open teacher and staff positions to attract like-minded candidates whose values fit the values of our school.

During the interviews, we share our values, mission, and purpose along with our vision for the future of Lemman Academy of Excellence with potential candidates and seek to hear their thinking and belief alignment to our culture.

The board has directed the principal to ensure processes of takeover in case of an emergency, leave of absence, or resignation. The site principal ensures weekly modeling, meetings, and independent review of assistant principals be conducted to ensure successful succession planning is continuous and ongoing in preparing for leadership turnover.

Board Member Succession:

Potential Board members are encouraged to gain experience by serving on the School Accountability Committee (SAC) and the Parent Teacher Organization (PTO).

Community representatives are invited to participate in school tours and events.

In building a balanced and diversified governing Board, the knowledge, skills, and abilities of each member are assessed. New qualified board members are identified whose knowledge, skills and abilities complement those of existing board members to fill gaps left by those who step down.

The Lemman School Board is a Colorado, 501c3, non-profit organization. The entity was formed on January 29, 2016, and is vested with a fiduciary responsibility to set policy, fiscal, and ongoing governance of the Corporation, and empower its Executive Director / Principal with the ability to carry out that responsibility.

In addition to the broad responsibilities outlined in the bylaws and noted above, the key roles and responsibilities of the LAE Governing Board include:

- Promote the vision and mission statements
- Strategically plan for the future of the school
- Review and monitor the Unified Improvement Plan (UIP)
- Adopt appropriate legal documents
- Track legislative issues that affect charter schools
- Communicate school vision, mission, and strategic plan to all stakeholders (State of The School)

- Monitor the effectiveness of the program
- Provide financial oversight
- Secure adequate resources
- Hire, support, and evaluate the principals and Head of Schools
- Network in the community
- Delegate committees
- Recruit and orient new board members and assess board performance
- Ensure compliance with State and Federal Statutes
- Have strong, stable, and effective governance that includes well-developed governance documents (bylaws, policies, grievance procedures, conflict of interest disclosure, and human resources policies/procedures).

How members will be held to and will hold themselves to:

How members will be held to See Attached Board policy Development Policy

to and will hold themselves to: The board will have a clearly defined role in policy development, focusing on strategic direction and setting broad guidelines rather than micromanaging daily operations. The

Responsibility to develop policies board should delegate the implementation and execution of policies to the management team, ensuring they have the necessary resources and authority. Each board member will understand their specific roles and responsibilities, including their contribution to policy development and oversight.

All policy development and approvals will be conducted in board meetings so they are open and transparent, allowing for open discussion and debate on policy matters. The board will have clear communication channels for receiving and sharing information with stakeholders, including board members, staff, and the public during the policy development segments of the board meeting..

The board will ensure timely and accurate disclosure of relevant information, including policy proposals, decisions, and outcomes. The board will regularly review policies to ensure their effectiveness and relevance, making necessary adjustments as needed per statute or recommending local, community, or board changes as needed to enhance the operations of the school.

Some policies will establish performance indicators and metrics to measure the impact of policies and identify areas for improvement.

The board will adopt a code of conduct that outlines ethical standards and expectations for board members in terms of attendance, engagement, debate, and voting expectations on all items presented before the board unless a conflict of interest were to exist. The board has a clear policy for addressing potential conflicts of interest, ensuring impartiality and objectivity.

How members will be held to and will hold themselves to: Provide financial and operational oversight.

LAE Board of Directors understands that the financial health of the schools is its primary responsibility. Budgets that spend money that cannot reasonably be expected to be real income will not be approved. The Board will approve contracts for amounts exceeding \$25,000.

The budgeting process will begin with the Finance Committee with the input of the Board Treasurer, Principal, Business Director and any other board-appointed committee members. Draft budgets must be presented by the end of February in the previous fiscal year and require board approval no later than May 31 of the previous fiscal year. All TABOR requirements will be met.

LAE will use the CDE Uniform Chart of Accounts and follow all reporting requirements as detailed in the CDE Financial Policies and Procedures Manual.

LAE will comply with all requirements of the Colorado Financial Transparency Act (C.R.S. 22- 44-301) by posting all required documents on the school's website promptly.

Documents to be posted include:

- Audited Financial Statements
- Check Register, Credit/Debit Card Purchases
- LAE Annual Budget
- Quarterly Financial Statements
- Salary Policies
- Salary Schedule

LAE will maintain financial records in accordance with all applicable federal, state, and local laws, rules, and regulations. Records will be made available to the authorizer as requested.

The LAE board will adopt and review policies that guide the district's operations, including those related to student discipline, curriculum, and staff conduct. The board will ensure that policies are consistent with state and federal laws and regulations. It is also recognized that the board must review and revise policies as needed to address changing circumstances.

School boards are responsible for all aspects of the school. We delegate some of the monitoring and the day-to-day operations of the school to the administrative leadership team and, ultimately, the CEO. The Board ensures the school is compliant with policies and provides a quality education to students. LAE also oversees the school's facilities, transportation, and other support services through the reporting of the policy compliance by the CEO to the board on regularly scheduled intervals of an annual calendar.

How members will be held No change from the original application
to and will hold
themselves to: Address
parent and staff
complaints.

How members will be held Professional development at Lemay Academy of Excellence does not stop with just
to and will hold teachers and staff; LAE intends to have ongoing board training to ensure that the
themselves to: Commit directors are able to effectively lead the school. To ensure that funding is not a limiting
to Board training regarding factor in providing for board training, training for the Board of Directors is included in
governance best the assumptions for professional development.
practices. Directors are required to attend all board meetings, strategy sessions, retreats, and
conferences as determined by the Board of Directors. These include, but are not limited
to the following:
Regular Board Meetings - Board meetings will be held once a month.
Board School Visit Days - Scheduled once a semester
The Colorado League of Charter Schools' Annual Colorado Schools Conference
Governance training by the Colorado League of Charter Schools
Annual Board Retreat
CDE Charter School Board Training Online Modules

How members will be held to and will hold themselves to: Development of a policy describing the relationship between the Board and the school leader, including a plan for hiring and evaluating the school leader.

The governing board has a clear plan for hiring, retaining, supporting, and evaluating the school administrator. The Board monitors the performance of the principal annually with performance indicators aligned to expectations defined in the Strategic Plan. The Head of Schools reports to the Board, and Principals report to the Head of Schools. The Board of Directors has the responsibility to hire the Head of Schools and the Principals; additionally, the Board of Directors has the authority to fire the Head of Schools and Principals but respects the input from the Head of Schools on all Principal evaluations and performance recommendations. The Principal works very closely with the Vice Principal. Together, they collaborate on all aspects of administration and management of instructional staff. All instructional staff - teachers, assistant teachers, specials teachers, and special education staff - report to the Vice Principal.

The Director of Instruction reports to the Principal and manages both administrative and instructional aspects of the school, though duties are more task-oriented. The Business Director is responsible for the office staff, aftercare program food service program, and janitorial staff; these positions are direct reports to the Business Director. The Health Services (Nurse and Assistant Nurse) report to the Principal.

Upon approval of the charter application and within one year of the school opening, the Board of Directors will begin a comprehensive local and national search for a qualified Principal to lead the new school. The Board will post the open position for the Principal on its own website as well as educational-based sites such as the Colorado League of Charter Schools, National Alliance for Public Charter Schools, Teaching CO.org, and Douglas County School District. Additionally, the board will use traditional job-search sites such as the AASA,

The ideal qualifications that LAE seeks in a school leader include:

- A Master's degree in Educational Leadership, Education, Education Administration, or MBA
 - At least three years of successful teaching experience
 - Proven leadership ability promoting collaborative decision-making
 - Strong verbal, written, and interpersonal communication skills to positively impact the community, parents, scholars, administrators, faculty, and staff
 - Strong commitment to supporting and safeguarding the principles of excellence in education
 - Working knowledge of learning theory, instructional methodology, curriculum development, and teacher observation/evaluation
 - Working knowledge and understanding of school finances and operational budget
 - Ability to manage conflict resolution with an attitude of humility and service
 - Working knowledge and understanding of Classical curricula and learning
 - Working knowledge and understanding of Charlotte Mason educational philosophy and methodology
 - Working knowledge and understanding of Colorado Academic Standards and CommonCore Standards
- Working knowledge and understanding of computers and computer software

applications such as word processing, spreadsheets, and other applications tailored to specific departmental needs

LAE and its Board of Directors will utilize the comprehensive educator evaluation process and the model system developed by the CDE when evaluating the Head of Schools, Principal, and Staff. The central purpose of evaluations is to improve job performance, inform the principal of success, and identify opportunities for growth, improvement, and professional development. The Board of Directors will be responsible for evaluating the Head of Schools on an annual basis. Some of the performance metrics used to evaluate the Head of Schools include:

Achievement of Goals

Adherence to vision and mission

Finances and operations.

Leadership Actions

School Safety

Student achievement outcomes

Teacher effectiveness

How members will be held **No change in original application**

to and will hold themselves to:

Compliance with statutory requirements regarding the staffing and role of the School Accountability Committee.

How members will be held **No Change in Original Application.**

to and will hold themselves to:

Compliance with Open Meeting Statutes (Sunshine laws).

Revised DCSD Charter Replication Application

How members will be held to and will hold themselves to: Compliance with Open Records laws and FERPA

LAE has a written process for all requests of any public document in CORA. The individual or entity must submit a written request with the specific records of interest. Requests should be as specific as possible to help the staff locate the records, and if needed, a small fee to prepare the documents may be requested.

LAE will only accept record requests made in writing. Records requests made via social media shall not be accepted and must be submitted through the appropriate means. LAE will treat a records request that cites the federal Freedom of Information Act (FOIA) as though it were made pursuant to the Colorado Open Records Act. Upon receipt of a CORA request, employees with records that meet the definition of that which has been requested shall, as soon as possible, provide those records to the school leadership.

A request is considered "received" the day an e-mail, fax, or letter containing a request is opened. LAE shall make every effort to respond within three working days. This three-day period begins on the first working day following receipt of the request. LAE may extend its response period up to seven working days if it finds extenuating circumstances exist and communicates that finding to the requestor in writing, as described in § 24-72-203(3)(b), C.R.S. The extension period would begin on the fourth working day following receipt of the request.

If records are stored in paper format, staff will work with the requestor to schedule a time to inspect the records in person. LAE will not be responsible for conducting an analysis of records on behalf of a requestor and will not create new records in response to a request.

There are some exceptions to CORA, meaning certain records are not subject to disclosure.

