Battle Rock Charter School

Charter School Renewal Application

Prepared by:
Karen Casgrain and Tegan Lewis

Submitted:11/27/2023

Battle Rock Charter School
11351 County Road G
Cortez, CO 81321
battlerockschool.org

Overview

School Name: Battle Rock Charter School
School Address: 11351 County Road G, Cortez, CO 81321
Year Founded: 1994
Leadership Team: Karen Casgrain, Paula Fury, Emily Lansing, Tegan Lewis, Jenn Morris, Moqui Mustain-Fury, Sandra Sam
Board of Directors: • President: Catherine Baudoin • Member: Jessica Cowan • Member: Carl Scharnhorst • Member: Joe Magie • Member: Tiffanie Lake • Member: Matt Keefhauver

1) **Executive Summary:**

Battle Rock has been in continual operation since 1915 and still holds classes in the original sandstone schoolhouse. The original charter for Battle Rock was approved in 1994, making the school one of the first charter schools in Colorado. We take pride in our long, colorful history, small size, and our place in McElmo Canyon. It is Battle Rock's vision to aspire to pioneer best practices in education, to build forward from the foundation of our one-room schoolhouse, and to serve as a community hub for innovation and social development. We aim to do these things through adherence to our guiding principles (battlerockschool.org/about-us).

Battle Rock serves approximately 100 students K-6 through both full-time and homeschool programming. 53% of our students qualify for free or reduced lunch. The students at Battle Rock represent a diverse ethnic population, with approximately 12% Native American, 6% Black/African American, 15% Hispanic, and 63% Caucasian. Battle Rock serves students from three school districts in the Four Corners area: Montezuma-Cortez RE-1, Dolores RE-4A, and Mancos RE-6. Battle Rock also serves students from the Ute Mountain Ute reservation in Colorado (Towaoc).

Rather than a traditional leadership hierarchy, Battle Rock has embraced a shared leadership model for several years. This team of teachers and other staff members work closely to consider the data and areas of focus. Each team member has leadership responsibilities, and we utilize a democratic process for decision-making. While the model isn't infallible, we have found that the benefits far outweigh the challenges, especially given the difficult budgetary limitations that come with running a very small school. Shared Leadership allows us to maximize our student to staff ratio, support student needs, and develop professional competence. It has also had a positive impact on teacher retention and on the preservation of institutional knowledge.

Over the last ten years, we have grown from a student population of 24 to our current enrollment of approximately 100 students. We attribute this growth to the programming we have developed, which provides differentiated instruction to all students, regardless of special plans. In addition, our enrichment programming (Quest Day and field trips), in which home school students are invited to participate, offers experiential learning opportunities for all students. We pride ourselves in educating the whole child by implementing restorative practices throughout the school, supporting opportunities for creativity and exploration, and introducing our students to various hands-on opportunities and field trips. We consider ourselves a place-based school and provide our students with opportunities to participate in and serve our local and greater community. We provide an inclusive environment for all students through our multi-age classrooms, Orton Gillingham intervention services, and social-emotional instruction and support, often attracting students and families who have not found success in the traditional classroom. Finally, we work hard to engage our families and provide opportunities for parents to be involved in many aspects of our programming.

2) **Vision and Mission**
   a. <u>Vision:</u> ***We aspire to pioneer best practices in education. To build forward from the foundation of our one-room schoolhouse. To serve as a community hub for innovation and social development.***
   b. ***Mission:***
      i. ***We believe success starts with nurturing relationships between students, staff, families, and our community through restorative practices.***
      ii. ***We believe Battle Rock should be a place where students, staff, and families feel safe.***
      iii. ***We believe in educating the whole child through the arts, outdoor experiences, and social-emotional learning.***
      iv. ***We believe all children should interact with other children of different ages and abilities.***
      v. ***We believe learning should be authentic and, therefore, subjects should be integrated.***
      vi. ***We believe high expectations are an important part of academic and personal success.***
      vii. ***We believe our location in McElmo Canyon is an authentic environment for children to explore and celebrate history.***

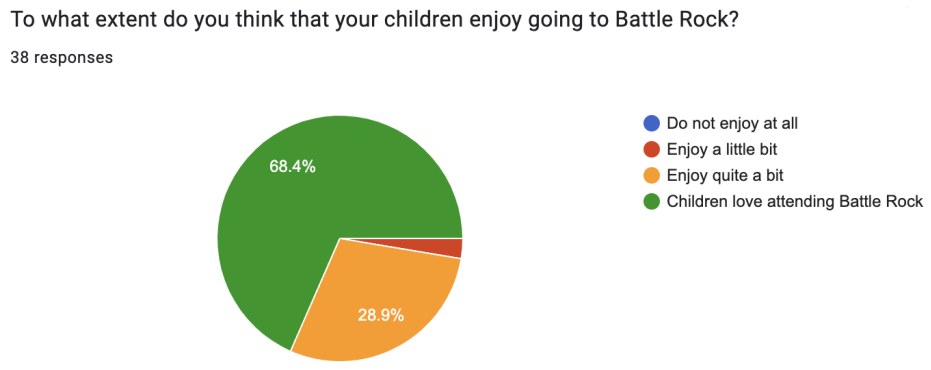
It is Battle Rock's mission to use these guiding principles to inform our every action. We seek to build on the legacy and spirit of Battle Rock for generations to come.

3) **Goals, objectives, and student performance standards - State the proposed four-year goals for the district charter school, including timelines. Describe the process used to identify the goals. The goals shall address accreditation performance indicators and applicable goals and standards in federal law.**
    a. **School Performance Framework (SPF) Related Goals:** Based on the most recent (2023) SPF, Battle Rock needs to focus on academic achievement in Math and Language Arts. The targeted components are areas where Battle Rock scored a "Does Not Meet" on the academic growth and achievement measurements on the SPF. All of the progress made toward goals needs to be measured and documented through data.
        i. Math: Progress will be measured through the IReady scores pulled from Fall, Winter, and Spring testing sessions.
            a. Goal #1: All instructional staff will be trained in utilizing a school-wide math curriculum, and data will be collected and examined to determine the effectiveness of the curriculum. Battle Rock is currently implementing a schoolwide study concerning the effectiveness of a newly adopted schoolwide math curriculum. Following the I-Ready, MOY assessment, the leadership team will examine the data to determine whether the current math curriculum is meeting the needs of our students. If the data demonstrates growth, staff will continue to monitor through formative and summative assessments.
            b. Goal #2: 65% of students will show 50% or more growth in math according to the IREADY MOY testing data **(Ongoing)**
            c. Goal #3: 30% of students will demonstrate 75% or more annual growth in math as demonstrated by EOY IREADy data **(Ongoing)**
        ii. Language Arts: Progress will be measured through the IReady scores pulled from Fall, Winter, and Spring testing sessions. (See pages 13-15)
            a. Goal #1: Leadership will closely monitor IReady data and regularly collect progress monitoring data to inform intervention services for all students **(ongoing)**
            b. Goal #2: 50% of students will show 50% or more growth in reading as measured by the MOY IREADY assessment data **(Ongoing)**
            c. Goal #3: 40% of students will demonstrate 50% or more annual growth in reading as demonstrated by EOY IREADy data **(Ongoing)**
        iii. Professional Coaching and Feedback: Research on Teacher Coaching and Feedback was provided by the Colorado Department of Education and is listed in the Coaching Strategy Guide 2.0 (Source: https://www.cde.state.co.us/uip/strategyguide-coachingv2) as a proven improvement strategy.
            a. Goal #1: Establish evaluation structure as measured by two annual documented opportunities, including a review of self-appointed goals, feedback from appropriate team members, and a spring follow-up meeting to assess progress. **Ongoing)**
            b. Goal #2: Staff will seek or participate in professional development connected to at least one goal annually **(ongoing)**

c. Goal #3: Leadership staff will create a Battle Rock staff continuum to establish goals and demonstrate professional growth **(2024)**

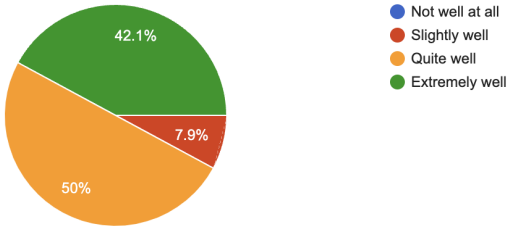
b. **The process used for identifying goals:**
   i. School Performance Framework (SPF): Battle Rock Charter School uses the most recent SPF results to guide our goal setting. The above-listed goals, related to the SPF, were targeted based on the "Does Not Meet" identifier.

4) **Purpose and evidence of support:**
   a. State the purpose for the district charter school and a geographic description of the area of intended service
      i. Battle Rock is located about 18 miles west of Cortez, Colorado. As stated above, it was originally a one-room schoolhouse established in 1915. In the 1990s, as the Re-1 Montezuma Cortez school district began consolidating the schools, the local McElmo Canyon community established a charter to ensure that the school would remain open for the local community. Battle Rock has established itself to provide differentiated instruction for all students. Many families choose to drive their students from our neighboring district because the inclusive model supports all children.
      ii. In 2019, Battle Rock invested in Orton Gillingham training for all instructional staff. This investment has improved the reading intervention model for our students. Due to the implementation of this intervention, we decrease our Read plans for students in grades 3-6 by approximately 50% every year.
      iii. Battle Rock serves students from three school districts in the Four Corners area: Montezuma-Cortez RE-1, Dolores RE-4A, and Mancos RE-6. Battle Rock also serves students from the Ute Mountain Ute reservation in Colorado (Towaoc).
   b. Provide evidence that an adequate number of parents/guardians and students support forming the district charter school. Where possible, this evidence shall be shown in aggregate (by grade level and school), without disclosing personally identifiable student information
      i. As Battle Rock has been established and serving students and families for more than 100 years, it is clear that the education provided serves an adequate number of students and families. Our current facilities can only accommodate 100 students.
      ii. Battle Rock began collecting parent engagement data in the 2022-23 school year. Last year, we had 38 opportunities to volunteer through PTO meetings, classroom activities, and field trips, with a total of 109 parents who participated. In addition, our family events averaged approximately 100 family members at each of the six whole school events last year.
      iii. Battle Rock requested parent feedback through a parent survey in the spring of 2023, with 65% of our families responding.



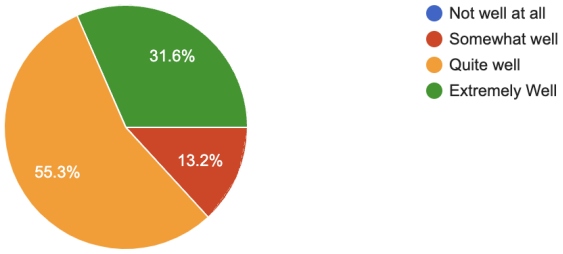
How well do the teaching styles of your child teachers match your child's learning style?

38 responses



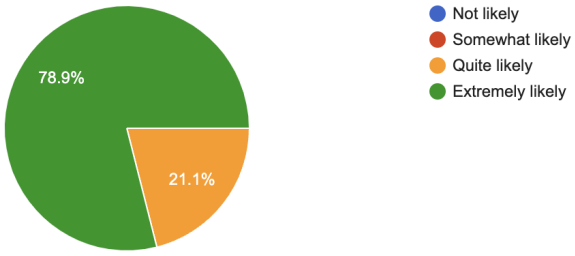
How well do you feel Battle Rock is preparing your child for his/her next academic year?

38 responses



How likely are you to recommend Battle Rock to other families?

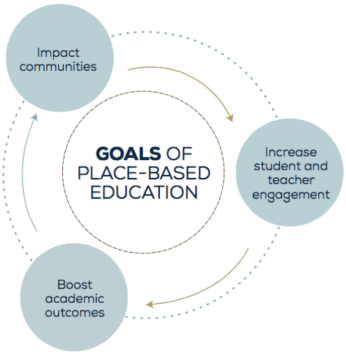
38 responses



5) **Student achievement and curriculum:**
   a. <u>Describe the district charter school's educational program, student performance standards, and curriculum that shall provide students with the educational experiences necessary to achieve the standards</u>
      i. **Place-Based Learning (PBL)**
         a. Place-based learning is a model of education in which students are immersed in their community, experiencing the history, culture, and

landscape through hands-on learning experiences. Staff incorporate all subjects into the curriculum as students explore their surroundings. This model of education provides meaningful educational opportunities for the learning community and a deeper connection to place.

b. 2022-23 was the inaugural year of our Place-Based Learning program. All three classrooms engaged in specific learning experiences tailored to place and the ages of the learning community. Utilizing the book The Power of Place: Authentic Learning Through Place-Based Education by Tom VanderArk, Emily Liebtag, and Nate McClellan (2020), the leadership team evaluated the implementation year using the rubric provided in the text. **See Appendix**



ii. **Outdoor Education**

a. Outdoor education is an integral part of Battle Rock's model. Building upon our place-based learning model, students spend at least 20% of the school day outside, engaged in outdoor learning activities. Students spend time in the garden, engaging in learning experiences incorporating reading, writing, math, and science. Many of our Quest Day activities take place outdoors, including STEM, movement, gardening, and social-emotional learning. In addition, students spend time each day engaged in unstructured play. Studies show that unstructured play enhances cognitive and social-emotional development as children develop essential skills such as collaboration, problem-solving, innovation, and organization. In addition, unstructured play has been shown to improve mood, cognitive development, emotional regulation, and the ability to focus for more extended periods of time. (Macpherson Parrot & Cohen, 2020).

