

Interview questions for LCS-EV we didn't have time for on 1/5/2023

1. If you are able to begin, maintain, and sustain this first expansion start-up site, describe what you hope LCS-EV looks like in 5 years and 20 years from now in our community.

The LCS-EV replication would actually be LCS's second expansion project, the first being the construction of our second campus (the Academy, grades 6-12) in 2016/17.

Regarding LCS-EV in 5 years; the initial projection is that in 5 years from opening in the fall of 2024, being during the 2028/29 school year leading to the start of the 2029/30 school year, LCS-EV has already, or is actively working with, completing its facility expansion plans for a permanent facility in the Estes Valley for its K-12 classical charter school program (opening the fall of 2029).

In 20 years from its opening in the fall 2024, in the 2044/45 school year, that similar to LCS in TSD, the Estes Valley Classical Charter School (LCS-EV) has been integrated within the Estes Park community and public school system, for nearly 2 decades at that point, as another excellent public school option within EPSD:

- That the relationship between LCS-EV and EPSD and the Estes community has been collaborative and mutually-beneficial for 2 decades at that point.
- That LCS-EV has a proven track record of 2 decades of serving well the needs of each and every student in its school, with many clear examples of student success, such as college acceptances.
- That LCS-EV students and students at EPSD's schools compete and support each other in athletics and other extra-curricular programs and events.
- That LCS-EV's state accountability scores have been viewed for "as long as can be remembered" as having been an asset and added benefit for EPSD, as being a part of the overall EPSD school system in state accountability and school performance reporting.
- That there are many clear instances over the 20 years of families deciding to stay within the Estes Valley geographic area because of the option of the Estes Valley Classical Charter School for their students and families, providing a benefit for the Estes community as a whole regarding retention in the area.
- That LCS-EV is, and has been for 2 decades, a reliable and highly-reputable employer for local residents in the Estes Valley during the off-season after the summer tourist season.

2. Can you address the potential expansion of a high school and what that will look like in the future? Is there a specific student count required to open the high school?

There is not a specific student count required to expand into the high school grades. Rather, the high school student count is based on the natural progression of 8th grade student enrollment into 9th grade with any additional enrollment of new students entering the 9th grade.

Similar to many K-12 charter schools, the opening phase is to begin grades K-8, and grow from there when it is clear to the school's community and the school's Board at that time to decide that: a) there is sufficient demand as reflected from the parent/student/community input to expand to the high school grades and b) that the school is able to offer the high schools grades well, being in terms of facilities and space, staffing for all the required and elective offerings, and additional student extra-curricular offerings.

A best projection of when this would occur, to this question, is that 3-5 years is a draft target to begin the expansion of the high school grades, given that the above-mentioned criteria are met or can be developed, as determined by the LCS-EV community and Board decision at that time.

3. If LCS-EV partners with EPSD for services and extracurricular programming, describe how the two differing calendars will interact.

We would develop the annual calendar for LCS-EV similar to the process already in place for LCS and TSD. We overlap for Thanksgiving, Winter Break, and Spring Break holidays for families and staff with children at both EPSD and LCS-EV.

Pending any family/community input that provides a different outlook, the LCS-EV calendar will likely start school in the last week of August, with 14 days of staff in-service (staff work days with no students), beginning the second week of August. However, the August staff development and start of school does not have an impact on EPSD's operations.

As occurs now with LCS and TSD, with staff that may work between EPSD and LCS-EV, there is direct coordination between the two schools regarding the specifics of hours, etc., for those staff members if there are differences, which mainly occur around LCS-EV work days in the summer. When there are EPSD work days, department meetings, or staff trainings, LCS-EV works around accommodating that staff member's schedule with EPSD.

4. What does the current lease agreement look like with the church and how long can you rent the space?

LCS-EV would not enter into any lease agreements without an EPSD Board vote to approve the charter replication. It is not appropriate for LCS-EV to engage in any agreements without EPSD BOE authorization to operate as a charter school within the EPSD boundaries.

However, the template is based on LCS's previous experience of utilizing a church temporarily to host our high school program in 2015/16 and 2016/17; as relayed in the charter application on pgs. 82-83, the MOU between LCS-EV and a church would be in effect for the 10 months when the school is using that space, August-May.

Initial conversations regarding for how long a 10-month use agreement can be in effect and renewed annually is that the draft timeline of potentially *up to* 5 years before LCS-EV may look at another, more permanent, facility aligns with the ability of a church to host the LCS-EV school in its start-up phase during the August-May months.

5. Have you spoken with Larimer County to inquire if a Use Permit is required?

As shared during the BOE interview on 1/5/23, coordination with the Fire Dept. and Larimer County regarding the requirements to convert the church space into use for LCS-EV is planned for after the EPSD BOE vote at the end of February. In terms of LCS-EV's start-up/implementation plan and timelines, permitting or contractor conversations begins after the LCS-EV application is approved by the EPSD BOE to operate as a charter school within the EPSD boundaries, not before.

However, from LCS's previous experience of converting a church space into use for a school, the campus on Mall Rd (Cornerstone) would meet the space needs to operate as a K-8 school as relayed in the needs assessment document shared with EPSD on 12/31/22.

Further, as background that did not come out in the interview with the BOE on 1/5/23; LCS was able to make the adjustments to a church facility in Loveland in 2 months, during the summer of 2015, to be able to host its high school program in that facility for 2 years.

