

October 6, 2006

Louden Mullin Charter School
P.O. BOX 1858
Gunnison, CO 81230

Anne Hausler, School Board President
Lake Administration Building
800 N. Boulevard Street
Gunnison, CO 81230

Dear Ms. Hausler,

The Loudon Mullin Charter School steering committee is very excited to submit this Charter School Application to the Gunnison Watershed School District RE1J and the School Board members. We are committed to working with RE1J in order to provide educational choice for students in this community.

The proposed program will offer families in the District a new elementary and middle school (pre-Kindergarten through 8th grade), option that is based on the tenets of Expeditionary Learning Schools and is inspired by the successes of The Sage Mountain School. Although there is involvement on the part of some Sage Mountain School families, this is an endeavor that is separate from that school and includes others outside of that community. However, the experiences gained from those at Sage Mountain School should prove to be an asset to this process, as we will be able to take the best of what has been learned from that educational program. Gunnison's Loudon Mullin Charter School will offer small, multiage classes that will allow for a challenging, individualized curriculum.

Our steering committee members plan to be present at upcoming board meetings and work sessions in order to collaborate with the board on further development of this application. The seventy-five day timeline for process should provide many important opportunities for us to work together and create the best possible alternative to Gunnison Community School for elementary and middle school students in this valley. We are applying for a five-year charter to operate under the RE1J School District at this time. Heidi Finn may be contacted for additional information at (970)275-5758.

Sincerely,

Heidi E. Finn, Steering Committee Representative

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Executive Summary

Our Mission

The Louden Mullin Charter School is a dynamic and academically challenging expeditionary learning community. We are dedicated to nurturing each child's unique potential, intelligence, and spirit of adventure through a school culture that embraces personal responsibility, acceptance, and compassion.

Our School

Students will engage in thematic curriculum based on the Expeditionary Learning Schools philosophy of education, with a strong focus on critical thinking, experiential learning, problem-solving, and authentic contexts for learning and assessment. Curriculum will include literacy, mathematics, the sciences, social studies, the arts, service learning, Spanish and expedition (field-based learning). Students will develop in their character through acts of service, outdoor adventure experiences, team-building initiatives, participating in a culture of reflection and thoughtful critique (self, peer, class), and the study of core character values: compassion, courage, honesty, integrity, independence, perseverance, and responsibility. The small class size of a 12-1 student to teacher ratio will allow for a highly individualized approach to education, where children have the flexibility to direct their studies within each learning expedition through projects and performances. Louden Mullin Charter School students will learn to be resourceful and inquisitive. The world becomes their classroom.

As an Expeditionary Learning school, the task of administrators and faculty will be to fully support our children and serve as resources and guides. Louden Mullin Charter School endeavors to nurture the whole child and emphasizes child-centered education. We will support their investigation of the world and self through their passions and interests. We believe in an education that emphasizes self-directed, hands-on learning to inspire the intelligence and spirit of each growing child. We will not limit the child by age or grade but work to individualize each child's learning experience based on his or her needs.

Expeditionary Learning Schools (ELS) is a comprehensive K-12 educational design. The approach combines rigorous academic content and real world projects -- learning expeditions -- with active teaching and community service. The ELS design focuses on teaching in an engaging way. ELS faculty members receive intensive professional development in curriculum, teaching practices, and building a strong school culture. Expeditionary Learning is now being widely implemented across the United States. For more information on Expeditionary Learning Schools, refer to www.elschools.org.

Our Community

Louden Mullin Charter School families will be diverse in many aspects, yet they will be drawn to the school for common reasons:

- Small classes and a small school allow for individualized instruction. Faculty members truly know every student at the school. They are aware of each child's strengths, challenges, and passions. Each child's unique learning style is valued and considered when planning learning expeditions and specific lessons. It is a safe, nurturing, familial learning environment in which children can reach their full potential. Currently, the average class size in RE1J is 18 to 20 students per class. At Crested Butte Community School, the classes average 18 to 19 students.
- Parent involvement is meaningful and valued. Prospective parents of Louden Mullin Charter School students have a deep desire to be actively involved in the education of their children, to be an integral part of the school community and culture, to have authentic relationships with the staff, the parents, and the students. Louden Mullin Charter School Director and staff will report on school activities weekly and regularly seek input and participation in learning activities and welcome the open expression of parental concerns.
- The non-traditional approach to education is an essential element of the Louden Mullin Charter School's design. Families are drawn to the experiential, interdisciplinary nature of ELS as well as its dedication to service learning and community involvement. Expeditionary learning is ideally suited for increasing and improving science education, and linked thematic units (learning expeditions, allow for integrated, full social studies curriculum. Parents are seeking a program that is dynamic, flexible, authentic, and child-centered. They want to see their children excited about school and challenged to grow in mind, body and spirit. Louden Mullin Charter School families value the self-discovery inherent in ELSOB schools.
- Part of the reason some parents have sought Louden Mullin Charter School is dissatisfaction with the Gunnison Community School in all three of the above bulleted areas. A combination of signed Intent to Enroll Forms and anecdotes from interested parents provides evidence of need for an alternative elementary and middle school. Additionally, the Gunnison Valley School, the local alternative high school, is enrolled to capacity and has a waiting list; this indicates a need to be proactive versus reactive before 9th grade.