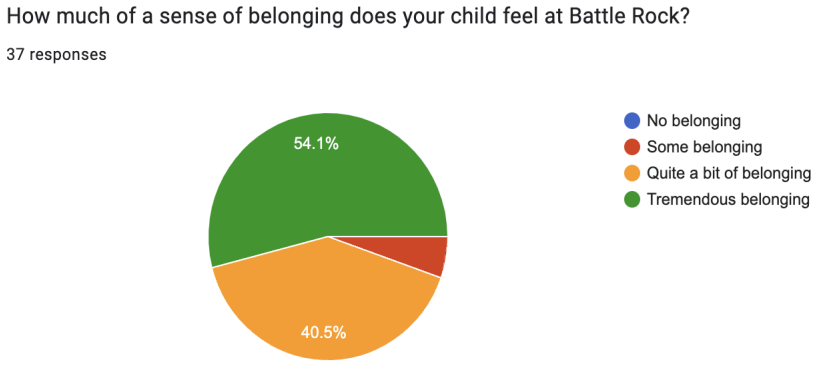
iii. Multi-age Education

a. Multi-age education is different from Multi-grade education in which students of two different grade levels are placed together in a single classroom but taught grade-specific curriculum to each group by the same teacher. Multi-age education is an educational model in which students of multiple ages (usually 2-3 grade span) are placed together in a single classroom and taught based on individual student needs. Students in multi-age classrooms can progress at their own pace rather than being limited to curriculum pacing. At Battle Rock, classrooms are organized by early elementary (Juniper), mid-elementary (Pinon), and upper elementary (Cliffrose). Often, in multi-age classrooms, students are less focused on comparing their progress to one another and more focused on developing their skills at their unique pace. Studies have also shown that multi-age classrooms are more strengths-focused and help to build community, empathy, and collaboration (Saqlain, 2015).

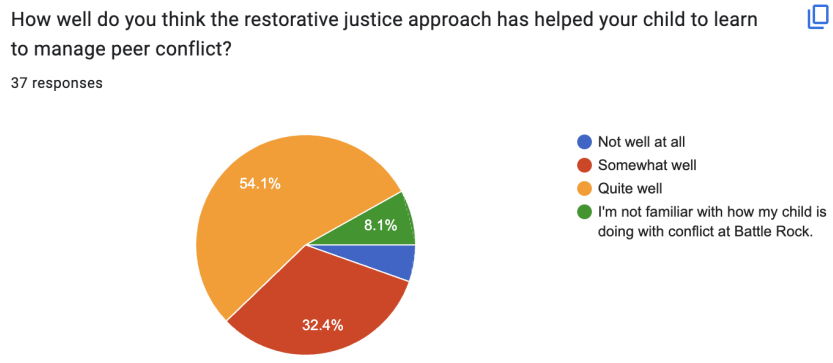
iv. Restorative Practice/Social Emotional Learning

a. Battle Rock began implementing restorative practices into our approach in the fall of 2020. The restorative practices paradigm is an

alternative to the traditional discipline model often used in education. While the zero-tolerance punitive approach often aggravates disciplinary behaviors in students and increases the inequity for minority and socio-economically disadvantaged youth, the restorative practice approach often helps to build skills to decrease challenging behavior and improve attendance. This method not only educates students about their behavior's impact on the community but also supports the individual in making repairs with the individuals who may have been harmed. Restorative practices have been shown to support students in building relationships, improving conflict management skills, increasing communication strategies, and building trust and respect within a community (Lodi et al., 2021). We attribute the positive community culture at Battle Rock, as demonstrated by our spring 2023 parent survey, to the culture built through restorative practices.



b. Battle Rock has supported restorative practice implementation through ongoing staff training since 2018. In the 2021-22 school year, Battle Rock began using Americorp Team Up programming to add a Restorative Practice Coordinator. Through various BOCES grants, our Americorp member received ongoing coaching and training from Luke Yoder of Elevated Dialogue to support our efforts. In the spring of 2023, Battle Rock applied for and received the Amplify Restorative Justice grant, which continues to fund training and consulting for the 2022-23 school year. In addition, we received the Stronger Connections Grant, which is being used to support our restorative practice coordinator position for the next two years.



v. **Colorado Academic Standards:** Battle Rock Charter School uses the 2020 Colorado Academic Standards (2020 Colorado Academic Standards Online) as a guide when selecting or building our academic curriculum.

vi. **Assessment Schedule: Battle Rock has been using the AIMSweb benchmark assessments to assess our students until spring 2023. When CDE published the approved assessments for the READ Act in 2023, the Battle Rock leadership team decided to find an alternative assessment that could serve as our benchmark assessment and meet the requirements of the Read Plan. We have chosen IReady as our new testing platform for the 2023-24 school year.**

a. IReady: The Battle Rock staff utilize the IReady scores to assign intervention services and inform exceptional service provision for our students. Teachers view the national norms to determine which students should receive intervention services. Students scoring below the 25th percentile in reading and math are considered a priority for daily intervention services. Students scoring below the 10th percentile are flagged for evaluation for IEP services, and students above the 90th percentile are considered for gifted identification.

b. Staff also utilizes the IReady assessment data to evaluate the effectiveness of the curriculum and programming used in the classroom. Student growth and national norm scores are collected and compared to inform curriculum adoption, supplementation, and instruction. As we follow a multi-age model and differentiate instruction for each student, we rely heavily on student growth and development. In addition to the IReady growth scores, classroom teachers use continuums of learning for reading, writing, and math to plan instruction and set goals for each student. **See appendix for continuums.**

a. Battle Rock administers the IReady benchmark assessment three times during the school year; the three testing windows occur in August/September, December, and May to provide regular, schoolwide data collection. Continuums are referred to throughout the school year, but teachers record skills mastered in the fall, winter, and spring.

c. CMAS: Battle Rock administers the CMAS once per year, following the state testing schedule.

vii. Goals:

a. The baseline academic achievement goal for Battle Rock is that all students achieve at least one grade level of academic growth per year.

b. Detail the plan for academic accountability, including a description of measurable annual targets for the measures used to determine the levels of attainment of the accreditation performance indicators

i. ****see attached UIP

c. Describe the curriculum to be used in the district charter school, including a list of the objectives and means of measuring student performance for each subject and each grade level.

Subject	Curriculum	Aligned to Common Core State Standards?
English/Language Arts	➢ **Lucy Calkins "Writer's Workshops** ➢ **Lucy Calkins "Reading Workshop"** ➢ **Read Naturally**	➢ **Yes** ➢ **Yes** ➢ **Yes**
Tier ll and lll Interventions	➢ **Orton-Gillingham "Recipe for Reading"** ➢ **Math U See**	➢ **Yes** ➢ **Yes**
Math	➢ **Math U See**	➢ **Yes**
Social Studies	**Teacher Developed**	**Colorado Academic Standards**
Science	**Mystery Science** **Teacher Developed**	**Next Generation Science Standards**

d. Describe the district charter school's procedures for taking corrective action if student performance at the school falls below the specified targets for the measures used to determine the levels of attainment of the accreditation performance indicators

i. The evaluation process for curriculum
   a. Leadership and instructional staff will analyze data collected from state assessments, benchmark assessments, and formative assessments to determine areas of weakness.
   b. Teachers will analyze the present curriculum to identify strengths, weaknesses, omissions, and/or problems.
   c. Instructional staff will re-evaluate how their work is connected with the school's beliefs and vision for student learning and achievement. This reflection will be done through self-evaluation and team evaluation scheduled throughout the school year.
   d. The Equity Committee made up of staff, parents, and students, will re-evaluate how their work is connected with the school's respect for the cultural and linguistic backgrounds of students. This annual

evaluation will take place through utilizing the MAEC equity audit. This work will allow us to set goals and measure improvement in inequitable practices.

e. Professional learning opportunities will be tailored to areas of need based on the outcomes of the data collected.

ii. Suggestions for change and improvement are generated through a cyclical curriculum evaluation by subject area. Leadership and instructional staff will discuss curriculum improvement and evaluation during the spring staff retreat and set a timeline for evaluation, research, and a board presentation on the findings.

iii. Parent and community members' concerns and expectations for the program will be obtained through surveys and invitational meetings.

iv. Re-evaluation of strategic plan

e. Describe the policies regarding student discipline, expulsion, and suspension that are consistent with the intents and purposes of state and federal law

i. Battle Rock utilizes a restorative practice approach to discipline, emphasizing the recognition of harm, repair, and restoration of relationships through a guided process. In the rare occurrence where a conflict cannot be solved through restorative practice, the student will lose privileges. **Please see Appendix B for behavioral flow chart**

ii. In the event that a more serious incident occurs, Battle Rock disciplinary policies are in keeping with Colorado state law and federal law. Battle Rock students may be suspended or expelled for the following transgressions:

a. Repeatedly interfering with the school's ability to provide educational opportunities;

b. Continuing to ignore rules or being habitually defiant or disruptive

c. Behavior on or off campus that harms or threatens someone's welfare or safety or threatens them,

d. Bringing or possessing a dangerous weapon

a. Bringing or possessing a knife with a blade longer than 3 inches

e. Using, possessing, or selling drugs or controlled substances as defined by state statute

iii. The following criteria are utilized when determining suspensions and expulsions:

a. The age of the student;

b. The disciplinary history of the student;

c. Whether the student has a disability;

d. The seriousness of the violation committed by the student,

e. Whether the violation committed by the student threatened the safety of any student or staff member; and

f. Whether a lesser intervention would properly address the violation committed by the student.

Performance Indicators	Measures/Metrics	2022-2023
Student Behavior	Suspensions-All Students (In school/Out of School)	
	Suspensions-Male/Female	2 male 0 female
	Suspensions-Special Education	1
	Suspensions-ELL Students	0
	Expulsions-All Students	1
	Expulsions-Male/Female	1 male 0 female
	Expulsions-Special Education	1
	Expulsions-ELL Students	0

f. Describe the plan for addressing the needs of students with special needs, including budget and staff requirements. The plan shall include identifying and meeting the learning needs of at-risk students, students with disabilities, gifted and talented students, and English language learners
    i. Budgets
        a. 7% of the Battle Rock budget is dedicated to ESS. Resources for ESS come out of the General Fund. Please note, however, that this is not a complete picture of ESS spending. Our ESS students are fully integrated into the general education classrooms and many of the travel and supply expenses are coded to the general elementary education budget lines. These are the specific expenditures coded to the 1700 (Special Education) Program Code in FY 23-24:
            a. ESS staff salary - $69,041
            b. ESS staff benefits - $16,086
            c. BOCES - $6,500
            d. Supplies - $500
    ii. We have an inclusive model at Battle Rock. Students with special needs are mainstreamed in General Education classrooms. Through Individual Education Plan (IEP) development, it is determined what types of accommodations and modifications are required in the classroom and on trips to meet their needs and provide them with an equitable learning experience. Accommodations and modifications are shared with the teachers, and the students are monitored for their performance to determine their success and/or the need for further support. Support can include editing and monitoring students' work or working one-on-one in the classroom to complete assignments. Currently, the Exceptional Student Services involves one certified staff member in special

education. All students are supported and encouraged in the classrooms using differentiated instruction geared towards the abilities and understanding of the students. Growth and development are measured through continuums, progress monitoring, goals, and both classroom and nationally normed assessments. Accommodations and modifications are made to support the unique needs of each student. Students are supported academically and behaviorally through classroom instruction addressing academic and social-emotional needs. Additionally, paraprofessionals and our restorative practice coordinator support students experiencing emotional dysregulation and need space from the other students in the classroom. We also contract with an autism specialist who provides consultation support services.

6) **<u>Criteria for enrollment decisions:</u>** Consistent with state and federal law, describe the enrollment policy and the criteria for enrollment decisions.
    a. The School shall comply with all School District policies and regulations and the requirements of state and federal law concerning student enrollment, attendance, and discipline, including, without limitation, the grounds and procedures established by state statute for suspending, expelling, or denying admission to a student and all time requirements for attendance, and including without limitation all requirements relating to excused and unexcused absences. For purposes of implementing expulsion and suspension, the School shall designate individuals who shall carry out the roles of principal and superintendent as specified in Article 33 of Title 22, C.R.S. Appeals from decisions of the person acting as "superintendent" hereunder and reports of expulsion shall be made to the Board of the School District which shall have final authority over all such matters. Expulsion or suspension from the School shall also mean expulsion or

suspension from the School District.

b. Exclusions of Students: Students enrolled in the School may be denied admission or excluded from the school only in accordance with School Attendance Law of 1963 C.R.S. 22-33-105 And 106, Title 22: Education, School Districts, Article 33: School Attendance Law Of 1963 and in the event we have met our enrollment target. If we have met our enrollment target, which is 90 full-time students and 15 homeschooled students, applicants will be put on a first-come, first-serve waitlist. Wait-listed applicants will be enrolled during the next enrollment period when our enrolled student count drops below 90 full-time students.
c. During the school year, proposed transfers to and from the School shall be handled on the same basis as transfers involving other schools in the School District.
d. Admissions: Battle Rock Charter School is dedicated to the principles of equal opportunity and prevention of harassment in all of its practices. Additionally, we prohibit unlawful discrimination or harassment against individuals on the basis of age, race, sex, sexual orientation, gender identity, marital status, color, religion, national origin, disability, military status, genetic information, or any other status protected by applicable state or local law.
e. Enrollment Minimum: Battle Rock Charter School will maintain an enrollment of at least 50 students during the term of the Charter and this Contract. Battle Rock Charter School accepts and agrees that failing to enroll students as provided herein shall be grounds to revoke the School's charter.
f. Tuition: Battle Rock Charter School will not charge tuition to students who reside in the Dolores School District No. Re-4A, the Mancos School District Re-6, the Montezuma-Cortez School District No. Re-1 (Cortez) or the Dolores County School District Re-No. 1(Dove Creek), other than for before or after school programs administered by the School. Tuition for other nonresident students will only be charged in accordance with state law and School District policies and procedures.