Therefore, as an advantage of LCS-EV's start-up/implementation plan and timeline, as relayed in the interview on 1/5/23; after the BOE vote on 2/27/23, LCS-EV would have a year and a half, **18 months** (in comparison to LCS's previous experience of 2 months), to make the adjustments needed to the space before the start of school in 2024; for the Mall Rd. campus specially, these would include (from LCS's initial assessment) removing non-load bearing walls for rooms on the 1st floor, add a sidewalk between buildings, install a secured-locked entry system, and ensure ADA compliances for spaces.

This is an example of the strength and advantage of the start-up/implementation plan and timeline of LCS-EV's application for a charter replication; as being able to implement the experience and capacity already existing with LCS over a year and half, with 2023/24 constituting "year 0" for preparations.

6. Can you provide a copy of the lease agreement or letter of commitment from Cornerstone Church of Estes Valley?

As relayed above, LCS-EV would not enter into a lease agreement or MOU with another entity until there is an EPSD BOE vote approving LCS-EV as a charter replication. This is almost always the case in a charter authorization and start-up process, and it wouldn't be appropriate for LCS-EV to engage in any agreements without EPSD BOE authorization to operate as a charter school within the EPSD boundaries.

The letter of commitment from Cornerstone Church is provided as an addendum to this document. LCS-EV is also engaging in conversations with other options for facilities as well.

7. Does the long term strategic plan include asking taxpayers for a bond to build a school as a permanent location? If so, what is the trigger point for this decision?

Charter schools cannot unilaterally ask taxpayers for a bond, only school districts can do that. As part of state statute, charter schools are then included in the conversation with its local district regarding the charter school's participation in the district's bond question to local tax payers.

Therefore, LCS-EV would not ask local taxpayers to approve a bond for the construction of its permanent facility. This occurs via a bond issue by the charter school on the market, via a bond underwriter, serving essentially as the school's "mortgage" on its facility. LCS has already conducted this process of an approximately \$20million bond over 30 years to simultaneously purchase its first facility and construct its second facility, and is currently about to engage in this process again for its wing expansion project on its Academy Campus. LCS has experience with the financial planning and requirements for its own bond issue (which is not an ask to local taxpayers) regarding the construction of its facilities, therefore, bringing that existing depth of experience as another strength in the application for charter replication in the Estes Valley.

8. How will the addition of providing food services or renovating kitchen space and transporting food impact the proposed budget? Will more staff need to be hired?

Neither are anticipated to impact the proposed LCS-EV budget, as is already reflected in page 6 of the proposed budget provided in appendices of the LCS-EV's application for charter replication.

LCS-EV would pursue a grant to renovate the existing kitchen space for a warming kitchen, which LCS has already done for its first facility in 2013/14. This would then be a net zero impact to the LCS-EV budget, with grant revenue offsetting the renovation expenses.

There would be a part-time food services staff member added to the LCS-EV staffing plan, either hired and paid by LCS-EV with later reconciliation with EPSD or as an employee hired and paid directly by EPSD as part of Nutritional Services, which is the current agreement with LCS and TSD. This specific arrangement would be determined by EPSD preference in the charter contract discussion.

Regarding the expenses for staffing and transportation to service LCS-EV, as it currently works with LCS and TSD, the student participation at the charter school is incorporated into the district's entire food services budget, and the student participation offsets the additional staffing and transportation cost to service LCS-EV. Our understanding with LCS and TSD, is that the student participation at the charter school brings in more participation-revenue for the overall district participation in its lunch program and the economy of scale for that nutritional services program, than the expenses to offer nutritional services for LCS students.

Based on the passage of Proposition FF in November 2022, all public school students will receive free lunch starting in 2023/24. While the details of implementation are to be developed by the CDE, these details are logistical and are not barriers in any way to a proposed agreement for food services between EPSD and LCS-EV because school systems already have experience with universal free lunch from during the COVID-relief plans from the 2021/22 and 2022/23 school years. Therefore, we as both LCS-EV and EPSD have reasonable expectations that the cost of meals for EPSD and LCS-EV students will be offset from state sources, as is reflected in Proposition FF.

As summary, as is currently the case with LCS and TSD, there is an expected net zero financial impact for LCS-EV of partnering with EPSD to provide food services, and a very-reasonable expectation with previous examples, of a net positive financial impact for EPSD to provide food services for LCS-EV, due to the increased participation in EPSD's overall food services program; such as with approximately 50-60 home school students who do not currently participate in EPSD's food services program but can be reasonably projected to be additional students to add to EPSD's food services' current student count as part of their expected attendance at LCS-EV.

9. [What rationale and benchmarks were used to determine the academic goals and student performance standards? Tell us about the strategies the staff will use to accomplish the academic goals and assessment targets?](#)

As explained in the LCS-EV application for charter replication in the narrative descriptions in the sub-section titled "Academic Objectives and Student Performance Standards" on [pgs. 7-11](#), the academic goals and student performance standards related to nationally-normed NWEA MAP benchmark testing and CDE School Performance Framework ratings are determined from LCS's existing experience in its start-up phase in its first two years and its current objectives and academic performance targets.

Additionally, in terms of CMAS and PSAT/SAT and graduation criteria for state accountability specifically: the determination of these academic and performance benchmarks for LCS-EV are also based in LCS's previous experience in its start-up phase and its current academic targets. This is also addressed in the LCS-EV application for charter replication in the sub-section titled "Academic Accountability" on [pgs. 19-20](#).