Our Students

Louden Mullin Charter School students ideally will enter our school in Pre-Kindergarten and live throughout the Gunnison Valley. As a public school under a charter from the RE1J Board of Education, Loudon Mullin Charter School will admit students, from Kindergarten through 8th grade by lottery. Once admitted, our students will engage in an expeditionary learning community that guides them to self-reliance and character distinction embraced by Loudon Mullin Charter School.

Students will participate in extended blocks of time for thematic exploration, projects, and literacy in a Reader's and Writer's Workshop format. They will receive individualized support and extensions as needed in any given subject area. Students will learn away from the school at least once a week, whether through adventure experiences or through academic, theme-related fieldwork. Loudon Mullin Charter School intends to hold two weekly Community Meetings and daily Morning Meetings in each classroom. Communication skills will be honed through opportunities for students to share their work, provide constructive feedback to each other, and share their work with the public through Expos (public exhibitions of student work) and Open House nights, as well as through public performances of dramatic, dance and music productions. The Loudon Mullin Charter School will create a culture of revision and reflection. Written work will often be completed through multiple drafts; students will continually be asked to demonstrate high quality craftsmanship and take pride in their work. Loudon Mullin Charter School plans to utilize a school-wide behavior rubric which will address many of these principles. (Appendix A)

Our Growth

Louden Mullin Charter School intends to open its doors in August 2007 with 36 preschool through 7th grade students with three multiage classroom teachers. Grade level groupings will change yearly based on enrollment until capacity is reached; at that time the proposed groupings are detailed in the table below. In its second year of operation, the school will grow through the 8th grade with four teachers. The school expects to reach capacity of 60 students among five full-time teachers, by August of 2009. The school will continue to operate at this capacity in years 4 and 5 of the charter. At the time of charter renewal, enrollment goals will be re-evaluated with demand and facility considered.

Students per year	07-08	08-09	09-10
Pre-K-K	10	12	12
1-2	7	9	12
3-4	7	11	12
5-6	8	7	12
7-8	4	6	12
Total	36	45	60

Our Core Beliefs

Founding Principles

The founding principles of our philosophy of education are derived from the Expeditionary Learning Schools school design. These principles are derived from our purposeful attention to the needs of the individual child, from a desire for an interdependent community that shares talents and passions, and from our intention to connect learning with social, cultural, and environmental consciousness at local and global levels.

- **The Primacy of Self-Discovery**
- **The Having of Wonderful Ideas**
- **The Responsibility for Learning**
- **Intimacy and Caring**
- **Success and Failure**
- **Collaboration and Competition**
- **Diversity and Inclusivity**
- **The Natural World**
- **Solitude and Reflection**
- **Service and Compassion**

Our Teachers

Louden Mullin Charter School will recruit and select educators with passion, subject mastery, experience with non-traditional education, and the commitment to do whatever is necessary to ensure the success of each individual student. Loudon Mullin Charter School intends to support its staff with professional development, common planning periods twice each week to ensure ongoing collaboration, and flexibility that will allow creativity within the classroom. Specifics regarding teacher qualifications and employment are addressed in Section Eight of this application.

Our Future

Students will leave Loudon Mullin Charter School with an enterprising curiosity and the confidence and ability to communicate effectively. Loudon Mullin Charter School students should transition easily into any of the high school programs offered in the Gunnison Valley, public or private, alternative or traditional. With mastery of state standards and the skills to think critically and resourcefully, Loudon Mullin Charter School students will become advocates for their learning and take ownership in their education. These skills will assist students in future endeavors.

Our Leadership

The Founding Board of Louden Mullin Charter School will be a diverse, passionate group of committed citizens who have dedicated their experience and credibility to this project. Board members will include community leaders, educators, parents, business leaders, and members of the local foundation community. The Steering Committee will mature and evolve into a Founding Board which will include members who are recruited based upon clarity of vision, relevant skills and expertise, and a deep commitment to educational choice. The Steering Committee is seeking charter designation to allow for autonomous budgetary control, scheduling, curriculum, and hiring decisions--autonomy that is exchanged for a high degree of both internal and external accountability.