FERPA protects the privacy of student education records and gives parents (or eligible students) the right to access and control their information. FERPA applies to educational agencies or institutions that receive funds from the U.S. Department of Education. A student becomes an "eligible student" at age 18 or when attending a postsecondary institution, at which point rights under FERPA transfer from the parent to the student. LAE complies with policy expectations of obtaining written consent from parents (or eligible students) before disclosing personally identifiable information from education records, with certain exceptions.

How members will be held to and will hold themselves to: Compliance with Conflict of Interest requirements

No Change from original application

How members will be held to and will hold themselves to: Preparation, attendance and participation in scheduled board meetings

The LAE has a strict policy on membership board meeting attendance. Excused meetings are approved by the Board chair, and any board member who misses three or more meetings in an annual cycle is recognized as resigning from the board.

The key element of LAE board preparation and participation is to ensure a clear and consistent process leading up to the meetings, during the meetings, and after the meetings.

Board members are held accountable for agenda preparation through the combined efforts of the board chair, secretary, and other board members, who collectively ensure the agenda is comprehensive, timely, and relevant to the board's responsibilities. The board chair is responsible for setting the agenda and ensuring it's followed, guiding discussions, and ensuring all board members feel heard. The secretary collaborates with the board chair to create, finalize, and distribute the agenda and relevant materials and also takes minutes to document decisions and track follow-ups. All board members can request that an item be considered for the agenda. Board members will review the agenda and supporting materials in advance to be prepared for the meeting and contribute effectively.

The agenda and materials should be distributed to all board members well in advance of the meeting, allowing sufficient time for review and preparation in order to provide input and request additions to the agenda.

The secretary will take thorough minutes, which are then reviewed and approved by the board, ensuring accountability for decisions made and actions taken.

How members will be held to and will hold themselves to: Understanding charter's corporate documents and financial statements

The LAE corporate documents to participate as a board member require a signature of recognition that the board member understands and will abide by the document expectations. Each board member has a fiduciary duty to act in the best interest of the school and its assets, ensuring responsible financial management. School board members will regularly review financial reports, including income statements, balance sheets, and cash flow statements, to understand the school's financial health and performance.

Each member of the board is responsible for reviewing and approving the annual budget, ensuring it is comprehensive and realistic based on the district's financial performance and economic conditions. The board will also have an annual external audit per statute to ensure a transparent process of financial governance expectations.

I) Employees/ Human Resources

Reviewer Instructions

IF THERE IS NO CHANGE IN THE EMPLOYEES SECTION FROM THE ORIGINAL CHARTER, PLEASE INDICATE IN YOUR RESPONSE SECTION THAT THERE IS NO CHANGE.

This section provides a variety of information on the school's employees and employment policies, and the relationship that will exist between the charter school and its employees.

- *Describes the process to locate, interview and hire the School Leader.*

- *Describes the recruiting and hiring process and includes a hiring timeline. Describes how the school will ensure that teachers are highly qualified for their positions.*
- *Job descriptions for all key employees, including teachers and administrative staff are included in an attachment.*
- *Describes which employees will be under contract and which will be "at will."*
- *Sets forth a plan to use data to manage, disaggregate, display, and adjust or change curriculum and instruction, as well as identify professional development focus areas.*
- *Provides a description of the staff evaluation process and timeline.*
- *An Employee Handbook is included as an attachment. If a Handbook is unavailable, a summary of the school's policies and procedures is included in the narrative with a timeline for completing the Handbook.*

- *An organizational chart is included that shows all key positions as an attachment.*

Status: **Completed**

Form Result

A draft staff handbook

Leman-Colorado-Employee-Handbok-July-2024.docx.pdf

798.3 KB • Added 28 days ago

Section 1

Organizational Charts and Staffing Plan are provided.

Org Charts - '25-'26.pdf

95.55 KB • Added 5 days ago

Section 2

Description of the process for recruiting and hiring skilled faculty and staff are provided. No change in the HR function of the first two schools. Leman Academy of Excellence seeks to hire qualified, excellent teachers who are committed to growing as an educator in order to be their best in the classroom so that they can draw out the best in their scholars. Administration will seek certified teachers who have a passion for teaching, love teaching young people, and have a teachable attitude that demonstrates they are life-long learners themselves. The administration of Leman Academy of Excellence understands that teacher quality is one of the most important factors related to increasing scholarly achievement. Teachers who are committed, engaged and skillful in their approach to instruction have a powerful, long-term impact on scholars' lives. The quality of instruction is critical to increased scholar learning and achievement in the classroom, and that is why Leman Academy of Excellence has identified teacher recruitment as an organizational priority. Administration plans to start with its recruitment process in attracting and hiring the very best faculty and staff as early as possible and each of the candidates for hire will be treated with professionalism and respect in every stage of the recruitment process. Administration has put in place a rigorous evaluation and selection process for potential candidates that includes a written application, submitting a cover letter and resume, preparation of a lesson to be taught before administration and others from the selection committee, an interview with the selection committee, a second interview with the principal, and a thorough background check of references.

Section 3

Describe the Professional Development Plan for faculty at the new school. The discussion should include:

How professional development is aligned and will help teachers operationalize the vision, mission, values, culture and goals of the school. No change in the HR function from the first two schools.

How professional development will support staff to meet the needs of students with academic challenges, students with IEP's and 504's, Gifted and Talented students and English language learners. No change in the HR function from the first two schools.

How the professional development plan and teacher evaluations will use and be aligned with performance data

(See attachment)

Not only is it critical to hire excellent, quality instructors for the classroom, but it's just as vital that administration purpose a comprehensive and well-planned professional development program that will offer meaningful, productive professional development opportunities. To that end, the program will:

1. Support the goals of teaching to and implementing the Colorado Academic Standards and Common Core Standards for the teachers in the classroom
2. Provide professional growth and learning for the faculty of Lemman Academy
3. Look at Classical education, teacher effectiveness, best teaching practices
4. Scholar performance related to assessment, analysis, and subsequent actions
5. Professional Improvement Plan
6. Ensure that our school fulfills its mission with our families and community
7. Allow for professional collaboration
8. Provide community building for faculty and staff

The administration of Lemman Academy of Excellence is committed to supporting the teachers and the work they are doing in the classroom to bring out the best in every scholar, both socially and academically. Administration will treat each faculty and staff member with great care and respect, establishing a workplace environment that is encouraging, collaborative, and professional. Teachers will be respected when it comes to their time, pay, and being more involved in the decision-making process. The work of the teacher in the classroom will be acknowledged and celebrated by the administration.

A scholar's performance tasks and exams show administration and faculty what our scholars know and can do, as well as where scholar learning needs to improve. Assessment and analysis of the data is a valuable tool to help guide and direct the teaching and learning process. Our teachers understand the importance of assessments with analysis to inform scholars of their progress and to provide teachers with feedback regarding ways to modify or adjust their instruction to meet the individual needs of all their scholars.

Understandably, each of the questions on an assessment used by our teachers will produce useful information about how our scholars will perform on state tests because they will be aligned to a standard. Additionally, the questions used on an assessment need to reflect the rigor of the state test if they are to truly guide the teachers about how much our scholars are expected to know and be able to do. In this way, our assessments will clearly define standards and render them meaningful.

Data produced through our assessments, along with analyzing the results, will ultimately provide our teachers with information on how the scholars performed concerning specific standards, providing teachers with the necessary feedback regarding future instruction. This approach to instruction, using scholar achievement data to support instructional decision making, will be a key component to helping all scholars at Lemman Academy of Excellence achieve success.

How professional development will change as the school grows and matures based on data

No change in the HR function of the first two schools.

1. Teachers and administrators participate in an eight-day Orientation and In-service training program in July regarding our philosophy, mission, core values, beliefs, and educational approach, including implementation of Colorado Academic Standards and the Common Core Standards
2. Faculty and Staff In-service training before the start of the school year will be in late July.
3. Workshops and teacher training are scheduled on the school calendar for every Wednesday and accounted for with an early release time for all of our scholars. These meetings are set by the month to target release of training aligned to curriculum, pedagogy Classical model and student performance status in each content area.
4. Formal Evaluations for every teacher.
5. Weekly Informal Observations to provide regular feedback regarding observed instruction, best teaching practices, and effective methods of instruction related to standards
6. Instructional coach is ongoing support for each teacher on a daily basis and instructional coach meetings with professional development are established through weekly department and/or grade level engagements.
7. Mentor responsibility is a slow-release process for first and second year teachers as they grow with skills and needs within their assignment.
8. Examples of the past two years of data-driven target focus in professional development and system support:

Adjustment Actions Implemented in the 2023-2024 School Year

1. Our teachers, administrators, and instructional coaches have received the time and guidance to identify areas on the CMAS where our scholars have scored low.
2. The LCS charter board has approved and implemented Cost of living adjustments (COLAs). LCA's base teacher salary is now above that of DCSD, making hiring and retaining strong teachers possible, especially in harder-to-fill grades, like 4–5th grade, math, and science.
3. Professional development has been and is being provided to equip teachers on how to grow scholars in those low-scoring skills.
4. Our teachers, administrators, and coaches have identified areas on the CMAS where our scholars have scored low. Instruction in these areas is being especially observed and coached.
5. Teachers are being held accountable to demonstrate in their lesson planning and posted objectives when scholars will be taught low-scoring skills.
6. One part-time interventionist and one part-time IA will provide intervention for scholars in grades 2-8 who are scoring lower.
7. i-Ready is used for scholars who have Read Plans.
8. The school will purchase another Chromebook cart to allow teachers in grades 3-8 (who take the CMAS) time to practice typing and test-taking on the

computer.

9. Further, CMAS prep materials and resources have been purchased based on teacher feedback to ensure more resources are available.
10. Math teachers have been trained to use *Thinking Classroom* strategies in grades 4-8 to guide scholars to practice justifying, evaluating, and modeling their thinking.
11. In Middle School, scholars are grouped according to their current math skill levels.
12. The school has invited DCSD to provide a review of our current programming.
13. The school is purchasing more i-Ready seats for scholars in grades 4-8 and will create time for them to complete individualized interventions on Chromebooks.
14. The school is creating more weekly time for scholars to complete their individualized i-Ready lessons.
15. The school will hire and re-assign more staff to increase the staff-scholar ratio to provide small-group interventions.

Further Strategies Implemented in the 2024-2025 School Year

1. Flexible-Skill Grouping for math. The school may design the daily schedule so that 4th and 5th-grade teams all teach math at the same time, then assign scholars to a different math teacher based on their current triangulated math data.
2. Hire for, schedule, and incorporate computer classes for scholars in grades 4-8 to practice i-Ready and online test-taking skills.
3. Consider an alternate math curriculum for 4th to 8th grade that uses language and approaches that CMAS assesses. Will keep Saxon for PreK-3 grades.

Section 4

Describe how the school's teacher evaluation system will meet the intent of Colorado SB 10-191. Be sure to address:

The role student progress and achievement play in teacher evaluations.