Regarding strategies to achieve these academic goals and assessment targets, as also relayed during the BOE interview on 1/5/23 regarding LCS's existing and LCS-EV's planned tiered approach: LCS teachers and staff are trained and evaluated on the ability to differentiate the core curriculum (1st tier) for all students, with then subsequent levels of support (tiers 2 and 3) as

part of a holistic Multi-Tiered System of Supports (MTSS). Please see pgs. 48-50 in the LCS-EV application for charter replication under the sub-section titled “Identification and Additional Support for Student: Multi-Tiered System of Supports (MTSS)”, where this question is addressed in further detail.

10. The LCS campuses in Thompson School District serve nearly 1000 students. Since this school will be a small fraction of that population (108 students), what will be the potential challenges with staffing and the ability to offer the same academic programming in LCS-EV?

On the projected LCS-EV staffing plan described in the application for charter replication on pgs. 62-64, the adjustments to LCS-EV’s staffing plan from LCS’s current staffing are reflected. For example, with the departmentalized model currently in place in the LCS elementary school, students have different content, subject-matter teachers who rotate in the classrooms instead of a traditional elementary grade-level teacher approach, as well as the Classroom Coordinator position.

However, as an adaptation due to the smaller size of the school in the Estes Valley replication, the adjustment in staffing is reflected with the plan to implement the traditional grade-level teacher per classroom for each elementary grade level, as well as not accounting for the Classroom Coordinator position for each classroom.

This adaptation of the LCS staffing plan for LCS-EV is utilized to implement the same curriculum and educational approach at LCS-EV, but within the known circumstances of a replication in the Estes Valley. Further, this is part of the rationale for “growing into” the high school grade levels projected in 3-5 years, given the smaller student enrollment at LCS-EV and the foreseen limitations to provide the high school grades from the beginning, as of the 2024/25 school year.

In summary, other than the adaptation of LCS’s departmentalization of subject-matter classes in the elementary school to the implementation of the traditional grade-level classroom teacher in the elementary school, LCS-EV does not anticipate other limitations in offering a high-quality classical education option for students and families in the Estes Valley for grades K-8 given the smaller size of the school, starting in the 2024/25 school year, with the ability to grow to the high school grade levels at a later time, as previously described.

11. At the secondary level, the curriculum plan provided in the application contains 65 courses including honors, advanced-placement, and college concurrent enrollment options as well as 4 different languages. How will this adjust for such a small population if a high school were to be added?

The smaller population in the high school is the context for the LCS-EV implementation and growth plan’s approach of gradual growth of additional grade levels into the high school

For the curriculum, the first step is to identify the core classes that will carry forward as part of a classical high school program; this is already defined, primarily being the core literature, history, science, and math classes, for grades 9-12, reflected in the application for charter replication on p. 27.

Then, beginning with the staffing plan available to meet the needs of a full schedule for students in the 9th, 10th, 11th, and 12th grades, with successive annual addition of each grade level; then, with parent, staff, and school community input, the electives which are essential to be utilized as part of a classical education program at LCS-EV are determined; some anticipated examples include (from p. 27), the Ethics and Senior Theses courses; the Personal Finances and US Government courses; high school

languages, music, and arts classes; in addition to state requirements for Health and PE, as examples. From LCS's previous experience of growing from 9th grade into the successive grade levels, the staffing plan for each additional grade are typically natural growth from the faculty's existing classes that are taught (ex. MS history to add HS history classes, while new positions are hired to round out the required courses for the high school program offering), which "eases" into the growth each year.

As was LCS's experience, AP and college concurrent credit classes are added as options as soon as possible. An advantage for the LCS-EV application is that LCS's existing college concurrent courses with Aims are expected to easily transfer to the LCS-EV high school offerings, as an example.

12. For students that do not meet the targets for academic accountability, what does their daily schedule look like, including interventions, and by what personnel?

At the elementary school: Morning Forum from 8:00-8:30am is a time built into the daily schedule for regular intervention blocks, such as for math and literacy intervention (i.e. tier 2 and 3) and student behavior plan check-ins, etc. This is in addition to the students' existing class schedule. Then, additionally, parent-partnership forms are utilized to ensure parent approval in case intervention is needed at other times during the weeks, such as agreed upon with the student's parents, such as typically during the Latin or Core Virtues elective block. Core classes, PE, social time such as recess and lunch, and electives that are really desired by the student are not utilized to provide additional intervention for students.

For the middle school, this is a similar process described above regarding prioritizing specific times built into the school's daily schedule to provide intervention, expect with the regular time built into the middle school schedule being during study hall at the end of the day.

It is planned that literacy intervention would be provided by another trained staff member (trained by LCS's existing literacy intervention department) in addition to the grade-level elementary teachers and MS English/History teacher. As it currently occurs at LCS, math intervention is typically provided by math teachers with FTE instructional time built into their schedule for intervention blocks specifically, such as during Morning Forum in the elementary school or study hall in the middle school. The LCS-EV math interventionists will be trained in the use of diagnostic programs and targeted research-based instructional intervention/supports.

13. Describe what services would look like at LCS-EV for students with disabilities. What is a general overview of the differences depending on the model negotiated with EPSD?