7) Governance and decision making

a. Describe the governing body, including a detailed description of the relationship between the district charter school and the school district: The primary purpose of the governing body is to monitor the financial stability of the organization, set policy when the need arises, and to monitor and evaluate the performance of the Leadership Team. Members join the board by submitting an application which is vetted by the board and staff. The applicant must then attend a board meeting, speak to their purpose for joining the board, and then be voted on to the board by existing board members. Board members serve voluntarily, and cannot be compensated from their membership on the board. The board monitors academic and financial metrics through periodic presentations of data at meetings. Staff reports on current weaknesses and strengths in the academic programming and makes recommendations if

there are any. The Financial Administrator reports on any budgetary issues, including development and revision recommendations, and keeps the board informed of account-level balances to make everyone aware of the pace of spending.

Board role (e.g. President)	Person	Email	Term
President	Catherine Baudoin	cbaudoin@battlerockschool.org	12/2018
Member	Carl Scharnhorst	cscharnhorst@battlerockschool.org	6/2021
Member	Joe Magie	jmagie@battlerockschool.org	9/2019
Member	Tiffanie Lake	tlake@battlerockschool.org	6/2020
Member	Jessica Cowan	jcowan@battlerockschool.org	11/2023
Member	Matt Keefauver	mkeefauver@battlerockschool.org	11/2023

b. Consistent with state law, describe the types and extent of parental, professional educator, and community involvement in the governance and operation of the district charter school
   i. School board: Battle Rock Charter School maintains an active and participatory school board. The board is composed of a variety of community members. Our board seeks to represent our diverse community and include our current students' parents.
   ii. School accountability committee: The Battle Rock Charter School accountability committee is called the School Accountability Committee (SAC). Currently, the accountability committee comprises a parent chair, a board member, and one leadership team member. In recent years, the SAC has been meeting in conjunction with the Parent Teacher Organization (PTO) to encourage maximum participation. By combining these two parent committees, Battle Rock has achieved the suggested composition by CDE. The SAC is committed to encouraging parent involvement in policy and decision-making regarding academic achievement, addressing goals regarding the school performance framework, and providing input for the UIP. The SAC will work to solicit parent involvement and collect data to inform decision-making at the school level. In addition, the SAC will make recommendations to the leadership team and Battle Rock School Board regarding accountability, Financial spending, and facility updates.

c. Provide information on how the district charter school will be accountable to the public:
   i. Public board meetings: We post the time, place, and duration of all of our board meetings, on the website, school marquis, and in our weekly newsletter.
   ii. The board minutes are available upon request.
   iii. School Improvement Committee (SAC): This committee meets once per quarter and includes students, board members, and members of the public
   iv. Unified improvement plan (UIP) and school performance frameworks (SPF: The Battle Rock Charter School UIP and SPF are available on the internet, and paper copies can be requested at any time.
   v. Financial transparency: The Battle Rock Charter School website has all of our up to date financial documents for view by the public.

d. Describe expectations and plans for ongoing parent and community involvement:
    i. Family/Community Engagement Plan
        a. Battle Rock Charter received the stronger connections grant in the summer of 2023. In addition to providing funding for our restorative practice coordinator, this funding is being used to pay for food and childcare for our PTO meetings for the 2023-24 and 2024-25 school years. In addition, each month, we host a parent event at the Zu Gallery at various times to accommodate various working schedules. We provide food and refreshments as well as invite guest speakers to share with parents on topics that may be of help to parents.
            a. Dates for parent engagement meetings:
                i. 8/25/23
                ii. 9/18/23
                iii. 10/18/23
                iv. 11/28/23
                v. 12/18/23
                vi. 1/9/24
                vii. 2/15/24
                viii. 3/25/24
                ix. 4/9/24
                x. 5/9/24
        b. Annual School Wide Events

Month	**Description of Event**
August	Back to School Barbecue is an annual event that takes place at the beginning of the school year. This potluck is usually held at the Park de Vida pavilion and is intended to be an opportunity for parents to interact with the larger Battle Rock community. It is a chance for families to meet their child's friends and their families. It is also an opportunity for staff to interface with new families
October	Fall Festival: PTO hosts our annual carnival each October at Montezuma Park. This event is open to the larger Cortez community as a family-friendly fundraiser. Battle Rock classrooms create a game or exhibit to showcase at the event highlighting a topic for the year's theme. In the fall of 2023, the theme was the elements. In the fall of 2022, the theme was the Seven Wonders of Montezuma County. In the fall of 2021, the theme was the World's Fair.
Early October/Early March	Parent Teacher Conferences: Conferences will be held at the midpoint of our academic semesters and serve to inform parents/guardians about their student's performance during the academic semester. Spring conferences are held during the first week of March

November	Harvest Dinner-The last Thursday before fall break we hold our annual fall potluck. PTO provides turkeys, which are cooked by staff. Families arrive at noon for our family potluck dinner. This is an opportunity to share a meal together, for parents to visit the classrooms and see showcased work, and to meet as a community.
December	This December, we will be holding a celebration on the shortest day of the year. Students will have a hands-on learning day focused on the seasonal change and how we can bring “light” to Cortez. Students will be able to create their own lanterns. The buses will take the children to Park de Vida where families will meet them for end-of-the-day pick-up. The school will provide crafts and hot chocolate at the Pavilion, and at sunset, families will be invited to do a lantern walk around Park de Vida. This celebration will be about bringing light to the shortest day of the year. This event is the first lantern walk, but we hope to make an annual one.
mid-January	Family Night will be an opportunity to provide education about our model and also showcase student work. Pizza is provided for each family. Last year, we focused on Restorative Practices, and each classroom had a make-and-take activity that provided a tool that could be used in the home to support restorative practices.
February	Gallery Night. This event is for parents only. Student artwork will be showcased at the Zu Gallery. This event aims to build community among parents/caretakers.
April	Kindergarten Blastoff event is for upcoming kindergartners and their parents. Picnic dinner is provided for families with a short orientation and hands-on activities in the Juniper classroom.
April	Battle Rock Stick Horse Rodeo annual event originated in 2021-22 to teach students about our local cowboy culture. Stick horses are constructed at school in the weeks prior to the event. A live auction kicks off the event, followed by simultaneous rodeo competitions. Kiva Montessori students were invited to participate in the 2022-23 Rodeo, and we hope to invite the KCA charter for the 2023-24 rodeo. This fundraiser is an exciting family event with

	the coveted belt buckle grand prize for each age group.
May	Family Dance-This event is organized by several families and is held at the Pinon Project. Families bring snacks to share, and music and decor are provided by parents.
May	Graduation/Awards Ceremony-This event is held at Park de Vida Pavillion each May. We celebrate student accomplishments and our graduating students. Refreshments are served following the ceremony.
Summer Months	Children's Chautauqua two-week art camp is held every June and includes a focus on art, music, and drama with a culminating melodrama. In addition to art focus, students learn social, emotional, and community-building skills. This activity is open to children grades 2-5 in Cortez. Summer tutoring: Students performing below the 25th percentile in reading and math are invited to attend tutoring sessions in June. In mid-summer, Battle Rock hosts a summer family pool party at the Cortez outdoor pool. Current and newly enrolled families are invited to this fun-filled event.

8) Employment plan and practices:

a. Describe the employment policies of the district charter school, including a description of the qualifications for licensed and classified employees, employee compensation schedule(s), recruitment and selection procedures, plan(s) for resolving employee relation problems, and the relationship that will exist between the district charter school and its employees:

i. Qualifications for employees:

a. Battle Rock is committed to providing a safe learning and work environment where all school community members are treated with dignity and respect. Battle Rock is subject to all federal and state laws and constitutional provisions prohibiting discrimination based on disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, or need for special education services. Accordingly, no otherwise qualified student, employee, applicant for employment, or member of the public may be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination under any district program or activity based on disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, or need for special education services. Discrimination against employees and applicants based on age, genetic information, and conditions related to pregnancy or

childbirth is also prohibited per state and/or federal law. For purposes of this policy, these terms have the following meanings:

a. "Race" includes hair texture, hair type, or a protective hairstyle commonly or historically associated with race.
    i. "Protective Hairstyle" includes braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps.
b. "Sexual Orientation" means a person's orientation toward heterosexuality, homosexuality, bisexuality, or transgender status or another person's perception thereof.
c. The educational programs, activities, and employment opportunities offered by Battle Rock are offered without regard to disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, or need for special education services.

b. Consistent with the Fair Labor Standards Act requirements, each employee is designated as either nonexempt or exempt. Generally, licensed teachers, administrators, and supervisors are exempt, while classified employees are nonexempt. Nonexempt employees are entitled to comp time for all hours over 40 in a workweek.
    a. Exempt employees are excluded from overtime compensation. Regular Full-time Employees who are regularly scheduled to work the full-time schedule for their job classification. Currently, they are eligible for Battle Rock's benefit package, subject to the terms, conditions, and limitations of each benefit program.
    b. Part-time Employees are regularly scheduled to work less than 30 hours per week. Part-time employees are ineligible for the school's health benefits.
    c. Substitutes Employees hired as interim replacements, to temporarily supplement the workforce, or to assist in completing a specific project(s). Employment assignments in this category are of a limited and definite duration. Employment beyond any initially stated period does not imply a change in employment status. Temporary employees retain that status until notified of a change.
    d. 1099 Contract Employees are hired for specific, discrete purposes and are not under the direct

supervision of a staff member. These employees are not eligible for any benefits.

c. Prior to hiring any person, in accordance with state law, Battle Rock Charter School must conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment. In all cases where credit information or reports are used in the hiring process, the district must comply with the Fair Credit Reporting Act and applicable state law.
d. Discrimination in the hiring process based on disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, genetic information, age, marital status, or conditions related to pregnancy or childbirth is prohibited. All candidates will be considered based on their merits, qualifications, and the school's needs. All interviewing and selection procedures will ensure that the leadership team directly responsible for a staff member's work has an opportunity to aid in the selection and that, where applicable, the school's leadership team has an opportunity to consent. Unless otherwise required by law, the final selection for nomination will be made by the hiring team.

ii. **Employee compensation schedules; plans for resolving employee relation problems:**
   a. The School's governing body shall be independently responsible for the employment, supervision, evaluation of employees and shall comply with and be subject to all applicable School District policies and procedures or state and federal law unless waivers have been granted.
   b. In the event of an employee relation problem, the school shall consult with the administration of the School District to the extent reasonably necessary to ensure that any action or inaction will not have adverse legal consequences for the School or the School District, their officers, employees and agents. If the School and the School District administration disagree on any matters subject to consultation under this paragraph, the issue shall be referred to the Board. In such an event, the decision of the School shall control unless the Board determines that, because of reasonable legal concerns, some other course of action should be pursued, in which case the decision of the Board shall control.
   c. Battle Rock Board-adopted salary schedules are available on our website. Placement on the salary schedule is determined by the experience and education of the employee.

iii. Recruitment and selection procedures:
   a. Battle Rock Charter School maintains a recruitment program designed to attract and hold the best possible professional personnel. With the assistance of other staff, it is the responsibility of the leadership team to determine the school's personnel needs and to locate suitable candidates to recommend to the Battle Rock Charter School Board for employment. The search for good teachers and other professional personnel will extend to various educational institutions and geographical areas. It will consider the school's diverse characteristics and the need for staff members of various backgrounds. Recruitment procedures will not overlook the talents and potential of individuals already employed in the region's schools. Any present school employee may apply for a position for which they are licensed and/or meet other stated requirements.

b. Staff hiring procedure:
    a. All regular vacancies will be advertised by the Leadership team or a designated staff member
    b. A hiring committee comprised of staff and board members is formed
    c. All resumes and cover letters will be submitted via email to the hiring committee.
    d. Initial screening and interview
        i. The hiring committee will screen resumes and conduct the initial interview with all applicants.
        ii. The objectives of the screening and initial interview process are to:
            1. Determine the suitability of an applicant for a specific position.
            2. Determine those applicants who are most qualified for the position.
            3. Discuss with an applicant any school policies and procedures pertinent to the job and employment process.
    e. Background checks Prior to hiring and in accordance with state law, the hiring committee shall:
        i. Conduct a background check through the Colorado Department of Education (the department) to determine the applicant's fitness for employment. The department's records shall indicate if the applicant has been convicted of, pled nolo contendere to, received a deferred sentence, or had his or her license or authorization denied, annulled, suspended or revoked for a felony or misdemeanor crimes involving unlawful sexual behavior, unlawful behavior involving children or domestic violence. The department shall provide any available information to indicate whether the applicant has been dismissed by or resigned from a school district as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which was supported by a preponderance of evidence according to information provided to the department by a school district and confirmed by the department following state law. The department shall also provide information regarding whether the applicant's license or certification has ever been denied, suspended, revoked, or annulled in any state, including but not limited to any information gained as a result of an inquiry to a national teacher information clearinghouse. Information of this type that is learned from a different source shall be reported by the school to the hiring committee. The hiring committee will not disclose any information reported by a school district unless and until the hiring committee confirms that the allegation resulted in the person's name being placed on the state central registry of child protection.

ii. Contact the applicant's previous employers to obtain information or recommendations relevant to the applicant's fitness for employment.

iv. **Relationship between Battle Rock and employees:** Battle Rock Charter School is a 501(c)3 in Colorado and as such is subject to Colorado labor laws. Colorado follows the legal doctrine of "employment-at-will," which provides that in the absence of a contract to the contrary, neither an employer nor an employee is required to give notice or advance notice of termination or resignation. Additionally, neither an employer nor an employee is required to give a reason for the separation from employment.