In 2010, Senate Bill 191, also known as the Educator Effectiveness Act, is about quality instruction and improving student results. An additional set of legislative changes for licensed evaluation was introduced in 2022 with the passage of Senate Bill 22-070. All licensed employees must be evaluated annually. All probationary teachers must have at least two formal observations, and all non-probationary teachers must have at least one formal observation. Systems should reflect a continuous growth process and provide teachers with actionable feedback.

The act requires that 30% of an educator's evaluation is based on the impact they have on student learning growth.

See the attached data and the instructional coaches' framework for working with the teacher development in LAE.

Attach any supporting documents (optional)

Instructional Coaching Non-Negotiables (Parker Royals).pdf

266.79 KB • Added 19 days ago

2425 Stroh iReady Data (1).pdf

974.4 KB • Added 19 days ago

MAP historic scores.pdf

140.8 KB • Added 19 days ago

LAE CMAS Comparison.pdf

326.28 KB • Added 19 days ago

LAE I-ready for both schools combined.pdf

431.64 KB • Added 19 days ago

J) Insurance Coverage

Reviewer Instructions

Proposed insurance coverage aligns with statutory and district-mandated requirements and aligns with what the school is proposing within the application.

Status: **Completed**

Form Result

Attach copies of insurance policies or other documentation to support

Douglas-County-Scho_Leman-Classic-S_-24-25-Leman-C_7-2-2024_289416648_1.pdf

417.69 KB • Added 28 days ago

K) Parent and Community Involvement

Reviewer Instructions

The applicant provides evidence of parent and community involvement in the development of the school as well as the ongoing support of the school once opened.

The applicant provides opportunities to solicit feedback from stakeholders.

The applicant identifies reasonable plans for external partnerships to support the school.

Status: **Completed**

Form Result

(1) List existing community partnerships that are currently in place.

- Identify all of the partnerships in the Entity box.
- In the Nature of Partnership / Description of any Planned Resources or Agreements column, please provide a brief summary of the nature of the partnership, as well as any planned resources or agreements in place.
- In the Attachment Title column, please identify the attachment that includes the agreement or letter that formalizes the partnership.

Entity Box

NA as LAE has not started a partnership outreach since the school is three years away from opening.

The partnerships for the area desired by LEA for the 2027-28 school year have not been targeted yet due to the extended timeline before the school will open. The second school process sent information on two separate occasions during the marketing campaign and received over 1,000 responses of interest from the community area. This would be a successful replication process we will use in the Crystal Valley Ranch area.

(2) Discuss how students and parents were informed of the proposed school and what community meetings were conducted.

The most successful method of communication is awareness outreach from families within our current schools. This word-of-mouth process, aligned with tours of the current two schools, allows families to see and judge if LAE is the right choice for them to seek in their children's education.

LAE will host community open houses. LAE volunteers and members of the applicant team will engage in a variety of ways to connect with the community, including:

- **Community Fliers** - Informational fliers will be provided to local churches, community centers, coffee houses, and stores throughout the community.
- **Facebook Page** - LAE will start a Facebook Page; this outlet will become highly utilized in the future months.
- **Information Tables** - LAE volunteers will set up tables with information at local parks to gather signatures of support for the school. Additionally, multiple volunteers will be carrying the signature sheets to after-school activities to gather more support.
- **Land Developers** - In an effort to better understand the projected population growth, the timeline for development, and the number of schools required to support and foster that growth, LAE will meet with the DCSD facilities and land department and local developers in the Crystal Valley Ranch area.
- **Local Clubs** - LAE will meet with the local HOA and public service entities such as Rotary, Lions, Elks and other associations and clubs in the community.

Marketing Plan Post Charter Application Submission

The information below represents a portion of the marketing and promotion plan. It is reiterated here to demonstrate how LAE intends to reach a broad spectrum of the Crystal Valley Ranch community.

Advertising and Promotion

A consistent program of marketing and promotion will be required for the first three years while the school is building to its full capacity. As the number of open seats in various grades shifts from year to year, so will the community outreach efforts. LAE had segmented the community by age and is orienting outreach efforts that best reach the target audience.

Segmenting the Target Audience by Age

Reaching Families with Kindergarten and First-Grade Students

Developing relationships with potential feeder schools in the start-up year and beyond is essential to laying the groundwork for enrollment at LAE - both in year one and beyond. Recognizing that many preschool programs offer Kindergarten, LAE marketing efforts will be sensitive to only approach families with students who are aging out of a feeder school's program. LAE seeks to establish long-term relationships with potential

feeder schools and recognizes that competing for a school's potential Kindergarten class will undermine efforts for a healthy and long-term feeder school relationship. The sample list below includes day care, pre-school, and pre-school/kindergarten programs. Particular emphasis will be placed on developing relationships with programs that end at Pre-K because they will be sources for rising kindergarteners, which will be the primary point of entry.

- Castle Rock Kindercare Learning Center
- Ivybrook Academy
- Highpointe Academy
- Little Bears Preschool
- Primrose School of Castle Rock
- The Goddard School of Castle Rock
- Merryhill Preschool
- STEM Child Care
- La Petite Academy of Castle Rock
- Montessori School of Castle Rock

A letter of introduction will be sent to each prospective feeder school with an emphasis on the fact that LAE is only interested in reaching students who are aging out of the school's program. Each letter will be followed up with a phone call to secure a date for Dr. Leman to address the families of the preschool and Kindergarten parents who are in the process of looking for a new school. When possible, invitations to these speaking events will link through the hosting school's Facebook page, and RSVPs will be captured on the LAE Facebook page, which will enable the social media conversation about LAE to continue long after the speaking engagement is over.

Another group that LAE intends to connect with is "MOPS" groups, or Moms of Pre-Schoolers. MOPS is a social networking group for stay-at-home mothers who meet regularly for mutual support, fun and to share best practices for parenting.

Elementary-Aged Scholars & Rising Middle School Scholars

The greater challenge for meeting enrollment goals at LAE will be in grades 2-6; this span of ages represents the same number of 140 scholars in each grade level. While there is not an obvious feeder pattern for these students, there is a greater variety of reasons a family may be looking to a new school.

The chart below aligns marketing tactics with circumstances that would position LAE as the right educational choice for families:

Family Circumstances that Position LAE Community Outreach for this Audience as the Right Education Choice

- Dissatisfaction with current school
- Direct Mail

Revised DCSD Charter Replication Application

- Google Ad Words purchase with Parker

geographical range: "new schools, elementary schools"

Drawn to Classical Education and /or Charlotte Mason

- Direct mail
- Google Ad Words & Facebook Ads purchase with Parker geographical range: "Classical Education, Charlotte Mason"
- Advertising

Familiar with Dr. Leman's Body of Work

- Direct Mail
- News regarding LAE on Dr. Leman's website
- Social media connections with Dr.Leman's network

Moving into the area/ new to Crystal Valley Ranch or Castle Rock, CO

- Working with real estate agents to provide information to new home buyers
- Working with developers building new communities
- Working with HR departments of major employers to include information about LAE to employees/transfers/relocation packages

Looking for a long-term school choice that includes middle school

- Direct Mail
- Google Ad Words & Facebook Ads purchase with Parker geographical range: "middle schools, charter schools, charter middle schools"

The Leman Academy of Excellence volunteer base is growing steadily, and the board of directors recognizes that the momentum will build exponentially with a successful charter school application. Our program has the benefit of a nationally recognized, award-winning author and speaker whose philosophies on child development and parenting are highly respected. LAE is excited about fostering more community connections in Castle Rock and providing a unique school culture that is both dependent upon parents and has the capacity to strengthen individual families.

(3) Describe the outreach efforts within the Community and elsewhere to prospective students, including at-risk populations, and identify the targeted student population, including at-risk students, for the proposed charter school.

All students will be targeted in the same manner, as stated in the above chart. The programming for at-risk support and SPED programs and services will be part of the communication within fliers, social media, and advertising.

(4) Describe how staff and the Board will engage with external partners to help build a network of support for the proposed new charter school.

The board will be leading a lot of the noted marketing communication methods above in this parent and community outreach section. A key factor also from the board's role as individual members is to serve as key communicators from the community to the school leadership regarding interest in different aspects of the school offerings and ensuring artifacts, example resources, tours or questions are available and answered in a timely manner.

The board leads the LEA team in ensuring timely customer service of outreach communication about the location, methods and experiences a child can expect to get at LAE since they have been actively engaged with their own children in this school system. The board becomes the leaders of the new school effort by being joiners and connectors.

They will organize a strategic outreach plan to connect with the external community, parents, and organizations by taking part in community-based organizations that support learning and children's education.

The evidence of success is another high priority as we can showcase our school to prospective students and families as well as transparently display our accountability dashboard so parents feel they can make an informed decision if LAE is right for their child.

Upload any documents that support the content of this application element (optional)

Notes

 **Question** was added at 04/02/2025 11:44 AM by Dan Mcminimee

Can you please provide a current list of community partners for the existing two campuses? How long have they been "partners" and what benefits have been realized?

 **Question** was added at 04/02/2025 11:47 AM by Dan Mcminimee

What lessons or opportunities for growth have Lemah Schools learned related to the recent challenges in opening Lemah BG? What went well and what strategies will be used going forward?

L) Enrollment Policy

Reviewer Instructions

The applicant details a plan for recruitment of all students, including special populations. The proposed enrollment policy and priorities for enrollment are non-discriminatory and align with district policy and procedures and statute as applicable.

Status: Completed

Form Result

This section explains how students who want to attend the school will be admitted and enrolled, and how the school manages the process once students are interested in attending the school.

- *Enrollment and lottery policies and procedures are included as an attachment. Demonstrates that enrollment is available to all students without regard to race, creed, color, sex, national origin, religion, sexual orientation, ancestry, disability, or need for special education services. Sets forth any enrollment priority weighting for particular groups of students.*
- *Describes how the larger community will receive information about the school, including a description of outreach to at-risk and minority communities.*

(1) Detail the plan for student recruitment, including students with special needs, English Language Learners, Gifted and Talented students, at-risk students, and other educationally disadvantaged students. Describe how the school will serve a diverse community within its programming description.

Enter content here

Note: Some of this information was stated in the Parent Community Involvement Section

Recruiting students begins with the recognition of the non-discrimination policy of LAE.

Leman Academy of Excellence does not discriminate based on race, color, national origin, sex, disability, or age in its programs and activities, including in admission and enrollment. Leman Academy of Excellence abides by the procedures mandated by Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA) and will provide eligible scholars with disabilities a free appropriate public education (FAPE), including following Section 504 accommodation plans and Individualized Education Programs (IEPs).