There would not be a difference in the meeting of a student's IEP or 504 plan depending if LCS-EV was or was not in a full-insured model with EPSD. The requirements and students' needs are met at LCS-EV in both circumstances. The differences between the model negotiated with EPSD primarily lays in the employee who is delivering those services, specifically in terms of which entity hires them and pays for their salary/benefits, and if LCS-EV is paying into the total district expense for the EPSD ESS/Special Education program. Also, a mutual advantage for LCS-EV and EPSD in the fully-insured model is the coordination in the enrollment of students at LCS-EV who have an existing IEP is incorporated into the EPSD processes and staff from both EPSD and LCS-EV (described in question 14 below).

Regarding services for students with disabilities at LCS-EV, these services would be based in the current delivery of services for students with disabilities currently in place at LCS in TSD; a student's IEP or 504 plan is developed with the input of the student's parents/guardians with

staff member input, based in assessment data. The IEP or 504 is then used to guide the accommodations and/or modifications implemented by the LCS-EV school staff to meet the needs of that student to access LCS-EV's academic program successfully. The IEP or 504 plan is implemented within the requirements of FAPE and state and federal law, with the spirit of supporting each and every student to be successful at LCS-EV as a public school of choice.

14. On page 56 there is a statement regarding students with IEPs who are successful in the lottery. "The IEP Team shall determine whether the student can receive a free and appropriate public education at LCS-EV. If the IEP Team determines that a FAPE cannot be provided, or is otherwise unable to agree, the student's placement shall be determined as provided by special education law." Can you describe a possible example in which these statements could apply?

This means that LCS-EV follows the EPSD process to determine the appropriate placement of a student with an existing IEP, which is after the separate LCS-EV lottery/enrollment process.

An example of when the EPSD/LCS-EV IEP team determines that a student's IEP could not be met at LCS-EV could include a student who is pulled in the lottery, and who then has an existing IEP reflective of ESS services provided full-time in an intensive learning center (ILC) setting. Thereby, depending on the charter contract negotiated between LCS-EV and EPSD, it could be determined that LCS-EV can only meet the needs of students with "mild-moderate" needs, and therefore, per the charter contract, LCS-EV would not be able to service an IEP with "significant needs", such as is provided full-time in an ILC setting. In the charter contract process, EPSD could elect for LCS-EV to meet the students determined to have "significant needs", such as with LCS-EV hosting an ILC space for the placement of students with that service delivery in their IEP, within the larger EPSD system.

From p. 8 of the existing LCS-TSD charter contract currently in place:

5.6.4 Admission Process/Procedure. At the time of a student's application for admission to LCS, the child's most recent IEP or Section 504 Plan will be submitted with the application. The IEP or Section 504 Plan will immediately be provided to the School District special education coordinator assigned to LCS. Prior to the decision to admit or deny admission, a screening team consisting of the LCS principal (or designee), the School District special education coordinator, and a special education provider assigned to LCS will review the document. This team will determine whether the services, programming, staff, and space available at LCS are sufficient to deliver the program required by the IEP or to provide the accommodations/services required by the Section 504 Plan. If the screening team cannot reach consensus, it shall refer the question, together with all relevant information concerning the child, to the Executive Director of Student Support Services, whose decision will be final.

A student may not be denied admission to LCS solely because the student has a disability. However, if the screening team determines that there is a lack of space, teaching staff, or programs or services within LCS to meet the needs of the student as outlined in his/her current IEP or Section 504 Plan or, that the accommodations or modifications necessary cause an undue burden on or require a fundamental alteration of the LCS building or program, then the application may be denied. The parents will have the right to appeal denial of admission through applicable grievance procedure.

Every student who is admitted with an IEP or Section 504 Plan from his/her previous school will be provided services commensurate with the requirements of the IEP or Section 504 Plan, unless or until an appropriate meeting is held and the documents are formally changed in accordance with the law.

15. If Special Education services are outsourced to the agencies listed on page 47 of the application, will these services be provided in-person or over Zoom? Have the contracted companies provided a written commitment and quote for the cost of providing such services? How does this impact the proposed budget?

These services are intended to be provided in-person since in-person instruction is most commonly how students learn best; virtual instruction (via Google Meets) may be an option occasionally, such as during inclement weather conditions, with prior notice and in coordination with the student's parents. LCS has previous experience with both of the possible contracted companies for specialized services, such as O/T or SLP, and if the EPSD BOE votes to approve the application for charter replication, then such agreements would be developed over the next 18 months.

As is reflected in the "SPED Teacher 1.0FTE" and "ESS Staff 1.0FTE" lines on page 3 of the proposed budget provided in appendices of the LCS-EV's application for charter replication, those assumptions are based on the expense for LCS-EV to provide those services, such as potentially contracting for the specialist services, based on the existing LCS salary schedule, before the assumed 12% cost living increase as relayed in the interview with the EPSD BOE on 1/5/23. Therefore, the expense to contract for specialist positions, SLP and OT, are already the assumptions reflected in the proposed budget draft.

16. What GT programming is used with students and what training will be provided for all staff?

As referenced on p. 50 of the LCS-EV application for charter replication, the G/T curriculum is developed by academic enhancement lessons of the content covered in the students' general education classes, arranged by the identification-area and interest focus of the G/T student groups. In current coordination between LCS and TSD regarding G/T programming, this approach provides more relevant content and directly aligned G/T programming to the curriculum provided in the students' general education classes.