9) Financial data, facilities and transportation:

a. Provide necessary evidence that the plan for the district charter school is economically sound
   i. Battle Rock currently has a general fund reserve of $292,116.00
   ii. Please see the details of item "b" for specifics as to how Battle Rock will stay financially sound. The Battle Rock general fund reserve will remain sufficient to support funding cuts or student count shortages if either of those scenarios occurs.

b. Include a proposed budget for a term of at least five years and a description of the manner in which an independent annual audit of the financial statements is to be obtained, consistent with state and federal law. The proposed budget shall include all information and data necessary for the district and Board to understand how the district charter school will fund all of its operations during the term of the charter
   i. See appendix for the proposed 5 year budget.
      a. The budget is based on the governor's proposed 6% increase in PPR for FY 24/25 and a 3% increase thereafter. State and Federal budgeted revenues reflect the end of ESSER and EASI funding. Expenditures largely are increased by 3%, with some variation based on historical increases and anticipated changes.
      b. The five year budget anticipates the potential to need to expend a modest amount of reserves (less than $10,000) in FY 24/25 as we adjust to the significant decrease in grant funding as well as the need to raise salary levels to remain competitive with other area schools.
      c. Please note that the current budgets do not reflect a major grant from the Colorado Health Foundation that Battle Rock just received to build a new playscape. That grant is for $668,295 over a period of 21 months. The final budget for FY 23/24 will reflect that and will be approved at the December Battle Rock Board Meeting. The five year budget will be adjusted appropriately.
   ii. Battle Rock Charter School will be audited annually by Majors and Haley PC., who also performs the annual audit for Montezuma-Cortez School District. Battle Rock utilizes iVisions Accounting Software that is also used by Montezuma-Cortez School District to ensure a smooth audit process and data pipeline submittal of the annual combined audit.

c. A student fee schedule should be included in addition to a proposed schedule of cash flow
   i. Battle Rock does not charge student fees.

d. Detail the plan for fiscal accountability

i. Fiscal accountability starts with strong Financial Policies and Procedures. Please see the appendix for the Battle Rock Financial Policies and Procedures, including Interim Financial Reporting metrics, Audit requirements, Budgetary Expenditure Authorization, and more. Please note that Battle Rock has created a multi-tiered fiscal accountability structure: the financial administrator reports to the board and the finance committee, as well as the leadership team and the school accountability committee. In addition, all checks are approved by the financial administrator, but printed and reviewed by district business office personnel. Keeping our books in iVisions nested within the district's own books, gives the district unfettered access to review our financial status at any time and provides an additional layer of accountability.

e. Provide a detailed summary of all insurance coverage, which shall include workers' compensation, liability insurance, and insurance for the facility and its contents, and a proposal regarding the parties' respective legal liabilities
    i. Battle Rock Charter School currently carries workers' compensation insurance through Pinnacol Assurance and unemployment insurance through the state. Liability insurance, facility and contents insurance and vehicle insurance are provided by Colorado School District Self Insurance Pool (CSDSIP). Montezuma Cortez School District and its officers are listed as additional insured.

f. Describe the facilities to be used, the reasonable costs of the facilities, and the way they will be obtained and maintained. Include any contracted services and the proposed contractor
    i. The Battle Rock Charter School campus is located at 11351 Road G and consists of multiple buildings which are all owned by Battle Rock and are clear of debt. There are no plans to obtain additional property. Battle Rock is currently in the process of finishing the construction of a new Library building, funded through grants and donations. The facility committee has stated intention to pursue funding in the next 5 years or so to replace the two modular classrooms with a permanent building, however these plans are in their infancy and no official timeline has been adopted. The Battle Rock Charter School campus is maintained by budget line items in our general fund and additional Charter School Capital Construction Funds.

g. Describe the proposed student transportation system and food services program, including the contract if a second party will provide services. If transportation or food services are to be provided by the district charter school, include a plan for addressing the needs of low-income students, complying with insurance and liability issues and complying with state and federal law
    i. Battle Rock Charter School currently employs a hybrid model for transportation services. Battle Rock employs our own bus driver(s) and substitute drivers and pays our own fuel costs, but pays a per pupil fee for use

of district buses and services. Battle Rock Charter School participates in the Child Nutrition Services Program of Montezuma-Cortez School District.

ii. Low-income students' needs are met by offering bus stops in town to ensure that the significant distance that most of our students travel each day to and from school isn't a barrier to attendance for those families. Likewise, by participating in the Child Nutrition Services Program, all low-income students are encouraged to apply for assistance to receive free or reduced lunch and breakfast, thereby reducing food insecurity for our families throughout the week.

iii. Our purchased services agreement with the district ensures that we are only operating vehicles that are maintained according to state regulations. Our drivers are trained when necessary and evaluated by the district. We work with our insurance provider, CSDSIP, to ensure that we have adequate coverage in compliance with state and federal law.

h. Address whether the district charter school seeks authority to impose a transportation fee on enrolled students and if so, describe the circumstances and procedures by which the district charter school will impose such a transportation fee

i. Battle Rock Charter School does not seek authority to impose a transportation fee on enrolled students.

10) Dispute resolution: Describe the process consistent with state law that will be used to resolve disputes that may arise between the district and the district charter school

a. 22-30.5-107.5. Dispute resolution - governing policy provisions - appeal.

1. Except as otherwise provided in section 22-30.5-108, any disputes that may arise between a charter school and its chartering school district concerning governing policy provisions of the school's charter contract shall be resolved pursuant to this section.

a. A charter school or its chartering school district may initiate a resolution to any dispute concerning a governing policy provision of the school's charter contract by providing reasonable written notice to the other party of an intent to invoke this section. Such notice shall include, at a minimum, a brief description of the matter in dispute and the scope of the disagreement between the parties.

b. Within thirty days after receipt of the written notice described in paragraph (a) of this subsection (2), the charter school and the school district shall agree to use any form of alternative dispute resolution to resolve the dispute, including but not limited to any of the forms described in the "Dispute Resolution Act", part 3 of article 22 of title 13, C.R.S.; except that any form chosen by the parties shall result in final written findings by a neutral third party within one hundred twenty days after receipt of such written notice.

c. The neutral third party shall apportion all costs reasonably related to the mutually agreed upon dispute resolution process.

2.

a. A charter school and its chartering school district may agree to be bound by the written findings of the neutral third party resulting from any alternative dispute resolution entered into pursuant to subsection (1) of this section. In such a case, such findings shall be final and not subject to appeal.

b. If the parties do not agree to be bound by such written findings of the neutral third party, the parties may appeal such findings to the state board. A party who wishes to appeal such findings shall provide the

state board and the other party with a notice of appeal within thirty days after the release of such findings, and the notice of appeal shall contain a brief description of the grounds for appeal. The state board may consider said written findings or other relevant materials in reaching its decision and may, on its own motion, conduct, after sufficient notice, a de novo review of and hearing on the underlying matter.

3. The state board shall:
    a. Issue its decision on the written findings of the neutral third party resulting from any alternative dispute resolution entered into pursuant to subsection (1) of this section within sixty days after receipt of the notice of appeal; or
    b. Make its own findings within sixty days after making its own motion for a de novo review and hearing described in paragraph (b) of subsection (3) of this section.
4. If the state board, after motion by one of the parties and sufficient notice and hearing, finds that either of the parties to an alternative dispute resolution process held pursuant to this section has failed to participate in good faith in such process or has refused to comply with the decision reached after agreeing to be bound by the result of such process, the state board shall resolve the dispute in favor of the aggrieved party.
5. Any decision by the state board pursuant to this section shall be final and not subject to appeal.

11) Requested "automatic waivers" under state law: List the state laws and regulations included in the State Board of Education's list of "automatic waivers" that the district charter school requests

Charter School Automatic Waivers as of 6/2/17 (to present)	
STATUTORY CITATION	**DESCRIPTION**
22-32-109(1)(f), C.R.S	Local board duties concerning selection of staff and pay
22-32-109(1) (t) , C.R.S.	Determine educational program and prescribe textbooks
22-32-110(1) (h) , C.R.S.	Local board powers-Terminate employment of personnel
22-32-110(1) (i) , C.R.S.	Local board duties-Reimburse employees for expenses
22-32-110(1) (j) , C.R.S.	Local board powers-Procure life, health, or accident insurance
22-32-110(1) (k) , C.R.S.	Local board powers-Policies relating the in-service training and official conduct
22-32-110(1) (ee), C.R.S.	Local board powers-Employ teachers' aides and other non-certificated personnel

22-32-126, C.R.S.	Employment and authority of principals
22-33-104(4), C.R.S.	Compulsory school attendance-Attendance policies and excused absences
22-63-301, C.R.S.	Teacher Employment Act-Grounds for dismissal
22-63-302, C.R.S.	Teacher Employment Act-Procedures for dismissal of teachers
22-63-401, C.R.S.	Teacher Employment Act-Teachers subject to adopted salary schedule
22-63-402, C.R.S.	Teacher Employment Act-Certificate required to pay teachers
22-63-403, C.R.S.	Teacher Employment Act-Describes payment of salaries
22-1-112, C.R.S.	School Year-National Holidays

12) **Requested waivers that are not "automatic waivers" under state law:** List the district policies for which waivers are requested. Include the reasons for each request. List the state laws and regulations for which waivers are requested. Include the reasons for each request. Include a statement saying how the district charter school plans to comply with the intent of the statutes, rules and policies that are waived

Charter School Waiver Request Addendum

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan
C.R.S. § 22-9-106 Local Board of Education-Duties-Performance Evaluation System; C.R.S. § 22-2-112(1)(q)(I) Commissioner-Duties
Description: C.R.S. 22-9-106 establishes the duties and requirements of school districts regarding the evaluation of certificated personnel, the district's reporting requirements to the State Board, and the minimum information required in the district's written evaluation system. C.R.S. 22-2-112(1)(q)(I) establishes commissioner duties.
Rationale: Battle Rock Charter School is operated with a shared leadership model and evaluations must be performed despite the absence of a traditional school leader with Principal Licensure. The Board of Directors must also be able to perform evaluations for school leaders. Additionally, Battle Rock Charter School should not be required to report its teacher evaluation ratings as a part of the commissioner's report as required by C.R.S § 22-2-112(1)(q)(I).

Replacement Plan: Battle Rock Charter School will not be reporting teacher evaluation data but data will be reviewed by the school and used to inform hiring practices and professional development. Battle Rock Charter School uses a collaborative approach to evaluations. The administration develops an evaluation plan in partnership with the Battle Rock Charter School Board whereby school leadership observes and evaluates all staff. The evaluation process is ongoing and aimed at continuous teacher improvement and goals are set by each individual staff member in collaboration and with the support of a member of the leadership team. The process will be documented and supervised by the administration with oversight from the school board. The Board of Directors will also evaluate school leadership with the evaluation tool developed in-house with the help of an outside contractor. This system of evaluation will meet the intent of the law outlined in the statute.

Duration of Waivers: The waiver will extend for the duration of the contract.

Financial Impact: Battle Rock Charter School anticipates that the requested waiver will have no financial impact upon the Montezuma-Cortez RE-1 District or the Battle Rock Charter School budget since this waiver has been in place for many years. Loss of the waiver would likely cause school administration personnel costs to increase dramatically, which would have deleterious impact on our ability to afford to keep adequate instructional staff levels.

How the Impact of the Waivers Will be Evaluated: Critical review of the effectiveness of the evaluation process and evidence of instructional improvement via student achievement will be assessed and used as criteria for our continuous improvement planning. Given that teacher performance is of utmost importance to school success, the performance criteria and assessments that apply to Battle Rock as a whole will be an indication of the impact of this waiver. Additionally, impact of the waiver will be evident through tracking staff innovation, development, and satisfaction.