Section One: Mission Statement

The Louden Mullin Charter School is a dynamic and academically challenging expeditionary learning community. We are dedicated to nurturing each child's unique potential, intelligence, and spirit of adventure through a school culture that embraces personal responsibility, acceptance, and compassion.

Vision

The Louden Mullin Charter School philosophy of education is to celebrate individual diversity and universal acceptance, beginning with the heart; **love the child first**. Louden Mullin Charter School endeavors to nurture the whole child and emphasizes child-centered education. We dare to ask our children, "What do you love?" We then support their investigation of the world and self through their passions and interests. We believe in an education that emphasizes self-directed, hands-on learning to promote self-discovery and construct knowledge. We do not limit the child by age or grade but work to individualize each child's learning experience based on his or her needs.

Each morning, a Louden Mullin Charter School student is greeted by a staff of dedicated educators, fiercely committed to doing whatever is necessary to guide her to self-discovery and a love of learning. She is one of many exceptional students at Louden Mullin Charter School-exceptional not for their privilege or life circumstances, but rather for their ability to connect learning with life, sense of compassion and stewardship, and respect for diversity they experience inside these doors. This young student, along with all of her schoolmates at Louden Mullin Charter School, participates in a day of interconnected learning, where every moment is an opportunity to make connections between that which is learned and that which is experienced. In each learning experience, she is reminded of the value of craftsmanship in her work.

This student is reminded of her accountability through regular opportunities to present her work to authentic audiences, as well as the preparation of portfolio quality projects and pieces of work. She will ultimately be responsible for compiling the body of evidence of her learning and growth, her strengths and her challenges, through her portfolio. She will present this collection of work from each subject area in a presentation to her family and her teacher, twice a year. At the end of 4th and 8th grade, this work will be presented to a panel of community members and teachers from outside the immediate school community, who will formally determine her readiness to move on to the next grade level. The panel meets to have an initial review of each portfolio and provides each child with clear, specific feedback and questions to be answered at the presentation. Students are well-served through this process by confident, resourceful teachers who are able to spend ample one-on-one time with each child, guiding them toward success.

This student knows she is accountable to her peers for her learning, as well. Group projects and presentations are an important part of each thematic unit, where students must collaborate in order to produce a high quality final product. Dramatic and musical

productions rely heavily on teamwork as well. Collaborative Assessment Conferences motivate students to produce multiple drafts of work, worthy of group critique. In the field, students are accountable to each other in myriad ways, whether belaying each other on a rock face or following a raft guide's instructions for paddling. The group is only as strong as its weakest member, and students develop a strong sense of awareness, trust, and mutual respect. Each student is a reflection of the class and of the school. Students hold each other to high expectations, both in classroom experiences and in the field. The accountability she feels toward her peers is reflective of her accountability to her school community, and ultimately to herself for her success.

The student and her parents, who are actively involved in the school throughout the year, have chosen this school for its flexible, individualized approach and its ability to engage students in learning, wherever it occurs. Here, inquiry and resourcefulness are celebrated, collaboration is praised, and students are inspired to ask thoughtful questions and then actively seek the answers. From the moment this student set foot in the school, she has known that she is supported and loved and that the faculty will challenge and inspire her to have confidence in who she is, what she loves, and her ability to make a difference.

Reality

This is the vision for students at Loudon Mullin Charter School. Unfortunately, this is reality for few of Gunnison's children. With the larger class sizes at RE1J, students needing individual support, remediation, extensions, or with divergent learning styles are often unable to have their individual needs met sufficiently. Such class sizes also limit a teacher's ability to venture far beyond the required curriculum and district goals; textbook-based programs simply do not work for all learning styles and often do not offer the challenge and excitement of student-driven curriculum. The pace with which subjects are covered in order for teachers to present the required skills to pass the CSAP often leaves children behind if they are struggling in a particular area while it does not include sufficient higher order thinking skills tasks for accelerated or highly gifted students. Individualized, small classrooms offer teachers the time and ability to meet each child where they are at and guide them to a deeper understanding of all subject areas. Differentiated instruction is possible in classrooms with smaller student-teacher ratios. Although there are private schools of choice in the valley, the average income in Gunnison makes the ability to afford tuition unrealistic for many of the community's families.