The training that LCS-EV teachers would receive (during summer in-service with likely check-ins during the school year) is driven by the G/T Teacher regarding best practices to support students identified as gifted and talented in the general education classroom. Strategies regarding the differentiation of instruction and G/T supports for students to be incorporated into the classroom are covered. If LCS-EV and EPSD engage in a fully-insured model, and EPSD has recommendations for best practices for G/T delivery and supports in the general education classroom to be incorporated into LCS-EV teacher training for G/T, above and beyond LCS's current practices regarding G/T, LCS-EV would definitely welcome that conversation.

17. What programming is used with emerging bilingual students who are non-English proficient or limited-English proficient, and what training will be provided for all staff?

As relayed on p. 50 of the LCS-EV application for charter replication, the supplementary curriculum utilized for English Language Learner (ELL, or ELD) delivery of services is Cornerstone, by Pearson-Longman. This is the curriculum utilized by the Thompson School District in their ELL program and at LCS. If EPSD has a preference of another curriculum for the ELL delivery of services at LCS-EV, this would be a point of clarification during contract negotiations, and the adoption of local district curriculum for student services supports, such as for servicing student IEP or ELL plans, is completely within the expectation for LCS-EV.

As referenced on p. 50 of the charter application, the delivery of student ELL services occurs through

the same process within the school district. Currently, WIDA testing is utilized for the identification of a student's ELL eligibility, and an ELL support plan is put in place regarding how much ELL services that student receives each week in support of the student's general education classroom experience. Continual progress monitoring occurs during the year, and in partnership with the student's family and staff, updates to the student's ELL support plan are considered related to the student's growth in their English language proficiency.

The training that LCS-EV teachers would receive (during summer in-service with likely check-ins during the school year) is driven by the ELL Teacher regarding best practices to support bilingual students who are non-English proficient or limited-English proficient in the classroom setting. Strategies regarding the differentiation of instruction and ELL supports for students to be incorporated into the classroom are covered. If LCS-EV and EPSD engage in a fully-insured model, which includes the delivery of ELL services (even when LCS-EV is responsible for hiring the position), then the training for LCS-EV teachers regarding meeting the needs of students receiving ELL services would be designed in coordination with EPSD and their practices.

18. In regards to the attendance policy, what is the plan for students to receive academic support if a student misses more than 10 days whether excused, unexcused, or due to a chronic illness. What is the plan to catch them up?

The process for supporting students academically is the same whether they need to get caught up from an extended absence or if they are attending school regularly.

To begin, if a student is going to be out of school for an extended period of time due to a chronic illness, then in alignment with the processes of EPSD's student health program, the possibility of the delivery of homebound services may be determined. This is similar to providing remote or at-home tutoring for some hours during the day for that student.

In the situation that the student is able to return to school after an extended absence, without the determination of qualifying for homebound services due to a chronic illness (as described above): this is another example of where the partnership and coordination between the school and the student's family is crucial. As it currently occurs at LCS, work is provided for the student to try to work on from home (if they are able), with communication with the family regarding the assignment, directions, etc.

In the case of an extended absence due to an illness and when the student is able to return within two or three week, in coordination with the student's family, there may be the consideration that some assignments could be excused, due to the extended absence for an illness. This possible consideration of excusing some assignments is not typically the case if there is an extended absence for a family trip; however, the school and family always have the ability to coordinate and determine what would work best for the student in that situation.

Then, the teachers and family coordinate on a plan to help the student catch up in their classes, including during additional support during Morning Forum (elem. school) or study hall (middle/high school), extensions on missing assignments, and the possibility of additional tutoring after school (with the teacher receiving an extra-duty stipend). The student may also be identified as benefiting from receiving additional academic intervention support, as part of the MTSS process already in place.

19. If a family excuses their child from school often for family events or vacations, how do you handle this with families?

LCS-EV would follow the same approach that already occurs at LCS; this occurs through a conversation regarding the State of Colorado's expectations for student attendance and a collaborative-problem solving approach of how we can partner so that the student is able to attend school and consider how other family events or vacations cannot overlap with their child's education. LCS follows the local district's truancy policy, which is in line with the expectations of the State of Colorado.

As reflected on pgs. 42-43 in LCS-EV's application for charter replication, LCS-EV's process for communicating with a student's family at 10, 15, and 20+ absences are outlined under the sub-section titled, "Attendance Regulations", as part of implementing the State of Colorado's expectations for student attendance at school.

20. In regard to student behavior and discipline, what is the process students take to repair and restore the harm done?

LCS-EV follows LCS in that teachers and staff are trained in three methodologies, which set the foundation of LCS's approaches regarding the support and reinforcement of positive student behavior: Nurtured Heart, Love and Logic, and Restorative Justice practices. Annually, each of these positive behavioral approaches are provided as training to LCS's teachers, classroom coordinators, counselors, and administrators on a rotational basis. Specifically related to restorative practices, LCS's teachers and classroom coordinators receive 4-8 hours of restorative justice training every three years (rotating with Nurtured Heart and Love and Logic), while annually, local training regarding restorative circles are provided for Classroom Coordinators. Further, LCS's administration and counselors are trained in leading restorative conversations with students.

Therefore, with the training regarding leading restorative conversations, at an administrator and counselor level, as well as within the classroom with classroom coordinators and teachers, students engage in a guided restorative conversation when there is the opportunity to repair and restore the harm that was done. In this way, LCS-EV's disciplinary approach is not centered in being "punitive", but it is informed by restorative practices, typically including restorative actions which are natural consequences to restore the relationship from the harmful decision and behavior that may have occurred.