Expected Outcome: If granted, Battle Rock Charter School staff will continue to evaluate and improve individual teaching and leadership practices on a continual basis using evaluation tools that are perfectly matched to our unique model. This high level of accountability amongst staff and board through our collaborative approach generates high levels of staff satisfaction, which, in turn, leads to consistency in staffing, an increase in staff innovation and collaboration, and, ultimately, increased student achievement.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

C.R.S. § 22-32-109(1)(n)(I) Board of Education-Specific Duties School Calendar
C.R.S. § 22-32-109(1)(n)(II)(B) Board of Education-Specific Duties Adoption of District Calendar
C.R.S. § 22-32-109(1)(n)(II)(A) Board of Education – Teacher Pupil Contact Hours

Description: Statute 22-32-109 (n) (I), C.R.S. establishes the requirement for the number of days that a school must provide for student contact and a minimum number of student contact hours (n) (II) (A), reflected on their annual school calendar and protocols for adoption (n) (II) (B).

Rationale: Battle Rock Charter School will delineate the actual details of its own school calendar to best meet the needs of its students. As such, the school will have a calendar that may differ from the rest of the schools within the Montezuma-Cortez RE-1 School District. Battle Rock Charter School will always meet at least the minimum required time and days as outlined in state law.
Replacement Plan: The final calendar will be designed by school leadership and approved by the Battle Rock Charter School's Board of Directors. The calendar will meet or exceed the requirements in state statute. A copy of the calendar will be distributed to families of Battle Rock Charter School as well as made available on the school's website. When appropriate, Battle Rock Charter School will develop a calendar that aligns with the calendar of Montezuma-Cortez RE-1 School District.
Duration of Waivers: The waiver will extend for the duration of the contract.
Financial Impact: Battle Rock Charter School anticipates that the requested waiver will have no financial impact upon the Montezuma-Cortez RE-1 District or the Battle Rock Charter School budget.
How the Impact of the Waivers Will be Evaluated: The impact of this waiver will be evaluated by the Battle Rock Charter School Board, staff, and parents with an emphasis on consideration of student achievement as well as auxiliary services and community dynamics.
Expected Outcome: As a result of this waiver, the school will be able to operate in accordance with its own schedule, designed to meet the needs of its community and educational program, which is vital to the success of its program. Additionally, this waiver will provide the needed flexibility to creatively and thoughtfully consider the unique nature of our diverse populations and cultures as well as significant geographic and related transportation challenges that face our rural community in the construction and adoption of a school calendar.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan
C.R.S. § 22-32-109(1)(b) Local Board Duties Concerning Competitive Bidding **C.R.S. § 22-32-110(1)(y) Local Board Powers-Accepting Gifts, Donations, and Grants**
Rationale: In order to best manage the Battle Rock Charter School budget and finances, the school must have the authority to develop its own financial policies and procedures. Similarly, Battle Rock Charter School is in the best position to know what goods and services are needed and which vendors are available to fill those needs.
Replacement Plan: Battle Rock Charter School Board of Directors will adopt financial policies and procedures that address competitive bidding and selecting successful bidders. These processes will be open, transparent, and in compliance with all applicable rules and regulations. The Battle Rock School Board will adopt a policy for accepting gifts, grants, and donations.
Duration of Waivers: The waiver will extend for the duration of the contract.
Financial Impact: Battle Rock Charter School anticipates that the requested waiver will have no financial impact upon the Montezuma-Cortez RE-1 District or the Battle Rock Charter School budget.

How the Impact of the Waivers Will be Evaluated: The impact of this waiver will be measured by the same performance criteria and assessments that apply to the school, as set forth in the charter contract, as well as the Battle Rock School Board's internal review of policies and procedures.
Expected Outcome: If granted, Battle Rock Charter School will be able to continue to meet the unique needs of our school by managing its own financial affairs.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan
C.R.S. § 22-63-201 Employment Certificate Required
Description: C.R.S. 22-63-201 establishes that teachers are required to be certificated as well as other provisions for the personnel relationship between the school and the teacher.
Rationale: Battle Rock Charter School must be granted the authority to hire teachers and leaders that will support the school's goals and objectives. Battle Rock Charter School operates under a shared leadership model which is paramount to cultivating the learning environment we seek to build. No one leader at Battle Rock functions as a traditional school principal, rather a leadership team is responsible for the wide range of tasks that must be accomplished to successfully run the school. Battle Rock Charter School seeks to attract leaders and teachers from a wide variety of backgrounds, including, but not limited to teachers from out-of-state, teachers with a lapsed Colorado certificate, persons with several years of successful teaching experience in a setting not requiring a license, persons pursuing their teaching degree, as well as persons with business or professional experience.
Replacement Plan: All Battle Rock Charter School employees will meet the guidelines set forth in the Colorado state ESSA plan or present a plan to the Battle Rock Charter School Board to accomplish these guidelines. The plan presented must include certification within three years of their employment date. There will be no probationary or non-probationary status of teachers or other staff. All school employees will meet applicable fingerprinting and background check requirements. Special Education Teachers will hold the requisite state license and endorsement.
Duration of Waivers: The waiver will extend for the duration of the contract.
Financial Impact: Battle Rock Charter School anticipates that the requested waiver will have no financial impact upon the Montezuma-Cortez RE-1 District or the Battle Rock Charter School budget.
How the Impact of the Waivers Will be Evaluated: The impact of this waiver will be measured by the same performance criteria and assessments that apply to the school, as set forth in the Charter Agreement.
Expected Outcome: As a result of this waiver, Battle Rock Charter School will be able to continue to operate in accordance with its own program and hire teachers that best fit the school's design, which is vital to the success of its program. Additionally, Battle Rock will be able to continue to operate under its shared leadership model, which is central to Battle Rock culture and resilience.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan
C.R.S. § 22-63-202 Teacher Employment, Contracts in Writing-Duration-Damage Provision **C.R.S. § 22-63-203 Probationary Teachers-Renewal and Non-renewal of Employment Contract**
Rationale: To manage its own personnel, Battle Rock Charter School must be granted the authority to select its own teaching staff, develop its own employment agreements and terms and conditions of employment.
Replacement Plan: All Battle Rock Charter employees will be employed on an at-will basis. Battle Rock Charter School has written teacher agreements with the terms of non-renewal and renewal of employment agreements, and payment of salaries upon termination of employment of a teacher. As a result of these waivers, the school will be able to employ professional staff possessing unique skills and/or background, filling all staff needs.
Duration of Waivers: The waiver will extend for the duration of the contract.
Financial Impact: Battle Rock Charter School anticipates that the requested waiver will have no financial impact upon the Montezuma-Cortez RE-1 District or the Battle Rock Charter School budget.
How the Impact of the Waivers Will be Evaluated: The impact of this waiver will be measured by the same performance criteria and assessments that apply to the school, as set forth in the Charter Agreement.
Expected Outcome: Battle Rock Charter School expects that, as a result of this waiver, it will be able to manage its own personnel affairs.

13) Conclusion

Through collective hard work we strive to show our students that we value them as future members of our ranks, as people capable of big change, big ideas, and big dreams. We are growing ourselves as a school in tandem with growing curiosity and confidence in our students and this model of continuous improvement builds authenticity in our academic programming for our students. Our students' and families' mental, social, and emotional health are of the utmost importance, as we value supporting the whole child and family. Therefore, Battle Rock provides a nurturing environment where all students can thrive and are supported to grow and develop. Strong ties with families, and the emphasis we put on fostering relationships with our students, will ensure student success year after year. We value building a strong academic foundation for our students and aggressively pursue training and coaching opportunities for our staff. Social emotional health and academic success are bolstered by our priority of developing students' critical thinking skills through hands-on, place based learning.

We believe that the most impactful education happens when parents, teachers and the community come together to support our students and each other. Our relationships and problem-solving skills will define the communities we live in, now and in the future. We look forward to the next chapter in the over 108 year Battle Rock story!

Appendix A – Required Attachments

The following attachments must be submitted with your renewal application:

1) Board documents
    a. Copy of board bylaws - Battle Rock Board Bylaws
    b. Copy of minutes from last 12 meetings - 2023 Minutes 2022 Minutes
    c. SAC(School Improvement Committee) membership list
        i. Andrea McAlpin (Parent Chair)
        ii. Jessica Cowan (Board Member)
        iii. Tegan Lewis (School Leadership Team)
        iv. Jessica Magie (Staff and Parent)
        v. Monte Pescador (Parent)
        vi. Whitney Thomas (Parent)
    d. Letter of support from SAC - SAC Letter.pdf
    e. Letter of support from Board - Board LOS.docx
2) Educational program
    a. UIP - BRCSUIP_2023-2024.pdf
    b. Strategic Plan - BRCS Strategic Plan 2019-2022
        i. Battle Rock Strategic Plan Report Card 2023
3) School culture
    a. Copy of discipline policy - See Flow Charts below
    b. Copy of MTSS Framework - Battle Rock MTSS Model
    c. Copy of student and/or parent handbook - BRCS Student Handbook 23-24
    d. Copy of safety plan -Battle Rock Evacuation Plan
4) Contract/Charter documents
    a. Copy of charter waivers requested and replacement policies - see above (pg. 31-41)
5) Financial documents
    a. Copy of Board proposed budget for 2023-2024 - 2023-2024 Uniform Budget Summary (Preliminary)
    b. Copy of quarterly financial statements from 2022-2023 and 2023-24 year to date.
    c. Copy of most recent audit - 2021-2022 Financial Audit
    d. Financial Policies and Procedures
    e. 5 Year Proposed Budget

Appendix B – Additional Resources

Place-based Rubric

Principle	1	2	3	4	5
Community as Classroom: Communities serve as learning ecosystems for schools, where local and regional experts, experiences, and places are part of the expanded definition of a classroom.	Learning is always inside the classroom, and no guests are invited in.	Learning occurs by interacting inside and outside the classroom with local places and partners for 1-5 days a year.	Learning occurs by interacting inside and outside the classroom with local places and partners for 6-10 days a year. ***5/31/22***	Learning occurs by interacting inside and outside the classroom with local places and partners for 10 or more days a year. Students study local challenges and present findings to local stakeholders or experts. ***5/30/23***	Learning occurs by interacting inside and outside the classroom with local places and partners for at least 1 day a week. Students and community members build relationships to work and learn together.
Learner Centered: Learning is personally relevant to students and enables student agency. The teacher serves as a guide or facilitator to learning.	Teacher delivers all content in the same way to the entire class and makes no intentional connections of the learner to the curriculum.	Teacher delivers all content but makes connections to the interests of the learner.	Teacher designs and adjusts curriculum based on the needs of the individual students. ***5/31/22*** ***5/30/23***	Teacher and students plan curriculum together and learning is more personalized with knowledge of individual students interests in mind. Students understand the knowledge, skills and dispositions required to successfully complete the curriculum.	Students are empowered to initiate and create curriculum that is relevant to the learner and with the guidance from the teacher. Students can target the needed knowledge, skills and dispositions appropriate for the current curriculum and overall learning requirements.
Inquiry Based: Learning is grounded in observing, asking relevant questions, making predictions and collecting data to understand the world through economic, ecological and cultural lenses. This approach allows for individual truth seeking based or	No inquiry is present in class.	Inquiry is introduced but not related to local/ regional/global place. ***5/31/22***	Students can describe how to use the inquiry process to investigate a place and the process is modeled for them in the curriculum. ***5/30/2023***	Students use the inquiry process to investigate a place.	Students demonstrate how to use the inquiry process to comprehensively analyze the economic, ecological and cultural components of a place.

evidence.					
Local to Global: Local learning serves as a model for understanding regional and global challenges, opportunities and connections. An understanding of self is a starting point to understanding place.	Connections to regional and global context are not attempted.	Students learn about local, regional or global concepts and issues in isolation, with no identified connection between the different scales of context. ***5/31/22*** ***5/30/23***	Students learn about relationships between local, regional and global concepts and issues in the classroom and they are given some suggestions on how the different scales of context might relate.	Students learn about relationships between local, regional and global concepts and they explicitly learn that local and/or regional challenges relate to global concepts and challenges.	Students learn about relationships between local, regional and global concepts and issues and they make connections between themselves and the different scales of local, regional and global contexts.
Design Thinking: Design thinking provides a systematic approach for students to make a meaningful impact in communities through the curriculum.	Students are not presented or do not discover challenges based on the design process. ***5/31/22***	Students implement the design process to propose a solution to a teacher-determined problem. ***5/30/23***	Students implement the design process to propose a solution to a student-determined challenge.	Students implement the design process to propose a solution to a teacher-determined problem that is connected to the local, regional or global community.	Students implement the design process to propose a solution to a student- determined problem that is connected to the local, regional or global community.
Interdisciplinary: The curriculum is taught through an integrated and frequently project-based approach, in which all learners are accountable and challenged.	Content is presented as discrete disciplines and disconnected parts.	Content is presented with links to other disciplines, but they are not made explicit.	Content is presented with links to other disciplines and students are prompted to explore how content connects across subject areas. ***5/31/22***	Connections between disciplines are emphasized and students are expected to connect content across subject areas ***5/30/23*** (project-based learning may be implemented).	Content is multidisciplinary and fully integrated through a project-based learning approach (often involving collaboration between teachers).