Section Two: Goals, Objectives, and Pupil Performance Standards

Accountability

Charter Schools represent a critical trade-off in education: by obtaining more autonomy for their hiring, budgeting, and leadership practices, charter schools accept greater accountability by being held to higher standards of achievement and financial

management. In addition to the goals and objectives, the eight goals listed below represent the draft Accountability Plan for Louden Mullin Charter School.

In many cases, these goals represent annual goals, though in some cases they describe goals to be obtained over the term of the charter, such as reading proficiency goals by the 8th grade, a goal that will take three years to attain.

In addition to the outcome goals described below, the school will conduct a baseline reading assessment of all students at the beginning of the school year, using DRA and other reading inventory assessment tools. The assessments will be conducted at the beginning and end of each school year for test/re-test analysis. This documentation will serve to demonstrate individual student growth over the course of the year and as a baseline for subsequent years.

This plan will be revised and evaluated annually by the Accountability Committee of the Board of Directors and the full board as appropriate, in consultation with the Executive Director of the school and the faculty. While the Board of Directors reserves the right to make changes to the Accountability Plan, the founders wish to emphasize the importance of the goals as written here and the importance of collaboration with the professionals who interact with the student body on a daily basis.

Accountability Plan

1. Goal: Students will be proficient readers of the English Language.

Measure: Students who have attended Louden Mullin Charter School for two or more years will meet or exceed the district's average on the appropriate grade level CSAP Reading test.

Measure: Students will compile evidence of meeting or exceeding the Colorado State Standards in reading through various pieces of work presented in a portfolio, to a formal Passage Panel, during Passage years: 4th and 8th grade.

Measure: Students at Louden Mullin Charter School will make at least one year's growth in reading in one year's time as evaluated by research-based assessment tools such as the Qualitative Reading Inventory and Developmental Reading Assessment.

2. Goal: Students will be proficient writers of the English Language.

Measure: Students who have attended Louden Mullin Charter School for two or more years will meet or exceed the district's average on the appropriate grade level CSAP Writing test.

Measure: Students will compile evidence of meeting or exceeding the Colorado State Standards in writing through various pieces of work presented in a portfolio, to a formal Passage Panel, during Passage years: 4th and 8th grade.

Measure: Students at Louden Mullin Charter School will make at least one year's growth in writing in one year's time as evaluated by research-based assessment tools such as the 6-Traits writing assessment.

3. Goal: Students will demonstrate proficiency and improvement of skills and content knowledge in mathematics.

Measure: Students who have attended Louden Mullin Charter School for two or more years will meet or exceed the district's average on the appropriate grade level CSAP Mathematics test.

Measure: Students will compile evidence of meeting or exceeding the Colorado State Standards in mathematics through various pieces of work presented in a portfolio, to a formal Passage Panel, during Passage years: 4th and 8th grade.

Measure: Students at Louden Mullin Charter School will make at least one year's growth in mathematics in one year's time as evaluated by research-based assessment tools.

4. Goal: Students will demonstrate proficiency and improvement of skills and content knowledge in physical sciences.

Measure: Students will compile evidence of meeting or exceeding the Colorado State Standards in all physical sciences through various pieces of work presented in a portfolio, to a formal Passage Panel, during Passage years: 4th and 8th grade.

Measure: Student portfolios will demonstrate evidence of academic growth and achievement in the physical sciences, each year, at all grade levels.

5. Goal: Students will demonstrate proficiency and improvement of skills and content knowledge in social sciences.

Measure: Students will compile evidence of meeting or exceeding the Colorado State Standards in all social sciences through various pieces of work presented in a portfolio, to a formal Passage Panel, during Passage years: 4th and 8th grade.

Measure: Student portfolios will demonstrate evidence of academic growth and achievement in the social sciences, each year, at all grade levels.

6. Goal: Louden Mullin Charter School will maintain organizational strength by demonstrating fiduciary and financial responsibility.

Measure: Budgets for each year demonstrate effective allocation of financial resources to ensure effective delivery of the school mission as measured by monthly balanced budget reviews by the Finance Committee of the Board of Trustees.

Measure: External, annual audit reports demonstrate the Loudon Mullin Charter School meets or exceeds professional accounting standards.

7. Goal: Loudon Mullin Charter School will be fully enrolled and demonstrate high levels of student retention.

Measure: Loudon Mullin Charter School student enrollment will be at 90% of the projected enrollment described in the charter application during each year.

Measure: 90% of the students who complete the school year at Loudon Mullin Charter School will re-enroll the following year, not counting any students who leave the District.

8. Goal: Parents will demonstrate a high level of involvement and satisfaction with the program and clear and open communication with Loudon Mullin Charter School.