Developing relationships with potential feeder schools in the start-up year and beyond is essential to laying the groundwork for enrollment at LAE - both in year one and beyond. Recognizing that many preschool programs offer Kindergarten, LAE marketing efforts will be sensitive to only approach families with students who are aging out of a feeder school's program.

LAE seeks to establish long-term relationships with potential feeder schools and recognizes that competing for a school's potential kindergarten class will undermine efforts for a healthy and long-term feeder-school relationship. This includes daycare, preschool, and pre school / kindergarten programs. Particular emphasis will be placed on developing relationships with programs that end at Pre-K because they will be sources for rising kindergarteners, which will be the primary point of entry to LAE.

A letter of introduction will be sent to each prospective feeder school with an emphasis on the fact that LAE is only interested in reaching students who are aging out of the school's program. The letter will include information about Dr. Leman, the LAE philosophy and program goals, and an offer to have our leadership team speak at the school. Each letter will be followed up with a phone call to secure a date for a presentation to address the families of the preschool and Kindergarten parents who are in the process of looking for a new school. The hosting school receives the benefit of offering a unique and sought-after speaker to their parent body in a small and intimate environment. Simultaneously, Leman Academy of Excellence has the benefit of a relevant audience for a limited cost.

These speaking engagements will not only provide information about the Leman Academy of Excellence to an appropriate audience but will also start to generate word-of-mouth marketing for the school. When possible, invitations to these speaking events will link through the hosting school's Facebook page and RSVPs will be captured on the LAE Facebook page, which will enable the social media conversation about LAE to continue long after the speaking engagement is over.

In addition to developing and fostering strong feeder-school relationships, to build enrollment in the kindergarten and first-grade classrooms at LAE, a direct mail

campaign will enable LAE to reach this target audience.

In addition to efforts that are targeted by age group and family circumstance, the Lemay Academy of Excellence advertising and promotion plan includes outreach to the broader community to reinforce our message throughout the Crystal Valley area.

- Fliers / Community Notices at Community Outlets
 - Parker Parks & Recreation
 - Churches & Synagogues
 - Chamber of Commerce
- Internet & Social Media
 - Website development
 - Facebook Page
- Radio & Television Advertising
 - Specific stations/ shows that reach LAE's audience

(2) Describe the outreach conducted to raise awareness in the targeted student population and their families about the proposed school. especially at-risk populations.

LAE will also ensure that no scholar otherwise eligible to enroll will be denied enrollment based on personal needs, such as academic or social challenges.

Through social media, LAE will start a discussion group. This discussion group with parents, self-advocates, and community members will discuss key issues on how LAE touches the lives in our delivery model, beliefs, and practices of students with disabilities, at-risk needs, or challenges in academic, emotional, or social needs. Students' well-being and accepting students with past trauma experiences will be expressed as well as visits to the school to witness application of practices in how we communicate, define expectations, address misunderstandings, ensure a level of acceptance, and the methods for promoting acceptance among all our students. The invitation to visit our school and see the types of educational and career development experiences we provide is part of our recruiting plan. Parents, through visitations, may discover that our teachers and staff are well-trained to address the full range of each student's needs.

LEA Combines "universal supports" (those that benefit everyone in the school) and "individualized supports" (those that an individual student might need) to make it more viable to meet the educational needs of all the students, such as visual schedules, timers, and flexible seating options, speaking rolls and expressiveness in critical thinking seminars and small tables.

The foundation of this effort in awareness outreach is to communicate to potential parents that relationships are where this all begins. When we have a child's heart, we have their head, and this promotes a high level of success, satisfaction and enjoyment in our school.

(3) Provide the school's enrollment policy and criteria for enrollment decisions that ensures non-discrimination throughout the enrollment process.

LAE will enroll scholars in an equitable selection process that is compliant with A.R.S. 15-184. LAE recognizes that navigating school choice is challenging for parents. During the open enrollment period, parents/guardians must submit a simple electronic application form indicating their desire for their child to attend LAE. This form will collect basic applicant information and contact information from the parent/guardian.

When the open enrollment period ends (i.e., open enrollment deadline), the total number of applicants submitting completed electronic application forms will be determined and compared to the open seats (capacity) in each grade level. This process determines which grades are undersubscribed and which grades are oversubscribed.

Enrollment Registration Policy & The Lottery:

For grade levels that are undersubscribed, applicants who submit timely registration forms shall be admitted. Furthermore, additional registration forms for undersubscribed grades will be accepted on a rolling basis until grade levels are filled, after which point a waitlist will begin. Both acceptances and waitlist positions will function on a "first come, first served" basis following the deadline for undersubscribed grades.

LAE shall not limit admission based on ethnicity, religion, national origin, gender, income level, disabling condition, proficiency in the English language, or athletic ability. Pursuant to A.R.S. 15-184, LAE may refuse to admit any pupil who has been expelled from another institution or who is in the process of being expelled from another educational institution.

When grade levels are oversubscribed, LAE will hold a lottery. During the lottery process, any enrollment preferences which align with A.R.S. 15-184, will be given to scholars who meet the following criteria in the order listed:

- Scholars who are re-enrolling after attending the previous school year in full
- Applicants who are siblings of an already-enrolled LAE scholar. Note that this includes the following: If two or more siblings submit completed application packets during the open enrollment period, and a sibling is randomly selected by lottery for admittance, the other sibling(s) will be given preference in the enrollment process.
- Applicants who are children, grandchildren, or legal wards of: (1) employees of the school, (2) employees of the charter holder, (3) members of the governing body of the school, or (4) directors, officers, partners, or board members of the charter holder.
- Transfer scholars moving from one Lemman school to another Lemman school.

After capacity is reached, applicants will be selected through the lottery process and placed on a waitlist in the order they were selected. Parents/guardians will be notified no later than January 15th as to the results of the lottery. This notification will take place via email and/or phone call to confirm an offer of enrollment. Parents/guardians will

have 48 hours (two business days) from receipt of notification to accept or decline the offer of enrollment. Parents, after receiving notice of acceptance via email, will then have one week to complete the registration documents. If the paperwork is not received by the one-week deadline, the applicant will be moved to the bottom of the waitlist. If an offer is declined, the child's name is removed, and LAE will turn to the waitlist to fill the spot.

If an offer is accepted, parents/guardians will have one week to complete the online registration documents.

Waitlist

The waitlists at LAE are grade-specific. As a spot becomes available, the school will contact the parents/guardians next on the waitlist to offer them the open spot for their child. Parents will have 48 hours (two business days) from receipt of notification of the offer to accept or decline the offered spot. Parents/guardians, after accepting, will have one week to complete the online registration documents. If the spot is declined, the child is removed from the waitlist, and the parents/guardians of the next scholar on the waitlist will be contacted. If an application packet is received after the open enrollment deadline, the applicant will be added to the bottom of the waitlist.

The waitlists will not roll over from year to year. For any applicant who was not admitted or who withdraws his/her application, the application form will be discarded.

Leman Academy of Excellence does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities, including in admission and enrollment. Leman Academy of Excellence abides by the procedures mandated by Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA) and will provide eligible scholars with disabilities a free appropriate public education (FAPE), including following Section 504 accommodation plans and Individualized Education Programs (IEPs).

If applicable, attach any relevant documents

FAMILY-HANDBOOK-2024-2025-1.pdf

951.16 KB • Added 16 days ago

M) Transportation and Food Services

Reviewer Instructions

IF THERE IS NO CHANGE IN THE TRANSPORTATION AND FOOD SERVICES FROM THE ORIGINAL CHARTER, PLEASE INDICATE IN YOUR RESPONSE SECTION THAT THERE IS NO CHANGE.

If the school plans to offer transportation, the applicant provides an explanation of a transportation plan that meets the needs of the school.

If the school does not plan to offer transportation, the applicant describes any alternative means for meeting students' transportation needs.

Status: Completed

Form Result

IF THERE IS NO CHANGE IN THE TRANSPORTATION AND FOOD SERVICES FROM THE ORIGINAL CHARTER, PLEASE INDICATE IN YOUR RESPONSE SECTION THAT THERE IS NO CHANGE.

This section addresses whether the school plans to offer any transportation services to students and if not, describes how students' transportation needs will be met without transportation services.

- *If the school plans to offer transportation, the applicant explains how this will be provided to include field trips, before and after school, and extracurricular activities.*
- *If the school does not plan to offer transportation, the applicant describes any alternative means for meeting students' transportation needs. This includes low-income students.*

Food Services:

This section addresses whether the school plans to offer food service to its students.

- *If the school plans to offer food service, describes anticipated arrangements with a Food Service Authority or other food service arrangements, including catering.*

Transportation Services

If the charter school is proposing to offer transportation services to the proposed school, this section must be completed. If the school will not offer transportation services to this proposed school, describe what the school plans as an alternative.

Describe how the school will provide transportation services to students, including field trips. Be sure to address, at minimum, the following:

(1) How the plan will serve the needs of low-income students

No Change from current school.

(2) How the plan will comply with insurance and liability issues

No Change from Current School.

(3) How the plan will comply with state and federal rules and regulations

Enter content here

No Change.

Food Services

If the school is proposing to partner with DCSD food services, the charter school will agree to meet all required capital improvements as identified by the DCSD Nutritional Services Team.

If offering a nutrition program offered by a School Food Authority, the charter school should affirm that the school will use federal Free and Reduced-Lunch (FRL) Program forms and will distribute these to families. Further, that the school will apply federal policy in determining FRL eligibility.

No Change

Upload any documents that support the content of this application element (optional)

N) Facilities

Reviewer Instructions

THIS SECTION IS REQUIRED FOR THE REPLICATION APPLICATION

The applicant provides a comprehensive facility needs assessment that aligns with the proposed school program.

Status: Completed

Form Result

THIS SECTION IS REQUIRED FOR THE REPLICATION APPLICATION

Needs Assessment

- *Provides a facility needs assessment that aligns with the mission and vision of the school and the anticipated curriculum, including number of classrooms, specials rooms, administrative space, common spaces, outdoor spaces, square foot needs per student/space, and anticipated cost per square foot.*
- *An appropriate and realistic facility contingency plan is provided.*

Needs Assessment and Constructional and Operational Timeline

(1) Provide a facility needs assessment, outlining the necessary square footage for the expected student population and a plan for space utilization appropriate to any proposed school design.

Enter response here

A facility needs assessment has not been conducted for the Crystal Valley Ranch area. But the dedicated land provided to DCSD with three plots have the appropriate acres for an LAE school and support the need of 5-8 acres of property for the future construction of a school. LAE will also work with DCSD and engage with developers about other land site possibilities. LAE has a blueprint model that has been replicated multiple times in Arizona and will be replicated for the second time next year in Colorado. The size of the original building is approximately 45,00 sq. ft. with expansion options as the school reached the 1000 student mark.