WRITING CONTINUUM

Preconventional
Ages 3-5

- Relies primarily on pictures to convey meaning.
- Begins to label and add "words" to pictures.
- Writes first name.
- Demonstrates awareness that print conveys meaning.
- Makes marks other than drawing on paper (scribbles).
- Writes random recognizable letters to represent words.
- Tells about own pictures and writing.

Emerging
Ages 4-6

- Uses pictures and print to convey meaning.
- Writes words to describe or support pictures.
- Copies signs, labels, names, and words (environmental print).
- Demonstrates understanding of letter/sound relationship.
- Prints with upper case letters.
- Matches letters to sounds.
- Uses beginning consonants to make words.
- Uses beginning and ending consonants to make words.
- Pretends to read own writing.
- Sees self as writer.
- Takes risks with writing.

Developing
Ages 5-7

- Writes 1-2 sentences about a topic.
- Writes names and familiar words.
- Generates own ideas for writing.
- Writes from top to bottom, left to right, and front to back.
- Intermixes upper and lower case letters.
- Experiments with capitals.
- Experiments with punctuation.
- Begins to use spacing between words.
- Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to write words.
- Spells words on the basis of sounds without regard for conventional spelling patterns.
- Uses beginning, middle, and ending sounds to make words.
- Begins to read own writing.

Beginning
Ages 6-8

- Writes several sentences about a topic.
- Writes about observations and experiences.
- Writes short nonfiction pieces (simple facts about a topic) with guidance.
- Chooses own writing topics.
- Reads own writing and notices mistakes with guidance.
- Revises by adding details with guidance.
- Uses spacing between words consistently.
- Forms most letters legibly.
- Writes pieces that self and others can read.
- Uses phonetic spelling to write independently.
- Spells simple words and some high frequency words correctly.
- Begins to use periods and capital letters correctly.
- Shares own writing with others.

Expanding
Ages 7-9

- Writes short fiction and poetry with guidance.
- Writes a variety of short nonfiction pieces (e.g., facts about a topic, letters, lists) with guidance.
- Writes with a central idea.
- Writes using complete sentences.
- Organizes ideas in a logical sequence in fiction and nonfiction writing with guidance.
- Begins to recognize and use interesting language.
- Uses several pre-writing strategies (e.g., web, brainstorm) with guidance.
- Listens to others' writing and offers feedback.
- Begins to consider suggestions from others about own writing.
- Adds description and detail with guidance.
- Edits for capitals and punctuation with guidance.
- Publishes own writing with guidance.
- Writes legibly.
- Spells most high frequency words correctly and moves toward conventional spelling.
- Identifies own writing strategies and sets goals with guidance.

Bridging
Ages 8-10

- Writes about feelings and opinions.
- Writes fiction with clear beginning, middle, and end.
- Writes poetry using carefully chosen language with guidance.
- Writes organized nonfiction pieces (e.g., reports, letters, and lists) with guidance.
- Begins to use paragraphs to organize ideas.
- Uses strong verbs, interesting language, and dialogue with guidance.
- Seeks feedback on writing.
- Revises for clarity with guidance.
- Revises to enhance ideas by adding description and detail.
- Uses resources (e.g., thesaurus and word lists) to make writing more effective with guidance.
- Edits for punctuation, spelling, and grammar.
- Publishes writing in polished format with guidance.
- Increases use of visual strategies, spelling rules, and knowledge of word parts to spell correctly.
- Uses commas and apostrophes correctly with guidance.
- Uses criteria for effective writing to set own writing goals with guidance.

Fluent
Ages 9-11

- Begins to write organized fiction and nonfiction (e.g., reports, letters, biographies, and autobiographies).
- Develops stories with plots that include problems and solutions with guidance.
- Creates characters in stories with guidance.
- Writes poetry using carefully chosen language.
- Begins to experiment with sentence length and complex sentence structure.
- Varies leads and endings with guidance.
- Uses description, details, and similes with guidance.
- Uses dialogue with guidance.
- Uses a range of strategies for planning writing.
- Adapts writing for purpose and audience with guidance.
- Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) with guidance.
- Incorporates suggestions from others about own writing with guidance.
- Edits for punctuation, spelling, and grammar with greater precision.
- Uses tools (e.g., ciclionaries, word lists, and spell checkers) to edit with guidance.
- Develops criteria for effective writing in different genres with guidance.

Proficient
Ages 10-13

- Writes persuasively about ideas, feelings, and opinions.
- Creates plots with problems and solutions.
- Begins to develop the main characters and describe detailed settings.
- Begins to write organized and fluent nonfiction, including simple bibliographies.
- Writes cohesive paragraphs including reasons and examples with guidance.
- Uses transitional sentences to connect paragraphs.
- Varies sentence structure, leads, and endings.
- Begins to use descriptive language, details, and similes.
- Uses voice to evoke emotional response from readers.
- Begins to integrate information on a topic from a variety of sources.
- Begins to revise for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions).
- Uses tools (e.g., dictionaries, word lists, spell checkers) to edit independently.
- Selects and publishes writing in polished format independently.
- Begins to use complex punctuation (e.g., commas, colons, semicolons, quotation marks) appropriately.
- Begins to set goals and identify strategies to improve writing in different genres.

Connecting
Ages 11-14

- Writes in a variety of genres and forms for different audiences and purposes independently.
- Creates plots with a climax.
- Creates detailed, believable settings and characters in stories.
- Writes organized, fluent, and detailed nonfiction independently, including bibliographies with correct format.
- Writes cohesive paragraphs including supportive reasons and examples.
- Uses descriptive language, details, similes, and imagery to enhance ideas independently.
- Begins to use dialogue to enhance character development.
- Incorporates personal voice in writing with increasing frequency.
- Integrates information on a topic from a variety of sources independently.
- Constructs charts, graphs, and tables to convey information when appropriate.
- Uses pre-writing strategies effectively to organize and strengthen writing.
- Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) independently.
- Includes deletion in revision strategies.
- Incorporates suggestions from others on own writing independently.
- Uses complex punctuation (e.g., commas, colons, semicolons, quotation marks) with increasing accuracy.

Independent

- Writes organized, fluent, accurate, and in-depth nonfiction, including references with correct bibliographic format.
- Writes cohesive, fluent, and effective poetry and fiction.
- Uses a clear sequence of paragraphs with effective transitions.
- Begins to incorporate literary devices (e.g., imagery, metaphors, personification, and foreshadowing).
- Weaves dialogue effectively into stories.
- Develops plots, characters, setting, and mood (literary elements) effectively.
- Begins to develop personal voice and style of writing.
- Revises through multiple drafts independently.
- Seeks feedback from others and incorporates suggestions in order to strengthen own writing.
- Publishes writing for different audiences and purposes in polished format independently.
- Internalizes writing process.
- Uses correct grammar (e.g., subject/verb agreement and verb tense) consistently.
- Writes with confidence and competence on a range of topics independently.
- Perseveres through complex or challenging writing projects independently.
- Sets writing goals independently by analyzing and evaluating own writing.

Types of Texts | Content and Traits | Process | Mechanics and Conventions | Attitude and Self-evaluation

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READING CONTINUUM

Preconventional
Ages 3-5

- Begins to choose reading materials (e.g., books, magazines, and charts) and has favorites.
- Shows interest in reading signs, labels, and logos (environmental print).
- Recognizes own name in print.
- Holds book and turns pages correctly.
- Shows beginning/end of book or story.
- Knows some letter names.
- Listens and responds to literature.
- Comments on illustrations in books.
- Participates in group reading (books, rhymes, poems, and songs).

Emerging
Ages 4-6

- Memorizes pattern books, poems, and familiar books.
- Begins to read signs, labels, and logos (environmental print).
- Demonstrates eagerness to read.
- Pretends to read.
- Uses illustrations to tell stories.
- Reads top to bottom, left to right, and front to back with guidance.
- Knows most letter names and some letter sounds.
- Recognizes some names and words in context.
- Makes meaningful predictions with guidance.
- Rhymes and plays with words.
- Participates in reading of familiar books and poems.
- Connects books read aloud to own experiences with guidance.

Developing
Ages 5-7

- Reads books with simple patterns.
- Begins to read own writing.
- Begins to read independently for short periods (5-10 minutes).
- Discusses favorite reading material with others.
- Relies on illustrations and print.
- Uses finger-print-voice matching.
- Knows most letter sounds and letter clusters.
- Recognizes simple words.
- Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to read words.
- Begins to make meaningful predictions.
- Identifies titles and authors in literature (text features).
- Retells main event or idea in literature.
- Participates in guided literature discussions.
- Sees self as reader.
- Explains why literature is liked/disliked during class discussions with guidance.

Beginning
Ages 6-8

- Reads simple early-reader books.
- Reads harcier early-reader books.
- Reads and follows simple written directions with guidance.
- Identifies basic genres (e.g., fiction, nonfiction, and poetry).
- Uses basic punctuation when reading orally.
- Reads independently (10-15 minutes).
- Chooses reading materials independently.
- Learns and shares information from reading.
- Uses meaning cues (context).
- Uses sentence cues (grammar).
- Uses letter/sound cues and patterns (phonics).
- Recognizes word endings, common contractions, and many high frequency words.
- Begins to self-correct.
- Retells beginning, middle, and end with guidance.
- Discusses characters and story events with guidance.
- Identifies own reading behaviors with guidance.

Expanding
Ages 7-9

- Reads easy chapter books.
- Chooses, reads, and finishes a variety of materials at appropriate level with guidance.
- Begins to read aloud with fluency.
- Reads silently for increasingly longer periods (15-30 minutes).
- Uses reading strategies appropriately, depending on the text and purpose.
- Uses word structure cues (e.g., root words, prefixes, suffixes, word chunks) when encountering unknown words.
- Increases vocabulary by using meaning cues (context).
- Self-corrects for meaning.
- Follows written directions.
- Identifies chapter titles and table of contents (text organizers).
- Summarizes and retells story events in sequential order.
- Responds to and makes personal connections with facts, characters, and situations in literature.
- Compares and contrasts characters and story events.
- "Reads between the lines" with guidance.
- Identifies own reading strategies and sets goals with guidance.

Bridging
Ages 8-10

- Reads medium level chapter books.
- Chooses reading materials at appropriate level.
- Expands knowledge of different genres (e.g., realistic fiction, historical fiction, and fantasy).
- Reads aloud with expression.
- Uses resources (e.g., encyclopedias, CD-ROMs, and nonfiction texts) to locate and sort information with guidance.
- Gathers information by using the table of contents, captions, glossary, and index (text organizers) with guidance.
- Gathers and uses information from graphs, charts, tables, and maps with guidance.
- Increases vocabulary by using context cues, other reading strategies, and resources (e.g., dictionary and thesaurus) with guidance.
- Demonstrates understanding of the difference between fact and opinion.
- Follows multi-step written directions independently.
- Discusses setting, plot, characters, and point of view (literary elements) with guidance.
- Responds to issues and ideas in literature as well as facts or story events.
- Makes connections to other authors, books, and perspectives.
- Participates in small group literature discussions with guidance.
- Uses reasons and examples to support ideas and opinions with guidance.

Fluent
Ages 9-11

- Reads challenging children's literature.
- Selects, reads, and finishes a wide variety of genres with guidance.
- Begins to develop strategies and criteria for selecting reading materials.
- Reads aloud with fluency, expression, and confidence.
- Reads silently for extended periods (30-40 min.).
- Begins to use resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information.
- Gathers information using the table of contents, captions, glossary, and index (text organizers) independently.
- Begins to use resources (e.g., dictionary and thesaurus) to increase vocabulary in different subject areas.
- Begins to discuss literature with reference to setting, plot, characters, and theme (literary elements), and author's craft.
- Generates thoughtful oral and written responses in small group literature discussions with guidance.
- Begins to use new vocabulary in different subjects and in oral and written response to literature.
- Begins to gain deeper meaning by "reading between the lines."
- Begins to set goals and identifies strategies to improve reading.

Proficient
Ages 10-13

- Reads complex children's literature.
- Reads and understands informational texts (e.g., want ads, brochures, schedules, catalogs, manuals) with guidance.
- Develops strategies and criteria for selecting reading materials independently.
- Uses resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information independently.
- Gathers and analyzes information from graphs, charts, tables, and maps with guidance.
- Integrates information from multiple nonfiction sources to deepen understanding of a topic with guidance.
- Uses resources (e.g., dictionary and thesaurus) to increase vocabulary independently.
- Identifies literary devices (e.g., similes, metaphors, personification, and foreshadowing).
- Discusses literature with reference to theme, author's purpose, and style (literary elements), and author's craft.
- Begins to generate in-depth responses in small group literature discussions.
- Begins to generate in-depth written responses to literature.
- Uses increasingly complex vocabulary in different subjects and in oral and written response to literature.
- Uses reasons and examples to support ideas and conclusions.
- Probes for deeper meaning by "reading between the lines" in response to literature.