Measure: Parent volunteer hours will be compiled in a log to provide evidence of parent involvement throughout the course of the year and compliance with Loudon Mullin Charter School's parent involvement requirement.

Measure: Average parent satisfaction with the program measured by an annual survey at the conclusion of the school year will exceed 85%.

Section Three: Evidence of Support

Parent Support

Support for Loudon Mullin Charter School is demonstrated through Intent to Enroll forms that are submitted by interested families. The Steering Committee will introduce the proposed school through a series of community meetings, newspaper advertising and press releases, a school website, and flyers. After submission of the charter application to the district, these meetings will be held during the day as well as evenings, in order to ensure that every possible measure is taken to reach interested parents and speak with them about their desire for a school such as Loudon Mullin Charter School in the Gunnison Valley.

To date, Loudon Mullin Charter School has collected Intent to Enroll Forms from the parents of 33 Gunnison County students who are currently attending Gunnison Community School, Waldorf Kindergarten, Tenderfoot, Lake Preschool, and Sage Mountain School. These forms were collected by Steering Committee members and will continue to be accepted until the District decision deadline and included with the final application. Once approved, Loudon Mullin Charter School will begin the enrollment process and continue to hold community meetings and increase marketing efforts. The Intent to Enroll form used is included in Appendix B. While we have found significant support for this school among parents in the community, as part of our commitment to

equal access, we would like to request the ability to notify existing RE1J families of the proposed school. We will also ensure that a Spanish interpreter is available at community meetings and marketing plan includes Spanish translations.

Parent Involvement Plans

Louden Mullin Charter School is deeply accountable to the students it serves, for those parents make the ultimate act of faith: to bring their children to our doors and trust our school to fulfill our school mission. Close communication with our parents is essential. Together, we enter a three-way partnership between parents, students and our school to ensure a successful, collaborative education experience.

To ensure the voice of these parents is heard, Loudon Mullin Charter School will create a Family Council. The Family Council will have at least 5 members, a chair and vice-chair elected or chosen for one-year terms. Family Council will support the mission of Loudon Mullin Charter School by:

- Coordinating parent volunteer efforts to support teachers, fundraisers, all-school gatherings, exhibitions, and performances.
- Gathering and reporting data about parent satisfaction through the annual survey.
- Reporting annually to the Board of Directors their findings.
- Organizing a teacher appreciation system.

In addition to this committee, there will be weekly communication with parents from both their child's teacher and the Executive Director through weekly emails/update letters. Families will be welcomed to the school at the All-School Campout, the weekend prior to the start of school. This will provide families the opportunity to visit with each other, students to get acquainted, faculty to get to know families, and questions and ideas to be shared in a comfortable, informal setting. Each family will meet their child's teacher and visit the classroom prior to the beginning of the school year. Additionally, parents will attend a goal-setting conference in September and two portfolio review conferences over the course of the school year. Narrative Student Evaluations will be sent home after each learning expedition. Teachers will call parents on a regular basis, reporting both positive results and behavioral goals when expectations are not met. Loudon Mullin Charter School expects 100% parent involvement in major fundraisers and performances; this is clearly expressed in the enrollment contract of each student.

Professional Educator Involvement

The most important role for professional educators at Loudon Mullin Charter School is to guide students to success and foster a culture of inquiry and industriousness. Educators participate in school design and program development through the Curriculum Committee which is comprised of all teachers, the Executive Director and at least one board member. The Founding Board of Loudon Mullin Charter School will regularly consult with educators from public, charter, and independent schools.

The Board will remain open to accepting feedback from teachers as necessary and allow for one staff member to serve as an ex-officio member of the board, excluding Executive Sessions. All meetings of the Board of Directors are open, excluding Executive Sessions, and all teachers are welcome to attend any of these meetings and offer insight as appropriate. Feedback may include such subjects as effectiveness of the leadership structure, the academic program, and the operations of the school. Board members will consult teachers during their annual evaluation of the Executive Director. Faculty members may report to the Board of Directors about specific elements of the academic program, as appropriate.

Founding Board Membership

The Founding Board of Louden Mullin Charter School will be a diverse, passionate group of committed citizens who have dedicated their experience and credibility to this project. Board members will include community leaders, educators, business leaders, and members of the local foundation community. The Founding Board will evolve from the Steering Committee according to the following timeline:

The initial Steering Committee will be instrumental in completing the tasks required of the charter application process, including recruitment of students, informing the public about the project, researching charter school legislation, and advocating for the formation of the Louden Mullin Charter School. By February 2007, the Steering Committee will be a mature committee, and by May of 2007, the Founding Board of Directors will be formed.