The school will begin with a rental facility in a location to be determined and a budget of \$1.7M for the first year's building rent and maintenance costs to ensure an opening date for students to attend school.

(2) Submit plans which identify a timeline for the the new construction and opening of the charter school.

Upload any documents that support this application element (optional)

O) Waivers

Reviewer Instructions

IF THERE IS NO CHANGE IN THE WAIVERS FROM THE ORIGINAL CHARTER, PLEASE INDICATE IN YOUR RESPONSE SECTION THAT THERE IS NO CHANGE.

The applicant provides a list of state statutes and district policies for which waivers are being requested and provides adequate rationale and replacement plans.

Status: Completed

Form Result

IF THERE IS NO CHANGE IN THE WAIVERS FROM THE ORIGINAL CHARTER, PLEASE INDICATE IN YOUR RESPONSE SECTION THAT THERE IS NO CHANGE.

This section includes statements acknowledging a commitment to comply with all laws and policies that are not waived and a list of proposed state and district waivers. The requested waivers should match the proposed autonomy, school mission and vision, goals, operations, governance, and employment relationships of the proposed charter school. In addition, the

school should acknowledge if they will accept automatic statutory and policy waivers, or if the school plans on taking the non-automatic state waivers.

- *Presents a list of district policies for which waivers are being requested. Sets forth replacement rationales for the non-automatic waivers being requested, including expected financial impact if any and how the effectiveness of the waiver will be evaluated.*
- *Provides a list of the automatic and non-automatic state statutes for which waivers are being requested. Sets forth replacement rationales for the non-automatic state waivers being requested, including expected financial impact if any and how the effectiveness of the waiver will be evaluated.*

Automatic Waivers of State Rule and Statute

The State Board of Education offers automatic waivers to state statutes and state rules for charter schools. Below is a list of waivers that have been automatically granted to charter schools upon the establishment of a signed charter contract. More information about waivers can be accessed on [CDE's waiver webpage](#).

Non-Automatic Waivers of State Rule and Law

Charter schools may receive waivers from specified areas of statute once a charter contract has been established. This flexibility is intended to provide charters with the autonomy to fully implement the educational plan outlined in the school's contract with the authorizing district. Charter school waiver requests must meet the requirements set in the Charter School Act (22-30.5-101, C.R.S.). More information about waivers can be accessed on [CDE's waiver webpage](#).

1. Identify the state rule or law for which the school is seeking non-automatic waivers. For each requested waiver, please provide the rationale and a replacement plan specifying the manner in which the charter school will comply with the intent of the waived statute.

Douglas County School District Policy Waivers

DCSD has an established and published waiver request policy and procedure. Waivers requests to District policy must be submitted on the appropriate template, and are subject to the DCSD Board of Education's approval. In the event that an application is approved, DCSD staff will assist with all waiver requests.

- [Working Copy of Charter Leaders Master Waiver Document](#)
 - Review status for each waiver
 - [Automatic waiver request template](#)
 - [Non Automatic waiver template](#)

Upload any documents that support the requirement of this application element

No change in Policy Waiver Request from 2023.doc
32.32 KB • Added 15 days ago

P) Student Discipline, Expulsion or Suspension

Reviewer Instructions

THIS SECTION IS REQUIRED FOR THE REPLICATION APPLICATION. IF THERE IS NO CHANGE IN THE STUDENT DISCIPLINE, EXPULSION, OR SUSPENSION PLANS FROM THE ORIGINAL CHARTER, PLEASE INDICATE NO CHANGE IN YOUR RESPONSE.

The applicant provides a discipline policy that aligns with statute and policy and provides appropriate details for addressing student discipline, expulsion, and suspension.

- *Complies with state law, limiting reasons that may be used to justify expulsion or suspension of students in preschool through grade 2;*
- *Does not discriminate against students on the basis of hair texture, type, or protective hairstyles commonly or historically associated with race.*

Status: Completed

Form Result

THIS SECTION IS REQUIRED FOR THE REPLICATION APPLICATION. IF THERE IS NO CHANGE IN THE STUDENT DISCIPLINE, EXPULSION, OR SUSPENSION PLANS FROM THE ORIGINAL CHARTER, PLEASE INDICATE NO CHANGE IN YOUR RESPONSE.

This section defines how the school intends to handle student discipline and establish a student culture in which all students are able to learn.

- Provides a Discipline Policy and Procedures Manual as an attachment that aligns with state law and district policies, unless waived. Sets forth how the policy will address state statutory requirements, policies, processes, due process rights and alignment with school culture.
- Describes how disciplinary expectations will be communicated to parents/guardians and students.
- Describes how the school will handle discipline for students with disabilities to ensure compliance with the Individuals with Disabilities Education Act (IDEA), and 504 regulations to include Manifestation Hearings and Behavior Plans as appropriate.

(1) Describe the school's discipline policy, including suspension and expulsion processes, that aligns with federal civil rights, special education law, applicable state statute (CRS 22-33-105 and CRS 22-33-106), and the authorizer's policies.

Enter content here

No Change

(2) Detail how the charter proposes to handle student discipline, expulsion and suspension.

No Change

(3) Detail how the charter will provide for an alternative education for expelled students.

No Change

(4) Provide a copy of the student discipline policy, including suspension and expulsion as attachments.

FAMILY-HANDBOOK-2024-2025-1.pdf

951.16 KB • Added 25 days ago

Q) Serving Students with Special Needs

Reviewer Instructions

THIS SECTION IS REQUIRED FOR THE REPLICATION APPLICATION. IF THERE IS NO CHANGE IN SERVING STUDENTS WITH SPECIAL NEEDS PLANS FROM THE ORIGINAL CHARTER, PLEASE INDICATE NO CHANGE IN YOUR RESPONSE.

This section addresses how the school will meet the needs of a variety of "special needs" students who may enroll at the school. Specific research-based instructional programs, practices and strategies should be employed to produce a continuum of services to help ensure academic success for all students that is supported by good assessments.

Additional Points to Consider in your responses:

Program Administration

- *Explains how the assessment system will enable the school to identify students with special needs and how the student and teacher daily schedules provide adequate time for services and supports.*
- *Describes the strategies for serving students with special needs and how the program will be implemented and overseen. Identifies the number and type of instructional or other staff that will teach or support special needs students, including contracted service providers.*

Students with Individualized Education Plans (IEPs) and 504 Plans

Programming

- *A continuum of services designed to meet ongoing student needs is clearly described.*
- *Service models demonstrate that students are provided specialized instruction according to their identified needs while they are ensured access to the general education curriculum with non-disabled peers to the greatest extent possible.*
- *A plan for communication to teachers and staff regarding student needs for accommodations is in place. A plan for oversight to monitor compliance is fully described.*

Staffing

- *Teachers and related service providers are identified and budgeted for according to required staffing levels.*

- *From date of hire, staff hold required CDE endorsements for their role at all times.*
- *Appropriate staffing levels are maintained at all times, including how mid-year/unanticipated vacancies will be addressed.*
- *Staff receive ongoing mentoring, coaching, and professional development specific to their practice.*

Budget

- *Proposed budget clearly includes all necessary staff, equipment, instructional materials, assessments, etc.*

Response to Intervention (RtI/MTSS)

Programming

- *A plan or structure is in place for monitoring all students for academic, social-emotional, and/or health concerns.*
- *Universal screening processes are in place, and targeted and intensive interventions are readily accessible to students.*

Staffing and Budget

- *Screening, assessment and progress monitoring materials are included in budget, and trained staff are available to conduct and review the screening, assessment and progress monitoring.*

English Language Learners (ELLs)

Programming

- *Provides the implementation plan for meeting the needs of English Learners that supplements the general education curriculum, instruction, and assessment strategies. This includes the qualification process for services, model for direct instruction, type and frequency of progress monitoring, parent and family communication, process for exiting students from the program, and continued evaluation of programming to ensure students are successfully served.*
- *A plan for oversight to monitor compliance is fully described.*
- *If the district is under court order to provide mandated services for English Learners, describes the process following the terms of the law.*
 - *Provides the plan for meeting the needs of English Learners that support and supplement the current curriculum and instructional strategies. This includes the qualification process for services, the frequency of progress assessments, how parents will be notified, how the school will exit students from the program, and continued evaluation of the program to ensure students are successfully served.*

Staffing

- *Teachers and related service providers are identified and budgeted for according to required staffing levels;*
- *Staff hold required CDE endorsements for their role at all times;*
- *Appropriate staffing levels are maintained at all times, including how mid-year/unanticipated vacancies will be addressed;*
- *Staff receive ongoing mentoring, coaching, and professional development;*

Budget

- *Proposed budget clearly includes all necessary staff, equipment, instructional materials, assessments, etc.*

Gifted & Talented Students (GT)

Programming

- *Provides the implementation plan for meeting the needs of gifted learners that supplements the general education curriculum, instruction, and assessment strategies. This includes the identification process, planning for service provision and instruction, type and frequency of progress monitoring, parent and family communication, and continued evaluation of programming to ensure students are successfully served.*
- *A plan for oversight to monitor compliance is fully described.*

Staffing

- *Teachers and related service providers are identified and budgeted for according to required staffing levels;*
- *Staff hold required CDE endorsements for their role at all times;*
- *Appropriate staffing levels are maintained at all times, including how mid-year/unanticipated vacancies will be addressed;*
- *Staff receive ongoing mentoring, coaching, and professional development.*

Budget

- *Proposed budget clearly includes all necessary staff, equipment, instructional materials, assessments, etc.*

At-Risk Students

- *Describes interventions and strategies to bring low performing and credit deficient students up to grade level and the anticipated areas of support students will need.*

Status: Completed

Form Result

Programming

(1) Detail how the school will accommodate the needs of all students. Rather than listing law or regulation, provide an explanation of how students will be served in the charter school. Information related to student identification, interventions, programming, assessment, progress monitoring, re-designation and exiting special programming should be addressed.

No Change in the Original Application

(2) Describe how the charter school will implement programming and provide oversight for each of the groups listed below:

- Students identified as educationally disadvantaged students
- Students with Individualized Education Programs (IEPs)

- Students with Section 504 Plans
- Students identified as English Language Learners
- Students struggling academically with no learning disability
- Students identified as Gifted and Talented
- Homeless students/ McKinney-Vento Act.