21. Provide some description and clarity about what constitutes a wholesome conservative image or wholesome and traditional hairstyles in the dress code. Please provide some examples.

This means non-distracting and facilitating of an environment that is focused on student learning. As stated on p. 45 of LCS-EV's application for charter replication: "The LCS-EV dress code regulations serve to uphold the vision and mission of the school, minimize distraction, and encourage learning by cultivating an atmosphere of discipline, equality, and respect."

Regarding hair style specifically, p. 45 of LCS-EV's application states "natural hair colors" and "being clean and well groomed". While hair length is referenced, there are no nor has there been instances in the past 12 years of the implementation of the LCS dress code specifically regarding hair length for

any student or a specific hair style. Regarding specific examples, there are students and staff members of various gender identities with varying hair length, and this is not a “dress code violation”. If there were to be an instance of a hair style somehow being a “distraction” for other students, this would allow the administration to look into how to address, and this policy provides the context to do so. The policy then continues ([p.45](#) of the LCS-EV application) regarding this point of hair to specifically reference that no animal ears, tiaras, sunglasses, or hats are to be worn in the building.

22. Can you explain more about what is unacceptable regarding tattoos, piercings, makeup, and hair, and what constitutes distracting jewelry? Please provide some examples.

The topic of hair and hair style in the dress code is addressed in question #21, above.

Regarding students and visible tattoos: when LCS was founded by families and community members in 2011, their assessment was that students (that vast majority being minors under 18) with visible tattoos wasn’t supportive of a dress code that serves “to uphold the vision and mission of the school, minimize distraction, and encourage learning by cultivating an atmosphere of discipline, equality, and respect” ([p. 45](#) of the LCS-EV application) in a school atmosphere amongst other children.

Regarding students and piercings, there is nothing stated specifically about piercings, on [p. 45](#) of the LCS-EV application for charter replication. “Distracting” in the case of piercings would be that during the school day, other students or staff were somehow reporting distractions or unsafe behavior due to a student’s piercing(s). As a theoretical example for the sake of this question; a very large nose ring that could potentially be a safety hazard for that student in terms of being accidentally pulled during PE class (again, a theoretical for the sake of this question).

As a sound policy, the dress code provides the framework and parameters within which the staff ascertain if there were piercings that were distracting or unsafe can support the environment of the school to “minimize distractions and encourage learning” as the dress code intends, if the situation so arises, in partnership with that student and their family.

Regarding student make-up and jewelry, [p. 45](#) of the LCS-EV application for charter replication states “non-distracting” for jewelry and “minimal” and “nails at moderate length” for make-up. Similar to what was stated regarding the intention for student piercings, the dress code provides the framework and parameters within which the staff ascertain if there were jewelry that were distracting or unsafe or make-up that was distracting towards supporting the environment of the school to “minimize distractions and encourage learning” as the dress code intends, if the situation were to arise, in partnership with that student and their family.

23. Will staff members be allowed to use gender identifying pronouns after their names in signature lines?

If a staff member wishes to use gender identifying pronouns after their names in signature lines, then they can do so. There are no expectations regarding either using or not using pronouns. This would be up to that individual and their preference on this topic.

24. When it comes to auditing, what happens when a charter school has schools across multiple districts? What does the audit process look like? For example, is this a single audit across the whole network or an audit for a single school?

There is a separate audit for LCS within Thompson School District and a separate audit for LCS-EV within Estes Park School District. For LCS's purposes, both of the audits are used by the LCS/LCS-EV Board of Directors to ensure that LCS and LCS-EV's sound fiscal practices and controls are being implemented. Likely, it would be the same external auditing company, but not necessarily. Further information regarding the financial auditing process is found in the LCS-EV application for charter replication on pgs. 81-82.

25. If you have to use LCS-Loveland one-time reserves to supplement the budget, is LCS-EV expected to pay back those reserves? If so, tell us about the impact that will have on the budget you proposed?

No, there would not be some sort of repayment for LCS reserves if the LCS Board decided to use LCS reserves in support of LCS-EV, as being a part of the same "network".

26. Will the student fees be assured not exceed \$75, or is there a possibility of this being adjusted in the future to meet budgetary needs?

Just to reiterate, the \$75 student materials fee is not tied to enrollment and is technically optional, since as a public school there is no tuition or fee paid for enrollment at the charter school. Further, students who qualify for Free and Reduced Lunch are already automatically waived.

The immediate answer is no, there is no plan to increase the (optional) \$75 student materials fee.

While there is no plan to increase the student materials fee in the near future, technically for the purpose of this question, in 10 years or so it could theoretically be adjusted due to inflation by a few dollars. However, it needs to be clarified that the purpose of the student materials fee is not to "meet budgetary needs" as stated in this question; it is just an optional materials fee if families wish to pay it, which serves as an offset for annual consumable expenses for student use over the course of the school year, such as notebooks, pencils and other supplies, consumable work books, novels read that school year that students get to keep in the upper grades, etc, and in which families don't need to purchase these school supplies on their own at the store. The operating budget is not "dependent" on this student materials fee by any means, this needs to be understood.

27. How will funding and financials from LCS-EV get managed separately from the funding and financials from Loveland Classical School in Thompson School District? In addition, how will the funding of LCS-EV be communicated in order to maintain financial transparency with our community in Estes Park and the community in Loveland if money is received and borrowed?