Below is a list of Steering Committee members, and their related experience:

- Karen Immerso, Outward Bound Instructor, Western State College Wilderness Pursuits, Music and Sign Language Teacher, Spanish teacher, Gunnison Art Center ceramics instructor
- Casey Dukeman, parent, Western State College Department of Natural Environmental Science, Frontier Academy, Riverside Academy, Bridge School, Old Town Academy, Jefferson County Open School, Heritage School
- Heidi Finn, parent, Executive Director Sage Mountain School, Slate River School, Odyssey Charter School, School Rocky Mountain School of Expeditionary Learning, Sunny Valley Early Childhood Enrichment Program
- Laurie McCall, Psychotherapist Black Canyon Counseling, Mental Health, Crested Butte Academy, Slate River School
- Jana Alperen, Sage Mountain School teacher, Gunnison Valley School
- Mark White, Sage Mountain School teacher, Gunnison Valley Non-Profit Association, Director Sage Mountain School Summer Program, Crested Butte Academy
- Janet Welsh Crossley, parent, Holt Rinehart & Winston Spanish Senior Editor, Colorado Teacher Certified in Spanish, Sage Mountain School Spanish teacher
- Dawn Winkler-Kinateder, parent, Ridgeway Accounting, Health Advocacy in the Public Interest (HAPI), 2006 Libertarian Candidate for Governor of Colorado, North Valley Utilities Company (NVUC)

- Sheila Young, parent, Kinesiology Instructor Western State College, substitute teacher

Community Advisory Council

In order to formalize the support from political, community and business leaders who have supported the creation of this school, Loudon Mullin Charter School created an advisory council. Community Advisory Council members have pledged their formal support of the school through advocacy, assistance recruiting students, and through two annual meetings to give feedback to the school from the community.

Dave White- Gunnison Valley School

John Messner- High Country Cowboy Company and Outward Bound

Janet Lucas- Boom-a-Rang Consignment, Old School Thrift Store

Sandy O'Banion- Western State College Teacher Education, Special Education

Don Wills-Jubilee House, Rotary Club

Section Four: Educational Program

A. Educational Philosophy

Loudon Mullin Charter School is passionately committed to the ten Expeditionary Learning Outward Bound Design Principles:

- **The Primacy of Self-Discovery**
- **The Having of Wonderful Ideas**
- **The Responsibility for Learning**
- **Intimacy and Caring**
- **Success and Failure**
- **Collaboration and Competition**
- **Diversity and Inclusivity**
- **The Natural World**
- **Solitude and Reflection**
- **Service and Compassion**

Our central philosophy is that learning is an expedition into the unknown. We believe that learning expeditions draw together personal experience and intellectual growth. We believe that an individualized, experiential approach to curriculum encourages children to follow their passions and to confidently share their dreams with each other, forming a compassionate and accepting community. Addressing individual differences profoundly increases the potential for learning and creativity of each student. The emerging community strives to put into practice its shared respect for environmental consciousness, social justice, and cultural diversity.

1. The Primacy of Self-Discovery

Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, "grand passions," and responsibilities in situations that offer adventure and the unexpected. They must have tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline and significant achievement. A primary job of the educator is to help students overcome their fear and discover they have more in them than they think. (Cousins, Emily p. 2)

2. The Having of Wonderful Ideas

We will teach so as to build on children's curiosity about the world by creating learning situations that provide matter to think about, time to experiment, and time to make sense of what is observed. Louden Mullin Charter School will foster a community where students' and adults' ideas are respected. (Cousins, Emily p. 8)

3. The Responsibility for Learning

Learning is both a personal, individually specific process of discovery and a social activity. Each of us learns within and for ourselves and as a part of a group. Every aspect of Louden Mullin Charter School will endeavor to encourage children, young people, and adults to become increasingly responsible for directing their own personal and collective learning. (Cousins, Emily p. 14)

4. Intimacy and Caring

Learning is fostered best in small groups where there is trust, sustained caring and mutual respect among all members of the learning community. Louden Mullin Charter School will keep learning groups small and be sure there is a caring adult looking after the progress of each child. Arrangements will be made for the older students to mentor the younger ones. (Cousins, Emily p. 20)

5. Success and Failure

All students must be assured a fair measure of success in learning in order to nurture the confidence and capacity to take risks and rise to increasingly difficult challenges. It is also important to experience failure, to overcome negative inclinations, to prevail against adversity and to learn to turn disabilities into opportunities; developing self-efficacy. (Cousins, Emily p. 28)