No Change from Original Application

The plan for implementation must include a comprehensive description of:

- Programming models and processes that will be implemented to ensure accommodation, instruction, intervention and support for students on 504 plans or IEPs, or for students who are educationally disadvantaged (i.e., co-teaching, inclusion, resources, curriculum, grouping of students, plan for needed physical space or equipment, etc.)
- Programming models and processes that will be implemented to identify and accommodate students who are Gifted and Talented
- Programming models and processes that will ensure the needs of all English Language Learners are met
- Framework for oversight to ensure compliance with law and regulation (i.e. compliance with individualized plans, methods for progress monitoring and assessment, procedural compliance, chain of command, problem-solving/accountability process, etc.)
- A description of the framework for monitoring all students to determine universal, targeted or intensive needs. (MTSS/Rtl)

Per the Colorado Department of Education, scholars who have been identified as English language learners will take the WIDA-ACCESS Placement Test, which is a screener to assist in identifying scholars who qualify for English Language Development (ELD) programming.

Leman Academy will integrate the ELL scholars into the general education classroom at the appropriate grade level. Scholars placed into an English Language Learner (ELL) education program will take the ACCESS for ELLs test, an annual test that measures a scholar's proficiency in academic English.

Best classroom practices and teaching strategies will be used with our ELL scholars at developmentally appropriate levels along with consideration given to the scholars' language proficiencies and cognitive levels.

We believe the best approach to meet all of our scholars' academic needs will be to integrate the ELL scholars of our target population into the general education classroom at the appropriate grade level. Best classroom practices and teaching strategies will be used with our ELL scholars at developmentally appropriate levels and considering the scholars' language proficiencies and cognitive levels. All instruction in the classroom will be in English and the materials will be aligned to the State's English Language Proficiency Standards. The key principles are that English is fundamental to content mastery and that time on task increases academic progression. Key Features for an Integrated "Group" Classroom Approach.

- All instruction is done in English
- When possible, the child's primary language is used to clarify instruction
- English is taught through reading, language arts, math, science, and history
- There is a strong English language development (ELD) component in every lesson
- The acquisition of English takes place in a structured, non-threatening environment in which scholars feel comfortable to take risks
- Lessons include controlled vocabulary while scholars gradually acquire the necessary language skills to succeed academically and become lifelong learners

The following are effective instructional practices to be used with ELL scholars of our target population that can be incorporated into our rigorous, Classical educational program to enhance learning for the scholar in the classroom.

l) **Scaffolding:** The teacher provides the meaningful support and guidance needed for the ELLs and most at-risk students' learning growth toward each learning objective. Also, the teacher uses questioning techniques to elicit experiences that relate to his native culture. The teacher rephrases the question with words the scholar understands and uses pictures to further adapt the questioning techniques.

1. **Shelter:** The teacher introduces new content by using visual aids, music, etc. The ELL scholar will be observed to note which topics come easily and which

ones will require more support.

2. **Total Physical Response (TPR):** As much as possible, the teacher links language learning to enable the ELL scholar to make a physical response. This technique ties into various learning styles and is fun for the scholar.
3. **Reciprocal Teaching:** To help the ELL scholar complete a task, the teacher presents an interactive lesson, assesses the scholar's response for comprehension, and then restructures the lesson to correct the scholar's response. This strategy is beneficial since it demonstrates how to learn. The ELL scholar's self-esteem is enhanced by control over the learning situation.
4. **Critical Thinking Questions:** The teacher encourages the ELL scholar to ask and answer questions that start with the words "why" and "how."
5. **Hands-on Experiences:** The ELL scholar is given opportunities to complete activities that he can demonstrate and describe orally.
6. **Teaching Techniques:** The teacher needs to simplify instructions, connect the instruction to the ELL's native culture, and use graphic organizers to allow access of information. Some examples are controlled language, labeling, vocabulary word banks, flashcards, and discussions.

Finally, faculty and staff at Lemay Academy of Excellence will ensure that parent relationships are fostered and maintained despite language barriers and that learning expectations for all scholars are high, including academic expectations for scholars who are English Language Learners.

Tiers of Intervention

Classical education can be effectively implemented within an MTSS framework by integrating a strong, foundational curriculum (Tier 1) with targeted interventions (Tier 2) and intensive support (Tier 3) for students who need it, all while using data to inform instruction and decision-making.

Tier 1

- ELA and Math Curriculum aligned to Colorado Academic Standards
- Effective Core Instruction
- Data-Driven Instruction using formative data
- Data Review System - RTI review meetings

- Professional Development - Shurley English, Sitton Spelling, Saxon Math, Classical Model
- Parent Partnering Hours - offered to all scholars' parents, optional
- Scholar Hours - (tutoring) offered to all scholars, optional
- Differentiated Instruction
- Standard Classroom Interventions such as, but not limited to, preferential seating, repeating directions, rephrasing vocabulary, organizational support
- Saxon Math has components for interventions and extensions: Saxon Math Adaptations Scholar Workbook provides re-teach on the current lesson and adequate spacing to allow for more work and writing space and fewer problems to solve. Saxon Math Extend and Challenges

provides extensions on learning for those scholars who have exceeded the content and/or are gifted.

Tier 2

- All interventions from the previous tier continue to be available
- Identification of at-risk scholars through data analysis and Scholar Study Team Referrals
- Scheduling Parent Partnering Hours
- Scheduling Scholar Hours (mandatory) - Targeted differentiated instruction
- Progress Monitoring
- Targeted Instruction provided by the Reading Interventionist

Transition from Tier 2 to Tier 3

- Inadequate growth while receiving Parent Partnering and Scholar Hours
- Scholar Study Team Referral - consideration of evaluating for IEP, 504 Plan, and/or ELLP
- Targeted Instruction provided by the Reading Interventionist

Tier 3

- Multi-disciplinary Education Team meets and determines through evaluation, eligibility for Exceptional Services as dictated by the Individual Education Plan, a 504 Plan, and/or an English Language Learner Plan
- Interventions from previous tiers continue to be available
- Specialized Instruction is provided utilizing an inclusion model, except when pull-out is least restrictive and meets the individual needs of a scholar
- Specialized Instruction provided in small group setting, as needed
- Individualized Educational Goals are frequently monitored to guide instruction
- Accommodations are closely monitored for effectiveness and appropriateness

The Scholar Study Team will meet every two weeks to review the progress of our at-risk scholars who are underperforming in class and on assessments using a modified Response to Intervention (RtI) model to support all scholars with the interventions needed for achievement.

When Scholar hours, differentiated instruction and Parent Partnering are rendering inadequate results of growth, the Scholar Study Team will meet again to review data for evaluation. This team will review and analyze the data document and the interventions provided and determine the next best step of intervention: increased Scholar hours, providing more targeted instruction through differentiated instruction in the classroom, providing targeted instruction through the reading interventionist or completing an

evaluation for consideration of qualifying for Exceptional Scholar Services (Individualized Educational Plan), a 504 Plan or an English Language Learner's Plan.

When scholars are not adequately making growth we need to determine their potential as best as is possible and put support in place (through an IEP, 504 or ELLP) to facilitate the attainment of their potential. This responds to our last core value, "We have adopted a rigorous, classical approach to education. We believe that the holistic approach personified by the classical model is exceptionally outstanding in preparing the scholar to retain knowledge, think logically and analytically, communicate effectively, and succeed in life by being a responsible, caring, contributing member to society. Within that context, every teacher is passionate about their subject and has exceptional qualifications to perform their role with excellence. High academic standards are maintained for each scholar, with the expectation that each can succeed. Every young person is encouraged to maximize his/her learning potential and develop a lifelong love for learning."

LAE will comply with the applicable requirements of Section 504, the Americans with Disabilities Act (ADA), and all U.S. Department of Education Office of Civil Rights ("OCR") mandates, IDEA, and the rights of ELL scholars.

In accordance with IDEA, "children will be treated as individuals with unique abilities and disabilities that need to be addressed by providing unique support services, which are explicitly articulated in the IEP."

As identified by the legislation, an Individual Educational Plan (IEP) will be developed for each special education scholar. The school's curriculum will align with the Colorado Academic Standards and access to the general education curriculum will be provided for all scholars with disabilities to the maximum extent possible.

By adhering to the provisions of the IDEA and applicable Colorado Special Education Laws and Regulations, LAE will ensure that all scholars with disabilities are accorded FAPE, including special education-related services and accommodations.

LAE will also ensure that no scholar otherwise eligible to enroll will be denied enrollment based on their special education or disability status. LAE will implement the program for special education set forth and referenced in this charter application. LAE shall be responsible for offering and covering the costs of specialized instructional programs delineated in their IEP.

Each scholar with a qualifying IEP that outlines services and modifications and/or accommodations will receive the direct services and related services determined in their IEP.

Scholar Management Systems for IEP, 504, and ELL Plans

All scholar data is managed in a central location. Easy access from any computer or mobile device connected to the Internet.

- Allows all stakeholders quick and easy access to scholar IEPs, 504s.
- Notification of due dates, such as meetings, IEP and MET review due dates, and 504 Plans.
- Provides for documenting assessment data and eligibility data for each special education scholar.

Revised DCSD Charter Replication Application

- Easy paperless transfer of electronic scholar records.
- Document locking feature allowing IEP teams to lock down documents to protect data integrity.
- Integrated training videos and a software support section available to all users 24/7.

Special Education Student Management System is a customizable web-based software that simplifies and automates the management of the special education process for schools, districts, and education agencies. The web-based software allows quick and easy access from any computer or mobile device connected to the Internet.

Assessments utilized to determine Eligibility (not limited to this list)

Cognitive

- Wechsler Intelligence Scale for Children - Fourth Edition
- Wechsler Nonverbal Scale of Ability
- Achievement
- Woodcock-Johnson III Normative Update Complete
- Test of Written Language - Fourth Edition
- Adaptive
- Vineland Adaptive Behavior Scales - Second Edition
- Diagnostic Adaptive Behavior Scale
- Speech and Language
- Clinical Evaluation of Language Fundamentals - Fifth Edition
- CAAP-2

Gifted and Talented:

Classical education, with its emphasis on core subjects and critical thinking, is a good fit for gifted and talented (GT) students, providing a structured and challenging learning environment that fosters intellectual curiosity and in-depth knowledge.

Classical education emphasizes the traditional liberal arts and sciences, including grammar, logic, rhetoric, arithmetic, geometry, astronomy, and music. The curriculum is designed to encourage students to think critically, analyze information, and develop strong reasoning skills.

LAE Classical education involves a deep dive into specific topics, allowing students to explore subjects in greater detail. The classical approach provides a structured and sequential learning experience, which can be beneficial for students who thrive in a structured environment.

It begins by incorporating moral and ethical principles into the curriculum, fostering well-rounded individuals. The in-depth study and emphasis on critical thinking can be highly engaging and challenging for GT students, who often seek intellectual stimulation. A strong foundation in core subjects can provide GT students with the tools they need to excel in advanced studies. The focus on logic and rhetoric can also help GT students develop strong critical thinking and communication skills.