They are two separate budgets, general ledgers, and monthly financial reports, for LCS and LCS-EV each, that the LCS/LCS-EV Board will receive and review. There are also separate finance committees for LCS and LCS-EV, each being a separate subcommittee of the LCS/LCS-EV Board, with each of the subcommittees focusing on the monthly financial reports for LCS and LCS-EV, respectively. The LCS-EV finance committee includes local LCS-EV parents and Estes community members.

There are multiple means of financial transparency for LCS in Thompson and LCS-EV in Estes Park: LCS and LCS-EV's financial reports are available publically and posted on the LCS website, which is *in addition* to required financial transparency per the CDE. Further, in addition to the monthly financials for LCS and LCS-EV being publically-available on the LCS website, the LCS/LCS-EV Board meeting agendas and minutes are also publically posted, which include the monthly financial statements for each school published in the consent agenda for each regular meeting's published documents. Finally, the LCS-EV Parent and Community Advisory Committee will have an LCS-EV financial update provided as a standing discussion item on their meeting agendas.

28. What expenditures are offsetting the capital construction grant in the revenue in years 2-4? What is the plan for spending that money?

LCS-EV capital construction funds will be used each year to offset the facility rent, per the grant allowances, and any remaining grant funds will be set aside as restricted reserves to help with future building capital needs. Please see response to question 29, below, for the school's planned use of fund balance.

29. In the budget proposal, why is the ending fund balance by year 5 so large? Why is that money being built up and not being spent on students?

These reserves projected to be built up by year 5 are available for use for the exact purpose to directly **meet our LCS-EV students' needs**; that is the point of the financial planning provided in the application for charter replication, as a strength of the application. For example, these projected reserves by year 5 would be available to meet the reserve requirement to qualify for financing (LCS-EV bond issue, not to taxpayers) for a new campus construction and reserves available for start-up costs for new programs to implement for students, such as extra-curriculars or additional advanced courses, as the LCS-EV offering and program grows.

Further, as the program grows over the years, the additional revenue that may be projected in year 5 would be available in that year's annual operating budget to potentially add teachers to begin offering 9th grade, thereby, the positive change in fund balance reflected for year 5 would potentially be less the salary/benefits of staff for the start of the LCS-EV high school.

30. In regards to the amount of money you have budgeted for technology, please tell us about the technology used by LCS-EV and how you arrived at this figure.

The start-up purchases for technology are estimated at \$9,000, being \$6,000 in Year 0 (CCSP Start-up Grant) and \$3,000 Year 1, found on p. 4 of the LCS-EV projected budget in the application for charter replication.

The technology used by LCS-EV includes a computer cart (app. 15 chromebooks) for classroom use, such as student research for a project or for drafting a paper, to proctor the CMAS standardized state testing in grades 3-8, and for academic intervention programs that may be computer/web-based, as well as projectors and other A/V equipment for use in the classrooms.

As reflected on p. 4 of the projected financials in the charter application, the annual projected expenses for technology replacement and additions are then \$6,000 years with an inflation assumption in years 2-5. These projections were arrived from using the \$20,000 LCS has budgeted for annual tech. replacement for 980-990 students grades K-12, and then adapting that budget to a

reasonable assumption for a school of approximately 100 students grades K-8.

31. Are the rates for your liability insurance, health insurance, worker comp, etc. that are included in your spreadsheet based on LCS-EV in its own insurance pool, or is it under the TSD umbrella?

The insurance plans and those rates are based on LCS-EV being a part of its own insurance pool, not as being a part of the local EPSD district's umbrella. The Estes Valley charter school's liability insurance, health insurance, workers' comp, etc, are handled locally by the charter school and do not become a part of EPSD's insurance plans or expenses.

32. We see in Thompson School District the LCS demographics do not quite align with that in TSD. What is the recruitment plan to make sure the demographics of student enrollment is similar to the demographics of EPSD schools?

Continual community engagement is a central approach for LCS-EV to have student demographic representation that reflects the larger Estes Valley community. For example, since being asked by local community members to submit an application for charter replication in August, LCS-EV has held 5 community informational meetings, with 2 of those 5 community meetings held specifically with Spanish-speaking families in Estes Park.

Continuing to engage with key stakeholders who represent different underserved populations in Estes Park, such local advocates for the Estes Hispanic community, the program director for the Estes Valley Investment for Childhood Success, members of the Estes Park Housing Authority, and the Diversity Engagement Coordinator with the Estes Park Nonprofit Resource Center, are means that *are already currently occurring* towards facilitating enrollment opportunities and information regarding LCS-EV as a tuition-free public school of choice for the families of students who come from historically marginalized and underprivileged communities.

33. Have funds been collected by any founding families? If so, please present this for financial transparency.

No, there have been no funds collected by founding, interested, and/or perspective families, nor has this ever been a consideration to do so.

34. If enrollment is secured to open the school, what is the plan to grow over the next 5 years in a community in which the most recent census data is showing a declining population of school-age children?

The very first priority is to provide an educational option where local families: 1. wish to remain at LCS-EV for their students (retain current students and families) and 2. local families wish to join. This has been core for LCS's experience with annual student enrollment growth and a current wait list of 400+ students for the next 2023/24 school year.

Even with declining population, the ability to retain current students as part of student enrollment will result in LCS-EV not being in the situation of navigating the addition of families from a declining population of school-age children in the wider geographic area.