6. Collaboration and Competition

We will teach so as to join individual and group development so that the value of friendship, trust, and group endeavor is made manifest. Louden Mullin Charter School will encourage students to compete, not against each other, but with their own personal best and with rigorous standards of excellence. (Cousins, Emily p. 34)

7. Diversity and Inclusivity

Diversity and inclusivity in all groups dramatically increases richness of ideas, creative power, problem-solving ability, and acceptance of others. Encouragement of students to investigate, value, and draw upon their own different histories, talents and resources

together with those of other communities and cultures will be a cornerstone value of Louden Mullin Charter School. A deliberate attempt will be made to keep the schools and learning groups heterogeneous. (Cousins, Emily p. 42)

8. The Natural World

A direct and respectful relationship with the natural world refreshes the human spirit and reveals the important lessons of recurring cycles and the relationship between cause and effect. At Louden Mullin Charter School, students will learn to become stewards of the earth and of the generations to come. (Cousins, Emily p. 50)

9. Solitude and Reflection

Solitude and silent reflection replenish our energies and open our minds. Louden Mullin Charter School will build into the curriculum time for students to explore their own thoughts alone, making their own connections and creating their own ideas. Follow up opportunities to exchange their reflections with each other and with adults will be part of fieldwork. (Cousins, Emily p. 56)

10. Service and Compassion

One of Louden Mullin Charter School's primary functions is to prepare its students with the attitudes and skills to learn from and be of service to others. As Kurt Hahn, founder of Outward Bound said, "We are crew, not passengers," and students will learn that they are strengthened by acts of consequential service to others. (Cousins, Emily p. 62)

Cousins, Emily. Reflections on Design Principles. (Dubuque: Kendall/Hunt Publishing Company, 1998)

At Louden Mullin Charter School learning is inspired, dynamic, individualized and collaborative. The program centers on learning expeditions.

What is a "learning expedition"? Expeditions in every tradition and culture are journeys conducted for a definite purpose by individuals employing a range of skills and talents. In Expeditionary Learning schools, students spend most of their time engaged in purposeful, rigorous "learning expeditions." These special expeditions will be the core of the curriculum. Although learning expeditions will often take students outside of school, unlike the familiar "field trip" or outing, these expeditions will be in-depth studies of a single theme or topic. Expeditions will generally last 4-9 weeks. They will be very carefully planned to have a clear set of learning goals -- goals consistent with school and state standards. A plan for an expedition typically describes specific activities, definite final products, specific performance standards, and how students and teachers will measure success in the expedition. For an example of a learning expedition, please refer to www.rmsel.org/example.php.

A Framework for Planning a Learning Expedition -- A Teacher's Guide to Planning a Learning Expedition

1. Expeditionary Learning

We will educate the whole child by extending the classroom into the Gunnison community and the world beyond. ELS will allow us to provide children with essential life skills such as critical thinking, problem solving and teamwork. Expeditionary Learning encompasses adventure expeditions, academic expeditions and expeditions into the self; all are journeys into the unknown. Louden Mullin Charter School will use the ELS model to address children's challenges, be they academic, social or physical. Children will be given opportunities to come out of themselves and learn more about who they are by facing fears and learning to take calculated risks. Expeditions will allow children to discover new possibilities while building self-confidence as well as learning the intricacies of successful group dynamics.

Weekly outdoor adventure programs will include alpine and Nordic skiing, rock climbing, hiking and rafting and other adventures. These activities will challenge students' individual commitments and fears. We feel that it is important for students to have moments where they are immersed in their environment, their senses stimulated, and their hearts pumping hard. Beyond the stimulating effect of physical exercise, students will be engaged in the multi-sensual awareness of the natural world.

We intend to include numerous overnight field trips throughout the school year, both family trips and student only trips. These trips will expose students to new adventures, environments, and ways of life. The trips will incorporate and support the subject matter being learned in class. For example, we believe it is much easier to understand a work of art when standing in front of it, rather than viewing a picture of it in a book. The understanding of geology comes to life by running the red sand of a river through your hands and looking at rock formations up close, instead of only reading about them in a textbook. Our belief is that while the details can be found in books, depth of understanding comes with first hand experiences, observations and experimentation.

2. Child-centered/Individualized Education

The child-centered perspective adopted by the Louden Mullin Charter School allows students to be partners in curriculum development and to pursue individual interests in depth, thus empowering students to take personal responsibility for their learning. Differentiated instruction allows us to meet our students wherever they are in their growth and to establish the necessary challenges or support that they might need in order to reach their potential. We use flexibility within our small multi-age classrooms and allow students to study at the level that is appropriate to their needs in the various subjects.