The classical approach can provide a well-rounded education that goes beyond rote memorization and focuses on developing a love of learning. The structured nature of classical education is particularly beneficial for GT students who may struggle with unstructured learning environments.

Our approach to GT education is based on the trivium (grammar, logic, and rhetoric) and the quadrivium (arithmetic, geometry, astronomy, and music). This offers GT students a structured, challenging, and intellectually stimulating environment that can be a good fit for GT students, fostering critical thinking, in-depth knowledge, and a love of learning.

Staffing

(1) Based on the intervention plan, describe how the school will hire and retain properly licensed staff to meet the needs of students with individualized needs. Describe the professional development plan for special education teachers, including a calendar of professional development days.

LAE recognizes that staying updated is essential for special education teachers because the field is always changing with new research, methods, and best practices. Participating in professional development helps teachers stay current and better meet the needs of their students. Professional development for our teachers has become a high priority in LAE as we seek to improve their academic performance to reach more acceptable levels of proficiency in the CMAS exam.

The foundational professional development provided at LAE in special education are:

- a. Better understanding of disabilities and legal responsibilities: Through quality professional development offered by master SPED teachers, District support leaders, and instructional coaches our teachers at LAE learn about the legal elements, different disabilities and the challenges students face, which helps them create more effective teaching strategies and become strong advocates of the children's needs..
- b. The weekly professional development that embeds SPED training into the schedule allows you to connect with other educators, share experiences, and learn from each other to improve your teaching methods.
- c. The use of practical tools and techniques through training observing and modeling by coaches and mentors allows the SPED teachers to gain access, understand and practice proven strategies and resources that help build inclusive classrooms where all students can thrive.

By using this PD focused time on SPED topics we can provide accommodations and modifications that make learning more accessible for students with disabilities. This ultimately leads to better educational performance and helps students grow academically, socially, and personally.

Examples of the different types of special education professional development opportunities include:

- **Differentiated instruction:** How to adapt lessons to meet the needs of all students.
- **Behavior management:** Tips for handling challenging behaviors in positive ways.
- **Assistive technology:** Tools that help students with disabilities learn more easily.
- **Inclusive teaching practices:** Strategies to create a welcoming classroom for everyone.

Through the Professional Learning Communities (PLCs) at LAE, we have provided a way for special education and regular teachers to connect and plan for helping students with disabilities.

Our teachers provide a supportive environment by working together to solve challenges and create better learning experiences for students; Exchange lesson plans, teaching tools, and strategies that have worked in real classrooms; Gain insights from seasoned educators who have faced similar challenges.

LAE also provides job shadowing as a way for entry teachers to learn by watching and following experienced colleagues as they work with SPED and general student population in an inclusive environment.. It gives hands-on experience that helps

teachers see how special education professionals manage classrooms, handle behavior, and teach students with different needs.

For example, In LAE, a new special education teacher will shadow a coworker to learn how to teach a class with students who have different disabilities, focusing on methods like adapting lessons for individual needs. By observing experienced peers, teachers can improve their skills and become better equipped to help students with diverse needs get access to quality education.

(2) Describe the professional development plan for general education teachers and related service providers to have access to coaching, mentoring, and professional development specific to their practice to serve the needs of students with individualized needs, including a calendar of professional development days.

Enter content here

Special education training at LAE helps general educators understand and implement inclusive practices, ensuring that all students, including those with disabilities, feel valued and supported in the classroom.

Our special education teachers, assistant principals and instructional coaches engage in the same training process as every other content and pedagogical expectation at LAE through weekly PD meetings, PLC designated time for engagement, staff development days during the year and beginning of the year teacher orientation training that provides educators with strategies and tools to differentiate instruction and meet the unique needs of students with disabilities, creating a more equitable learning environment. The main areas of training of expectation of knowledge development for all general teachers are:

- **Understanding Disabilities:** Our training helps educators understand different disability classifications, the challenges students with disabilities face, and how to provide appropriate accommodations and modifications.
- **Collaboration:** This fosters collaboration between general and special education teachers, promoting a shared responsibility for student success.
- **Legal Requirements:** We seek to ensure we are all aware of legal requirements related to special education within the Individuals with Disabilities Education Act (IDEA), or we know when to ask about it.
- **Evidence-Based Practices:** Our special education training emphasizes evidence-based practices and strategies that have been proven to be effective in supporting students with disabilities.
- **Instructional Strategies:** They gain knowledge of effective instructional strategies, including differentiated instruction, multisensory learning, and technology integration.
- **Behavior Management:** They learn about positive behavior interventions and supports (PBIS) and strategies for managing challenging behaviors in the classroom.
- **Accommodations and Modifications:** They learn the difference between accommodations (changes in how a student accesses the curriculum) and modifications (changes to the curriculum itself) and how to implement them effectively.
- **Collaboration and Communication:** They learn how to collaborate effectively with special education teachers, parents, and other professionals to support students with disabilities.

- **Data-Driven Instruction:** They learn how to use data to monitor student progress and make adjustments to instruction as needed.

Leman Academy Calendar For Special Education Training

Beginning of Year: during the 10 days of teacher pre-service training

- New hires are assigned a mentor
- Mid-year hires are provided with two days to shadow a mentor teacher
- SPED service providers are trained by the Exceptional Scholar Services (ESS) Team Lead
- The ESS Team Lead and/or case managers meet with each grade level team to review their case load and train teachers on providing modifications and servicing the goals of the scholars with IEPs in the GenEd

Quarterly Inservice Days:

- The ESS Team Lead and/or case managers meet with each grade level team to review their case load and train teachers on providing modifications and servicing the goals of the scholars with IEPs in the GenEd
- IEP Case managers are further trained by DCSD as needed

Weekly Professional Development Times

- SPED service providers are trained by the Team leader at weekly meetings
- GenEd teachers are trained by learning specialists and administrators during late start meetings and grade-level team meetings.

Special Education Services Compliance Plan used by LAE

This is a compliance model, with access to certain special education itinerant services necessary to support students at charter schools. Charter schools are responsible for all legal costs for any special education litigation, and they are responsible for settlement costs incurred as a result of special education litigation.

Charter schools will:

- Ensure all special education staff hold the appropriate CDE license with the [endorsement required by CDE](#) for their role (teacher or special service provider) at the time of hire and throughout employment with the charter school.
- Meet or exceed all minimum district staffing ratios for special education teachers and special service providers, or submit a rationale for your current ratios.
 - Special education teachers 1:25 (moderate needs)
 - Speech language pathologist 1:30
 - Psychologist 1:700 elementary and 1:800 secondary (the charter school must have access to a hired or contracted psychologist for cognitive testing)
 - Occupational Therapists 1:30

- Follow all federal and State rules and district policy and guidelines, including but not limited to [IDEA](#), [ECEA](#), [ADA Section 504](#), [seclusion and restraint](#), [compulsory school attendance](#), and [child abuse and neglect reporting](#).
- Maintain the official special education record in the Enrich system. All documents pertaining to a student's Individual Education Program (IEP) must be uploaded to the Files tab in Enrich. Documents that must be uploaded in Enrich include:
 - Any document with a signature, such as the IEP participant page, any consent document or any written parent request
 - Reports from outside providers provided by the family or independent educational evaluation (IEE)
 - Any other document that the IEP team considered in the development of the IEP, that may not be otherwise summarized in the Enrich IEP document
 - Official documentation regarding educational and/or custodial rights
- Ensure the charter school special education team has access to the [CDE IEP procedural guidance](#), the [CDE Indicator 13 compliance guidelines](#), and the [CDE IEP compliance checklist](#) as resources to guide their compliance with all legal requirements.
- Obtain/purchase their own assessment materials used for special education evaluation. If a district owned assessment kit is checked out from the district Innovation and Design Center, the charter school will be charged a \$15 fee for each consumable testing protocol used.
- Ensure charter school special education staff participate in all required special education training (typically named "essentials"). Special education staff will have access to professional development courses related to compliance or funded by Title II free of charge. Special service providers (SLP, mental health, etc.) are invited to attend regular discipline-specific meetings.
- Have access to their designated special education coordinator and/or itinerant team lead for consultation regarding compliance with federal and State laws and district procedural guidelines.
- Have access to second-level vision and hearing screening follow-up services for students.
- Have access to the following special education itinerant service teams for consultation or service for students with low incidence disabilities or intermittent student needs:
 - Vision, deaf and hard of hearing, SWAAAC (assistive technology), behavior support team, autism team, SWAP (school to work alliance program), and audiology.
 - On a case-by-case basis, equipment may be checked out for temporary use by the charter school subject to availability.
- Hire school-based staff and purchase equipment required to comply with student IEPs.

Douglas County School District

Special Education Compliance Plan

Individual charter plan for compliance (Please give a brief detailed description of how you will comply with Special Education policies and procedures):

Leman Academy of Excellence-Parker ensures compliance with CDE's licensure and highly qualified teacher requirements by partnering with Douglas County School District's Special Education HR Records Specialist, and promptly following through with any directives and necessary renewals for any of our service providers. Jenny Dinsmoor (Exceptional Scholars Team Lead) will follow up and ensure our staff stays current with their licensing.

Our Special Education staff is also required to complete the mandatory trainings through DCSD, which cover the topics listed above, and at weekly team meetings, we cover the district-wide SPED NOTES, that provide updates on how to best meet IDEA's requirements.

Our team of case managers are all trained to use Enrich, and we follow DCSD's guidelines from the Special Education website to ensure compliance and completion. We upload those required documents through a scanner and these procedures are plans are monitored by the Team Lead, Jenny Dinsmoor. We partner with the Special Education Coordinator, Gilly Gilfoyle and Jennifer Hubbard, to address any Enrich issues.

Our team was given access to the compliance checklists, and given paper copies of the IEP Compliance Checklist. Additionally, all team members can access these through the Special Education Website.

Our team works with the purchasing department through Leman Academy HR to purchase needed assessments. We have been trying to partner with DCSD to gain access to assessments that can be checked out and understand that protocols will cost additional fees.

We ensured our new hire went to the Essentials training this year and regularly reviews district SPED NOTES to become aware of additional trainings. All current staff members know how to navigate the District's learning course work options online.

We have regular communication and access to Gilly Gilfoyle, the Special Education Coordinator from DCSD, and partner with her often to ensure compliance.

We have access to information regarding referrals to secondary hearing and vision screenings through the DCSD Special Education Website, and we know who our point person is to contact, should we need to make a recommendation: Lois L.

Our team is aware of the procedures to contact the specialized team point people such as SWAAC, and the Autism Team.

Team Lead consults with the entire team to determine if we need to partner with these specialized teams.

Finally, we are aware that if we accept an IEP as is, we are legally required to provide the in-school staff or equipment listed in the IEP. We work with our internal administration and HR to process these needs.