Connecting
Ages 11-14

- Reads complex children's literature and young adult literature.
- Selects, reads, and finishes a wide variety of genres independently.
- Begins to choose challenging reading materials and projects.
- Integrates nonfiction information to develop deeper understanding of a topic independently.
- Begins to gather, analyze, and use information from graphs, charts, tables, and maps.
- Generates in-depth responses and sustains small group literature discussions.
- Generates in-depth written responses to literature.
- Begins to evaluate, interpret, and analyze reading content critically.
- Begins to develop criteria for evaluating literature.
- Seeks recommendations and opinions about literature from others.
- Sets reading challenges and goals independently.

Independent

- Reads young adult and adult literature.
- Chooses and comprehends a wide variety of sophisticated materials with ease (e.g., newspapers, magazines, manuals, novels, and poetry).
- Reads and understands informational texts (e.g., manuals, consumer reports, applications, and forms)
- Reads challenging material for pleasure independently.
- Reads challenging material for information and to solve problems independently.
- Perseveres through complex reading tasks.
- Gathers, analyzes, and uses information from graphs, charts, tables, and maps independently.
- Analyzes literary devices (e.g., metaphors, imagery, irony, and satire).
- Contributes unique insights and supports opinions in complex literature discussions.
- Adds depth to responses to literature by making insightful connections to other reading and experiences.
- Evaluates, interprets, and analyzes reading content critically.
- Develops and articulates criteria for evaluating literature.
- Pursues a widening community of readers independently.

Types of Texts and Oral Reading | Attitude | Reading Strategies | Comprehension and Response | Self-evaluation

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Battle Rock Charter School Developmental Continuum for Mathematics

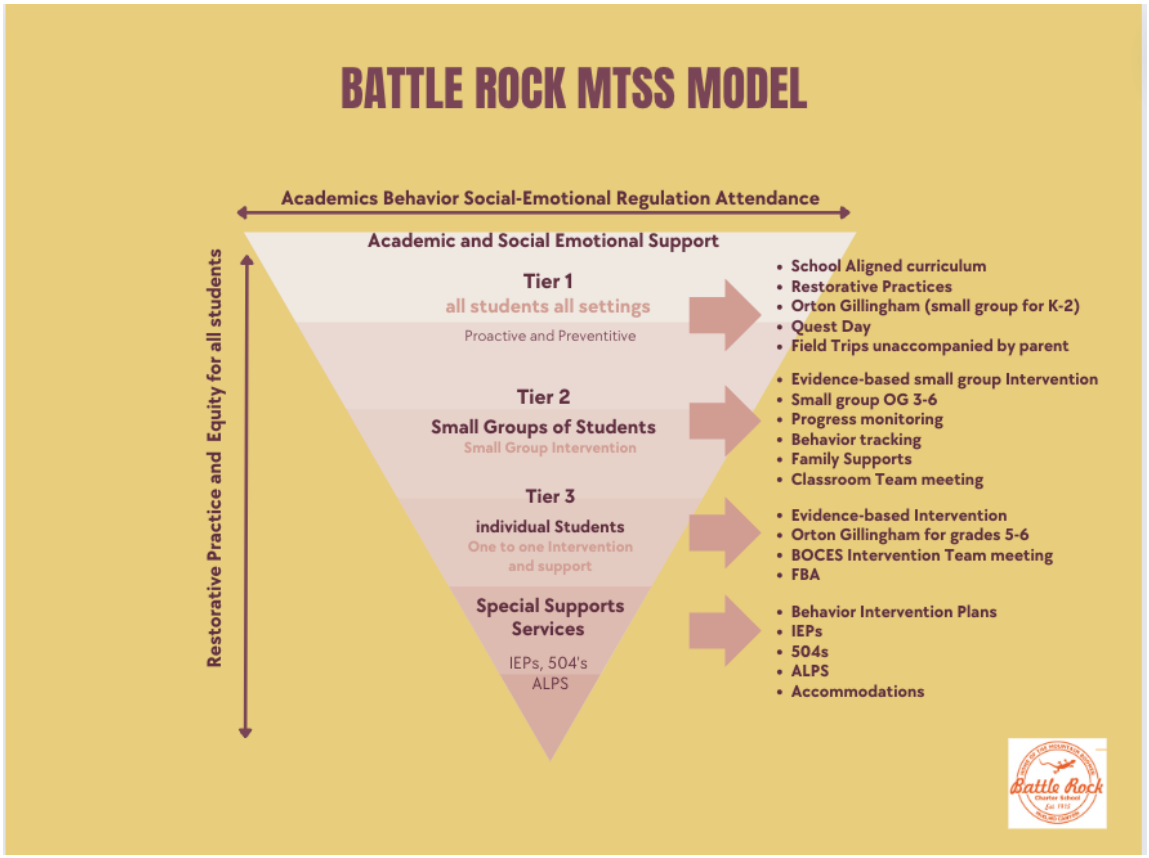
Bridging Ages 8-10	Fluent Ages 9-11	Proficient Ages 10-13	Connecting Ages 11-14	Independent
① Uses vocabulary to explain math sentences ① Is fluent in adding and subtracting numbers through 10,000 place independently ① Expands understanding of division to two digits in the dividend ① Applies rules of divisibility to whole division numbers and fractions with guidance ① Adds and subtracts (with or without regrouping) decimals using money as a model ① Develops quick recall of multiplication facts and related division facts ① Understands the relationship between fractions and decimals ① Begins to determine factors and multiples of whole numbers ① Compares and orders fractions with models ↔ Understands perimeter as distance around an object with guidance ↔ Uses formula for finding area and perimeter of: two dimensional quadrilaterals with guidance ❑ Creates symmetrical figures and transformations, independently ❑ Describes, analyzes, compares, and classifies two dimensional shapes by sides, angles, and congruency ❑ Measures angles (acute, obtuse, and right) in the environment with guidance ✘ Identifies growing and repeating patterns independently ✘ Writes and solves number sentences with one missing variable independently ✓ Collects data from print, posters, maps, charts etc. ✓ Creates and analyzes frequency tables: bar graphs, picture graphs, line plots and uses them to solve problems with guidance ✓ Creates an X and Y plot to record data with guidance	① Develops fluency with whole number multiplication and division to million with guidance ① Compares and orders fractions without models ① Determines what is an integer ① Compares and orders integers, including negative numbers, such as below sea level or temperature ① Adds and subtracts integers ① Identifies prime and composite numbers ① Determines factors and multiples of whole numbers with guidance ① Employs problem solving strategies: i.e. using tables, guess and check, etc. ↔ Understands perimeter as distance around an object independently ↔ Uses formula for finding area and perimeter of: quadrilaterals, triangles, circles ↔ Finds surface area of prisms and cylinders ↔ Finds volume of prisms ❑ Measures angles independently ❑ Discerns congruent and similar figures with guidance ❑ Constructs and measures angles with guidance ❑ Analyzes properties of polyhedral solids, edges, faces, vertices with guidance ✘ Solves algebraic problems with guidance ✘ Identifies properties of integers with guidance ✘ Evaluates and simplifies mathematical expressions with guidance ✘ Finds Greatest Common Factor and Least Common Multiple with guidance ✓ Creates an X and Y plot to record data ✓ Constructs and interprets bar graphs, line graphs, circle graphs with guidance ✓ Chooses an appropriate graph for given data ✓ Identifies mean, median, mode and range within a data set with guidance ✓ Constructs and interprets frequency tables, line plots with guidance	① Develops fluency with whole number multiplication and division ① Identifies square numbers with guidance ① Writes mathematical expressions using exponents with guidance ① Determines factors and multiples of whole numbers ① Finds Greatest Common Factor and Least Common Multiple ① Evaluates word problems ↔ Converts within standard system (ft to yds) ↔ Uses metric system (cm, m, km, etc.) ↔ Converts within metric system (m. to km.) ↔ Chooses appropriate unit for what is being measured. ↔ Applies concepts of units of time and elapsed time ❑ Identifies: points, lines, rays, planes, segments, collinear/ noncollinear ❑ Discerns congruent and similar figures and lines of symmetry independently ❑ Constructs and measures angles independently ❑ Analyzes properties of polyhedral solids, edges, faces, vertices ✘ Identifies properties of integers ✘ Determines absolute value of integers; +/- integers; compares integers ✘ Solves two step equations with guidance ✘ Develops understanding of and fluency with multiplication and division of integers with guidance ✘ Solves equations with integers with guidance ✘ Applies order of operations to problems ✘ Evaluates and simplifies mathematical expressions independently ✓ Constructs and interprets bar graphs, line graphs, circle graphs ✓ Identifies mean, median, mode and range within a data set independently ✓ Constructs and interprets frequency tables, line plots independently ✓ Identifies and explains misleading graphs	① Demonstrates fluency with multiplication and division of fractions and decimals ① Uses common procedures to multiply and divide fractions and decimals efficiently and accurately including multi-step problems involving measurement. ① Identifies square numbers ① Writes mathematical expressions using exponents ↔ Uses formula for finding area of trapezoids ↔ Applies multiple formulas to find area of composite figures ↔ Finds volume and surface area of cylinders ↔ Explains and uses Pythagorean Theorem ❑ Constructs segments, parallel lines, and perpendicular lines ❑ Explains the Pythagorean Theorem and solves problems with right triangles ✘ Identifies properties of integers ✘ Determines absolute value of integers; +/- integers; compares integers independently ✘ Solves two step equations independently ✘ Uses variables to represent numbers whose exact values are not yet specified ✘ Solves equations with integers ✓ Constructs and interprets: tables, charts, bar graphs, line graphs, circle graphs independently ✓ Chooses an appropriate graph or given data ✓ Constructs: Histograms, Double bar graphs, Double line Graph, Scatter plots/ Correlation, Stem and leaf plots, Identifies outliers	

① = Number and Operations ↔ = measurement ❑ = geometry ✘ = Algebra ✓ = Data Analysis Mathematics Developmental Continuum by Discovery School is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. Based on a work at www.discovery-school.org.

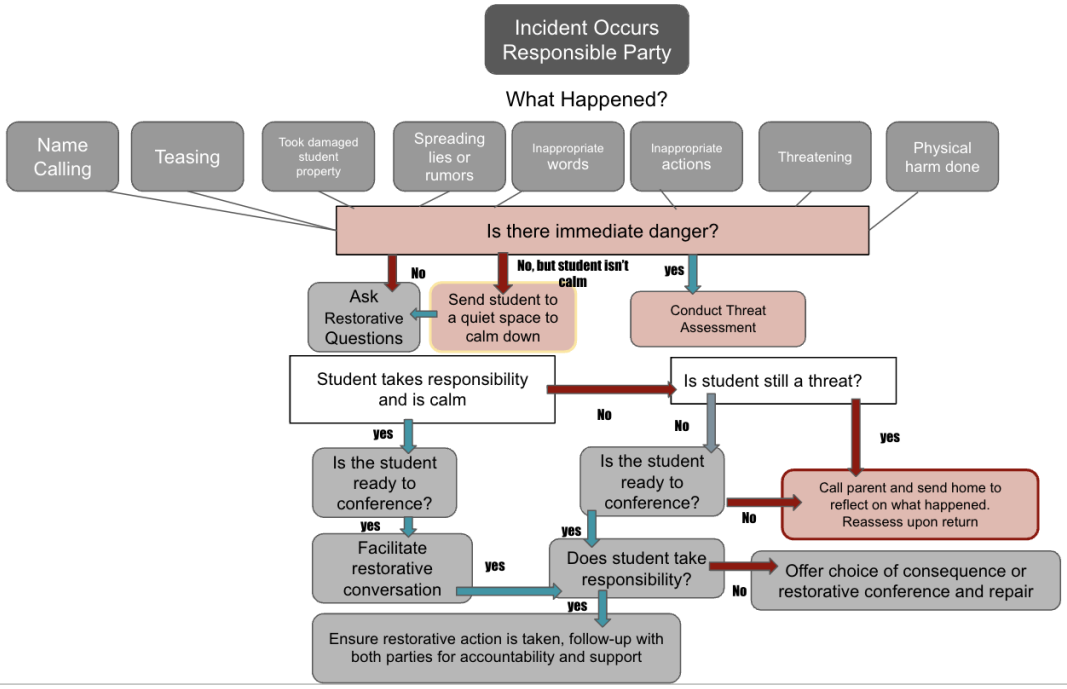
Battle Rock Charter School Developmental Continuum for Mathematics