35. Will you accept part-time students?

LCS-EV does not enroll part-time students in the elementary school, and it does in the middle and high school. Per the LCS student handbooks (p. 63 in the Academy Student and Guardian Handbook):

Part-time Students

- Part-time students must come to the school at a specified time and leave the school upon completion of their last course for the day. These students may not come and go due to the closed campus. Part-time students are not eligible for the honor roll, all-school awards, or school scholarships.
- Part-time students will be granted enrollment as follows, space permitting: • K-5 may not attend LCS. • Middle and High School Students may enroll in any available course.

www.lovelandclassical.org/student-handbook

36. How will you adjust your curriculum plan and staffing plan if you fall short of 108 students?

The curriculum plan for grades K-8 is not affected by enrolling less than 108 students; the curriculum plan being delivered is based on the grade levels offered during that school year. Therefore, the curriculum plan is based on offering grades K-8, regardless if there are 6, 9, 10, or 12 students in an individual grade level or classroom.

The staffing plan could potentially be affected if there are less than approximately 95-98 students (with the “realistic funding” budget provided to the EPSD BOE on 1/5/23). This is based on having sufficient funds to maintain all the staff members reflected the staffing plan provided in the LCS-EV application for charter replication on p. 63. However, as of 1/12/23, LCS-EV already has 80 students with intent to enrollments for grades K-8 for 2024/25, prior to BOE approval of the charter application; with **18 months** before the start of school, LCS-EV would be able to enroll another estimated 15-18 students, before adjustments to the projected staffing plan would even need to be considered.

For context, LCS-EV’s already existing 80 students intending to enroll with 18 months before the start of school is a relatively larger percentage of needed enrollment already projected to be in place, by the intent to enrolments received, compared to most charter applications that are approved by local district authorizers.

37. How will you account for budget shortfalls if the continued projected growth (2 students per grade level year 2 and 1 student per grade level the following years) is not met?

First, the ability to enroll more students in another grade level to “off-set” the shortage of student enrollment in another grade level serves as a system embedded into the projected LCS-EV budget towards preventing budget shortfalls in this situation.

Secondly, as relayed in the BOE interview on 1/5/23, the “realistic funding” model of the LCS-EV proposed budget allows a 7.5% PPR increase for 2023/24 and 4.5% PPR increase in 2024/25, while the proposed budget in the charter application document reflects a “worse-case” low PPR funding model of only a one-time of 4.5% increase in PPR over two years, as a proof of concept of the financial viability of a stand-alone LCS-EV charter school. As also shared on 1/5/23, this “realistic funding” model provides movement in the LCS-EV stand-alone operating budget to absorb potential shortfalls in student enrollment targets; for example, with projected increases in fund balances of \$185,077 in year 2; \$266,136 in year 3; \$440,424 in year 4. These current projected increases in fund balances based on the projected student enrollment counts (in the

proposed budget model shared with the EPSD BOE on 1/5/23) serve as the amounts that can be decreased and “absorb” potential shortages in student enrollment projections, while maintaining a positive fund balance for that specific fiscal year.

38. If you don't get the enrollment you need in each grade level, would you combine grade levels into one classroom? Please tell us about what this will look like.

No, there is not a plan nor intent to combine grade-levels in a classroom at LCS-EV. For example, (while seemingly unlikely given the current intent to enrollments after only 2.5 months of submitting the LCS-EV application for charter replication), if there were only 6 students enrolled in a grade-level, then there would be a classroom of 6 students for that grade-level.

39. On page 59 there is a statement regarding Mutual Cooperation Agreement. There is a statement regarding students withdrawing from LCS and integrating back into another program. How many students today transfer out of LCS into other programs in TSD? Can you provide this data?

Since 9/1/2022, 18 students withdrew LCS for other schools within TSD. From the October Count enrollment of 989 students at LCS in grade K-12, this reflects 1.8% of the LCS October Count student enrollment.

40. What do you think are the strengths of and limitations of your proposal?

The strength of the LCS-EV application for charter replication is clearly the ability to provide an option for local families for a high-quality classical charter school from the already existing academic program, organizational infrastructure, and systems for programmatic support in place from the existing LCS. The LCS-EV application is not the typical charter application presented to school district boards of an idea but without an existing proof of concept; rather, the application clearly represents the existing infrastructure to successfully enact the new Estes Valley Classical Charter School from day 1, within the context of the specific needs and desires of the local students and families in the Estes Valley.

A further strength of the application for charter replication is that it was submitted on request by 30 families and 100 community members, and that currently as of 1/12/23, there are already 80 students representing 48 separate families with intent to enrollments for LCS-EV in grades K-8 for the 2024/25 school year, with still **18 months** before the start of the school opening for classes.

Limitations of the application, currently, is to continue to define the “known” potential challenges of a charter school replication within the Estes Valley, such as teacher/staff recruitment, the cost of living, and total school-age student population in Estes Park, and to elucidate the currently “unknown” potential challenges. As part of the strength of the LCS-EV application for charter replication is the **18 months** lead time from after the EPSD BOE vote in February 2023 before the start of school in August 2024; this is intentionally-planned time within which LCS and the local LCS-EV community will continue to work through identifying strategies and safeguards for the “known” potential challenges that exist within the Estes Valley and to continue proactively soliciting input and data from the community of potential challenges that are currently “unknown”, towards the implementation of an excellent public school option for a classical charter school for local students and families within the Estes Valley.