(3) Describe the teacher-to-student ratio for special service providers that complies with authorizing district's requirements for students with individualized needs.

LAE works with Douglas County School District (DCSD) in special education classes by using the targeted class ratio. This is aimed to provide the needed specialized instruction in the appropriate setting with a focus per the individual plan aligned to academic and behavioral needs, This adherence to the ratios is designed for students and budget management of the special needs program in LAE needs

. Ratios for SPED & Service providers:

- Special education teachers 1:25 (moderate needs)
- Speech language pathologist 1:30
- Psychologist 1:700 elementary and 1:800 secondary (the charter school must have access to a hired or contracted psychologist for cognitive testing)
- Occupational Therapists 1:30

The ratios are driven by students who may need more resource support for such things as additional adult support, intensive individual programming, continual adult supervision, and a specific behavior management program. But the ratios also are flexible based upon student demand and needs within the school.

LAE does contract services with DCSD for autistic and behavior specialist needs.

Speech and other services are contracted with an external service.

The first LAE school has a mild and moderate program while the second school has a Significant Support Needs (SSN) that has DCSD oversight and responsibility.

(4) Describe a plan to modify the instructional programs, practices, and strategies, as well as any schedule adjustments and any additional resources the school will employ to meet the needs of students with individualized needs.

To effectively modify instructional plans and strategies for students with individual plans, LAE begins by thoroughly reviewing each student's plan, identifying their specific needs and goals, and then adapting the content, process, and product of instruction accordingly, while also focusing on providing individualized support and feedback. The process at LAE is set up in this manner:

1. Understand the Individual Plan:

Carefully review the student's Individualized Education Program (IEP), 504 plan, or other individualized plan to understand their specific needs, goals, and accommodations. Note the student's strengths, areas of difficulty, and learning styles. Communicate with special education teachers, counselors, and other relevant professionals to gain a comprehensive understanding of the student's needs and compliance with IEP.

2. Modify Instruction

Use clear and concise language, and avoid jargon or complex terminology. Divide complex tasks into smaller, more manageable steps. Use visual aids, graphic organizers, and real-life examples to help students understand concepts.

Provide support and guidance as needed, gradually reducing support as the student becomes more independent is a focus of process at LAE. We allow students to work at their own pace and provide extra time for assignments or assessments if needed. We ask teachers to offer students choices in activities and assignments to increase engagement and motivation. We provide alternative assessment formats, such as oral presentations, projects, or portfolios, instead of traditional tests. We ensure we modify assignments to match the student's abilities and learning needs and we emphasize effort and progress.

3. Provide Individualized Support and Feedback:

We schedule regular check-ins with students to monitor their progress and provide feedback. Ensure the engagements are embedding positive reinforcement and encouragement to motivate students and build their confidence. Encourage students to collaborate with peers in a supportive and inclusive environment. Teachers will track the student's progress and make adjustments to instruction as needed and also maintain open communication with parents to keep them informed of their child's progress and any concerns.

Budget Narrative for Serving Students with Special Needs

(1) Detail in the narrative how the budget will ensure required resources are in place and will be maintained to support all students, including students with individualized needs, 504 designations, READ Plans, Gifted and Talented, or educationally disadvantaged students. The description should include curricula and instructional materials; assessment materials; equipment; necessary staffing ratios in each identified area, according to authorizer ratio requirements; and professional development costs.

No Change in application

LAE provides the services for all areas of need through our onsite case managers, speech staff, reading and math interventionists, linguistic specialists, counselors, school psychologists, special education team, and DCSD consulting support.

(2) Describe any specialized services that are to be contracted out. Include services contracted to the authorizer, or with outside consultant(s), including special service providers and school nursing services.

LAE offers a comprehensive service menu to students based upon the needs any child has in our school. Our school will have a nurse in the health office, and as it grows, we will increase proportionately with health assistants. In our original school, we have three health service personnel for the 1,300 students and plan to maintain this ratio of 450:1 in the new school. This is significantly under the recommended 750:1 ratio per the National School Nurses Association for a school's general population.

LAE contracts services in two areas of students with special needs. These two areas are autism and behavior specialists. This contract service is with DCSD. We also provide an SSN program in one of our schools that is operated by the DCSD staff. Internal staffing for services includes a school psychologist, speech-language pathologists, case managers, interventionists, reading intervention coordinator, literacy instructional assistant, math instructional assistant, ESS instructional assistant, intervention assistant, and a culturally/linguistically diverse specialist.

Upload any documents that support the content of this application element (optional)

Center Based Programming

Explain your Board's level of interest in providing center-based education at your school. If there was an opportunity to collaborate with the District for land allocation based on the addition of center-based classrooms that were operated by DCSD, would you have an interest? What would this type of relationship look like from your perspective?

LAE has been very supportive of serving all students and partnering with DCSD on center-based programs. We currently provide this service for the SNN program and find this very beneficial for our school and partnership with DCSD.

Notes

 **Question** was added at 04/02/2025 11:52 AM by Dan Mcminimee

In regards to center based programming, what lessons have you learned as a result of the DCSD collaboration at your Lemay BG campus? What adjustments to the agreement would you be looking for in any subsequent partnership?

S) School Management Contracts

Reviewer Instructions

IF THERE IS NO CHANGE IN THE SCHOOL MANAGEMENT CONTACTS FROM THE ORIGINAL CHARTER, PLEASE INDICATE IN YOUR RESPONSE SECTION THAT THERE IS NO CHANGE.

The applicant demonstrates the effectiveness of the proposed school management provider academically, operationally and financially, includes a rationale for the selection of this provider, and identifies any existing or potential conflicts of interest between provider and school and board stakeholders.

Status: Completed

Form Result

IF THERE IS NO CHANGE IN THE SCHOOL MANAGEMENT CONTACTS FROM THE ORIGINAL CHARTER, PLEASE INDICATE IN YOUR RESPONSE SECTION THAT THERE IS NO CHANGE.
If the applicant is proposing to contract with an education management provider, they must complete this section and the authorizer should be provided the opportunity to review and approve the contract prior to it being executed. If there is no intention of contracting with an education management provider, this section does not apply.

(1) Provide a history of the operations of the education management provider, as well as a summary of the performance data for the schools the education management provider is managing at the time of the application or has managed previously, including documentation of academic achievement and school management success.

No change

(2) Provide evidence demonstrating the education management provider's capacity for successful expansion while maintaining quality in the schools it is managing.

There has been no change, and LAE has successfully expanded in DCSD and Arizona.

(3) Provide evidence that there are no existing or potential conflicts of interest between the members of governing board of the proposed charter school and the education management provider.

The first preventive measure of a conflict is evidenced by the fact that LAE is a separate board from the board that oversees the management organization. These separate boards help ensure the independence of the charter school from the board and the EMO have operated with a long history of no conflict of interest and have agreed upon signature of forms from board members ensuring their responsibilities to avoid any conflict.

The board has no degree of kin related to the EMO staff and ensures a clear separation of roles, full transparency in contracts and financial data, and prohibits any transactions between single or any combination of board members and the management company.

(4) Provide evidence that the management contract is negotiated at arm's-length, with both parties having independent legal counsel.

See the attached meeting minutes from the board meeting on 4/30/2019 approving the contract that is currently active and noting the presence of respective legal counsel for each party and their comments on the matter.

(5) Provide a plan adopted by the charter school governing board to evaluate the performance of the management company at least annually, including a copy of the instrument that will be used to conduct the evaluation.

While the board does not have a specific evaluation tool, various performance measures are presented annually to the governing board to assess the efficacy of the management company. These measures include: Financial health (budgets, audits, debt covenant calculations, etc.), Academic Health (CDE School Performance Framework Report Card, benchmark performance data); and Culture Health (Annual Staff Engagement Survey and Annual Family School Climate Survey)

Performance of the management company evaluation tool

The board does not have a performance evaluation tool of the EMO.doc

13.01 KB • Added 6 days ago

(6) State which staff will be employed by the management company vs. the school.

The management company does not employ any school-based employees.

(7) Provide a copy of the actual or proposed performance-based contract between the governing board of the school and the education management provider that specifies, at a minimum, the following material terms:

- Performance evaluation measures;
- The methods of contract oversight and enforcement that the governing board will apply;

- The compensation structure and all fees that the proposed charter school will pay to the education management provider; and
- The conditions for contract renewal and termination. The contract must be able to be severed by the school due to lack of satisfactory academic performance or for cause without undue burden to the school.

Performance-based contract between the governing board of the school and the education management provider

Faustus Services Agreement Parker 9.4.19.pdf

202.4 KB • Added 11 days ago

Faustus Management Company, LLC - Colorado (filed).pdf

145.42 KB • Added 5 days ago

If the applicant is proposing to contract with an education management provider, they must complete this section and the authorizer should be provided the opportunity to review and approve the contract prior to it being executed. If there is no intention of contracting with an education management provider, this section does not apply.

EMP Selection

Explains the process by which the ESP/service provider was selected.

The provider was selected based upon performance conducted over the service years within the Leman network of schools in Arizona. Their track record of legal compliance, financial monitoring, operational knowledge, academic success, and school governance were key factors in continuing to use the company's services.

EMP Track Record

- *Provides evidence that the provider has been successful in the academic and/or business operation aspects of other schools, including demonstrated academic achievement with the target population, as well as successful management of non-academic school functions.*

The current state of LAE and using the management company has resulted and is evidenced in proficient or better performance for all CDE indicators to date in legal, financial and all academic standards per CDE review. The contract renewal and replication application approval from the DCSD Board of Education and long-standing success in the school since the beginning of the process in DCSD back in 2016 serve as strong verification of the competency of the ESS.

EMP Management Plan

- *Provides a draft management contract as an attachment, including the cost, length of contract, and the process to evaluate, oversee, renew, or terminate the contract without adversely affecting the viability of the school.*

See attached contract

Legal and Contractual Relationship with EMP

- *Provides an explanation of any existing or potential conflicts of interest between the governing board of the proposed charter school and the education management provider.*
- *Provides clear evidence that the ESP/service provider is authorized to conduct business in Colorado.*

Enter content here

See the attached approval for the business in Colorado document within the EMO contract uploading section.

Upload any documents that support the content of this application element (optional)

[Leman_Communication_Pathways-1-1.pdf](#)

244.94 KB • Added 13 days ago

[CORA-Request-Policy-LCS-updated-Nov.-2024.pdf](#)

103.79 KB • Added 13 days ago

[Leman_Communication_Pathways-1-1.pdf](#)

244.94 KB • Added 13 days ago

[LCS-Board-Election-Policy_Final-1.pdf](#)

102.87 KB • Added 13 days ago

[ADB-Replacement-Policy.pdf](#)

278.02 KB • Added 13 days ago