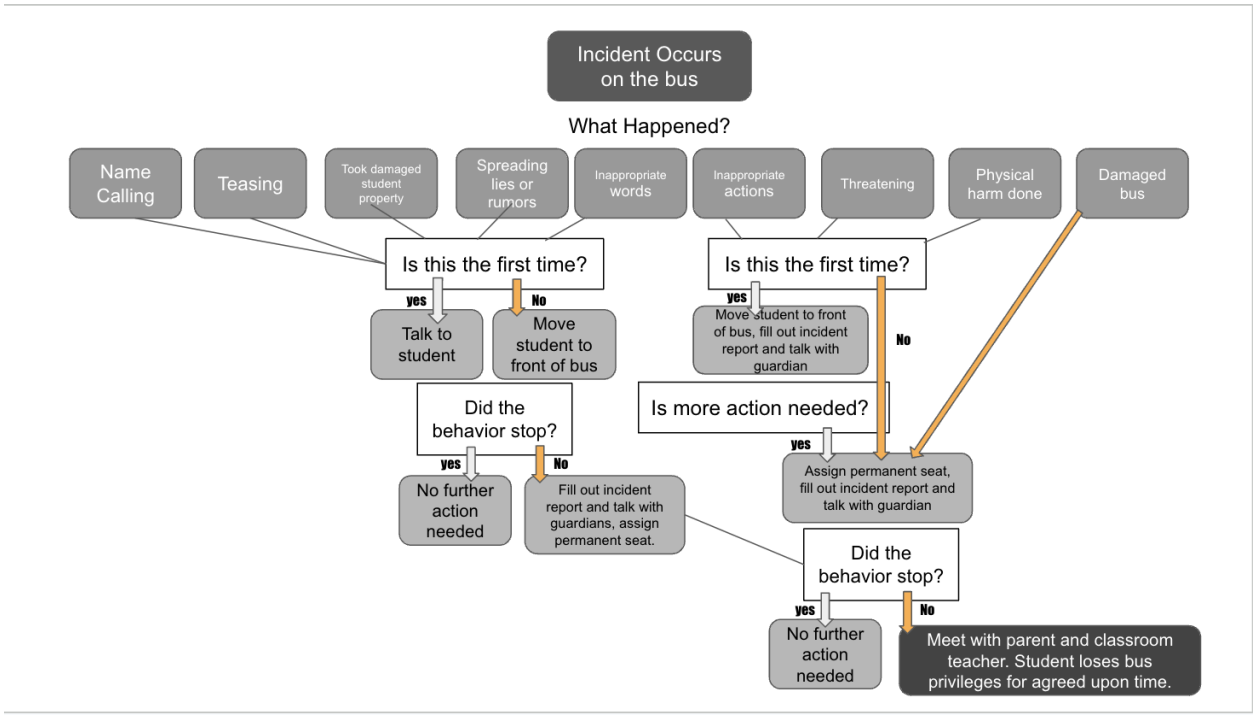
Preconventional Ages 3-5	Emerging Ages 4-6	Developing Ages 5-7	Beginning Ages 6-8	Expanding Ages 7-9
① Counts small sets of objects, actions and sounds using one-to-one correspondence. ① Counts verbally up to five. ① Counts verbally backwards from five using objects, and actions. ① Begins to recognize numbers 1 to 5. ① Begins to recognize language of more or less relating to sets of objects. ① Recognizes 1st –3rd ↔ Recognizes temperature differences in seasons: fall, winter, spring, summer ↔ Uses non-standard measuring units (body parts, unifix cubes, manipulatives) ↔ Begins to recognize the different types of coins (penny, nickel, dime) ↔ Uses measuring tools for volume in cooking projects ❑ Recognizes and names basic geometric shapes in the environment ❑ Matches shapes & objects ❑ Sorts and compares geometric shapes with guidance ✘ Recognizes, and copies patterns such as sequences of sounds, shapes, color – ABAB, AAB with guidance ✘ Sorts objects and events. ✓ Participates in open-ended questions related to gathering data with guidance ✓ Makes simple concrete graphs reflecting opinions and events with guidance	① Counts and recognizes numbers 0-20 by reading and writing them ① Recognizes if small sets of objects are same or different; more or less ① Counts backwards from 10 using number lines & finger plays ① Counts on, by one, from any point (2 to 19) ① Solves simple addition and subtraction, and fair-share type problems with the use of manipulatives ① Understands and demonstrates that the arrangement of objects within a set does not effect the quantity ① Recognizes and names the different types of coins (penny, nickel, dime) with guidance ↔ Organizes the day into the time frames of morning, afternoon, and night ↔ Develops language of measurement such as bigger, longer, shorter, lighter ↔ Participates in group counting and marking during calendar time ↔ Explores the measurement variables of length, volume, mass and weight ↔ Develops the concept of time as measured by months, weeks, and days ❑ Sorts, compares, and classifies geometric shapes and other objects by attributes (shape, size, and color) ❑ Uses vocabulary of side, angle, and corner to describe shapes with guidance ❑ Describes the relative position of above, below, left, right, over, under with guidance ✘ Recognizes, copies, extends patterns: sequences of sounds, shapes, position, color, and number with guidance ✘ Sorts, classifies, and orders objects and events ✘ Uses symbols for addition and subtraction ✓ Demonstrates ability to pose questions and gather data; Participates in gathering data about opinions and events ✓ Uses concrete objects, pictures, and graphs to represent data ✓ Describes data by using middle, most, least and same with guidance	① Adds and subtracts numbers up to 20 ① Develops an understanding that adding and subtracting are inverse operations ① Develops an understanding of the base 10 numeration system to 100 ① Recognizes whole numbers to 100 in terms of groups of 10's and 1's ① Orders, compares and skip counts to 20 independently ① Uses symbols ($, ¢) correctly up to $100 with guidance ↔ Estimates and compares length/heights of objects with non-standard units ↔ Measures to nearest inch, cm independently ↔ Tells time to the hour, ½ hour with guidance ↔ Names and numbers the months with guidance ❑ Makes 2 dimensional shapes on geoboards with guidance ❑ Constructs polygons from other shapes with guidance ❑ Identifies and draws symmetrical polygons by the # of sides with guidance ✘ Recognizes, copies, extends, and creates patterns such as sequences of sounds, shapes, position, color, and number independently ✘ Verbalizes the process of change as reflected in the change of the seasons ✓ Reads graphs ✓ Makes tally marks to organize data ✓ Answers questions using a graph: What happens most? Where is the middle? ✓ Describes data by using middle, most, least and same ✓ Discriminates between impossible, probable & real world events with guidance	① Counts, reads and writes numbers to 100 fluently ① Adds and subtracts whole numbers to 100 w/o regrouping/renaming independently ① Uses concept of base-ten numeration including counting in units and multiples of hundreds, tens, and ones to 1000 with guidance ① Recognizes place value in expanded notation to 1000 ① Orders, compares and skip counts to 1000 independently ① Uses symbols ($, ¢) correctly up to $100 independently ① Identifies basic fractions 1/3, 2/3, 1/8, ¼, ½, ¾ with guidance ① Carries and borrows with 3 digit numbers with guidance ↔ Estimates and compares differences in height and length of objects with standard units with guidance ↔ Measures to nearest ½ inch and ½ centimeter independently ↔ Tells time to the nearest 5 minutes independently ↔ Names and orders the months of year independently ❑ Makes 2 dimensional shapes on geoboards independently ❑ Uses geometric knowledge for understanding area, fractions and proportion with guidance ❑ Identifies and constructs polygons up to 9 sides with guidance ❑ Identifies symmetrical polygons independently ✘ On a number grid, identifies numbers, patterns and counts forward and back ✘ Finds patterns in +/- facts ✓ Collects data by counting and interviewing ✓ Collects, reads and interprets data from print, posters, maps, charts etc. with guidance ✓ Makes a bar graph, table and chart with guidance ✓ Discriminates between impossible, probable & real world events	① Reads and writes numbers to 10,000 ① Develops fluency with basic add /subtract facts ① Uses concept of base-ten numeration including counting in units and multiples of hundreds, tens, and ones to 1000 independently ① Uses strategies (number lines, fact grid) to solve addition and subtraction problems ① Understands concept of basic fractions ⅓ ⅔ ⅛ ¼ ½ ¾ with the use of manipulatives ① Understands the size of a fractional part is relative to the size of the whole, and that fractions represent numbers that are equal to, less than, or greater than 1 ① Finds equivalent fractions with the use of manipulatives ① Solves multiplication and division number stories or problems through use of representations - equal-sized groups, arrays, area models, and equal "jumps" on number lines for multiplication, and successive subtraction, partitioning, and sharing for division ↔ Understands relationship of metric units of measurement and the power of ten ↔ Measures linear, volume + temperature using metric and standard units with greater precision ❑ Creates symmetrical figures and transformations with guidance ❑ Describes, analyzes, compares, and classifies two dimensional shapes by sides and angles, and congruency with guidance ❑ Solves for area and perimeter of two dimensional shapes with guidance ✘ Identifies growing and repeating patterns with guidance ✘ Explores patterns in doubling numbers and square numbers ✘ Writes and solves number sentences with missing variables with guidance ✓ Reads and interprets data in tables, graphs, and maps ✓ Collects data from print, posters, maps, charts etc. with guidance ✓ Begins to create bar and circle graphs from raw data to explain meaning with guidance

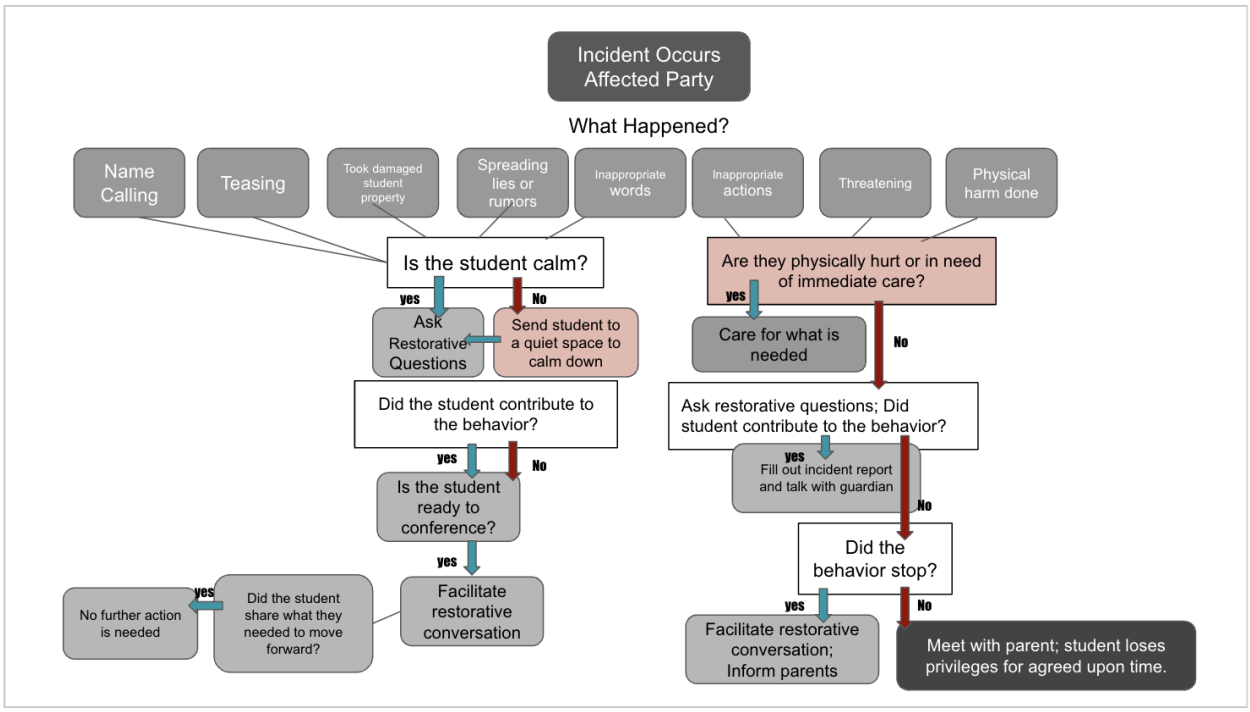
① = Number and Operations ↔ = measurement ❑ = geometry ✘ = Algebra ✓ = Data Analysis Mathematics Developmental Continuum by Discovery School is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. Based on a work at www.discovery-school.org.



Behavioral Flow Charts




Incident Occurs on the bus
What Happened?
Name Calling
Teasing
Took damaged student property
Spreading lies or rumors
Inappropriate words
Inappropriate actions
Threatening
Physical harm done
Damaged bus
Is this the first time?
yes
No
Talk to student
Move student to front of bus
Did the behavior stop?
yes
No
No further action needed
Fill out incident report and talk with guardians, assign permanent seat.
Is this the first time?
yes
Move student to front of bus, fill out incident report and talk with guardian
No
Is more action needed?
yes
Assign permanent seat, fill out incident report and talk with guardian
Did the behavior stop?
yes
No
No further action needed
Meet with parent and classroom teacher. Student loses bus privileges for agreed upon time.


Incident Occurs Affected Party
What Happened?
Name Calling
Teasing
Took damaged student property
Spreading lies or rumors
Inappropriate words
Inappropriate actions
Threatening
Physical harm done
Is the student calm?
yes
No
Ask Restorative Questions
Send student to a quiet space to calm down
Did the student contribute to the behavior?
yes
No
Is the student ready to conference?
yes
Facilitate restorative conversation
Did the student share what they needed to move forward?
yes
No further action is needed
Are they physically hurt or in need of immediate care?
yes
Care for what is needed
No
Ask restorative questions; Did student contribute to the behavior?
yes
Fill out incident report and talk with guardian
No
Did the behavior stop?
yes
No
Facilitate restorative conversation; Inform parents
Meet with parent; student loses privileges for agreed upon time.

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