Further, we recognize individual learning styles and the variable time required by individuals to attain skills and master content. Within the curriculum, accommodations are possible in order to meet the needs of the child. Learning is the fixed goal, but the strategies to reach it are flexible and may include, but are not limited to, distance learning, independent study, mentoring, peer mentoring, and tutors.

We promote a learning environment where individuals can feel supported in the pursuit of their passions but also safe in challenging themselves in new experiences. Even though each child is recognized and encouraged as an individual, he or she is always part of a community that celebrates the accomplishments of both individuals and the group.

3. Holistic Learning

We recognize that each child has unique talents and each child is a gift to the school community. We believe that learning should be approached holistically and include mind, body, and spirit. Our curriculum encourages balance in that it is academically rigorous, physically challenging, and spiritually inspiring. The mind, body and spirit are often engaged simultaneously in learning experiences. Various disciplines, skills, and perspectives; such as quantification, critical thinking, reading, foreign language, linguistics, music, painting, and dance; may all be used to explore one theme. We believe that when all aspects of the individual are enlivened and stimulated, then the individual can truly awaken and respond to life and its infinite teachings.

4. Thematic Learning

Louden Mullin Charter School incorporates integrated, thematic learning as a complement to unstructured and individualized learning. Expeditionary curriculum is interdisciplinary. The themes woven through the learning elements encourage children to form a deep understanding and thoughtful connection to their studies. Students investigate 2-3 broad themes about the human experience, natural and scientific wonders, and global arts and cultures throughout the school year. Loudon Mullin Charter School students also choose individual subjects within the theme to study in even greater depth. This type of learning allows the awareness, development, and pursuit of individual passions within the context of the group learning experience.

These themes provide for an expansive combination of subjects such as history, science, art, math, social studies, language arts, music, art history, and drama. This integrated approach to curriculum engages students in a comprehensive vision of the world that connects them to a history of human ingenuity and the intricacies of the living earth.

5. Small, Multi-age Classrooms and a Nurturing Environment

Louden Mullin Charter School is committed to maintaining small, multi-age classrooms with no greater than a 12:1 student-teacher ratio. These types of flexible, multi-age classrooms foster close relationships among the staff, children, and their families. Successful communication skills are strongly encouraged and develop in the safety of our close-knit familial atmosphere. As each child shares his or her strengths and challenges with the group, a vibrant community emerges. While our philosophy focuses on allowing the individual to flourish, they do so with the support of a strong school community. Mastery will be the result of the multiage experience, as students will ultimately be responsible for verbalizing and presenting their knowledge to peers, teachers, community members, and families. Within our multi-age classes and small school environment, healthy relationships between younger and older children develop; older children can mentor the younger students, and the younger children share their special knowledge,

skills and perspectives with older students. Continuity between classrooms will be ensured by a school-wide culture through the language of reflection, critique, character traits, the portfolio process, math language, literacy instruction in the workshop format, and assessment.

6. The Arts

We believe in an arts education that incorporates art history and appreciation of how the arts are a reflection of the time and culture in which they are created. We believe that art is ultimately about self-expression and we encourage all the forms it may take. Although the arts are incorporated in the classroom, we also have specialists who teach art and music to both the primary and intermediate classes. The specialists work closely with the teachers to integrate the arts into the curriculum in ways that are purposeful and authentic.

7. Community Service

We are dedicated to a curriculum that promotes community spirit, service, and compassion. To "give back" is essential to our learning philosophy and we tightly weave service projects into our curriculum. We continually seek out ways in which we can provide service within our community and beyond, be it taking time to visit the elderly, conduct food drives, collect school supplies for families in need, or raise money for relief funds. The Louden Mullin Charter School strives to serve our local community as well as the global community. We make giving back an important part of our days.

8. Cultural Studies

The Louden Mullin Charter School community invites diverse perspectives and honors cultural values. We respect diverse paths of spiritual and personal expression. We welcome and celebrate diversity. Within that context, we seek to challenge each others' notions of what is right and wrong and learn from each other about our own personal cultures. Within the curriculum, students study and celebrate unique cultural ceremonies from around the world to recognize a wide range of human experiences, while celebrating and learning about the differences among our school family and local community.

Social studies, history, literature, geography, and foreign language are all considered necessary in broadening cultural understanding, and therefore play important roles in the curriculum.

9. Environmental Education

Our curriculum emphasizes our physical and spiritual connection to the earth. Understanding our ties to the land, water, and sky deepens our connection to the earth and promotes a sense of gratitude, a sense of belonging, and a sense of who we are. Our moral obligation extends from all human beings to all life forms, including the physical earth.

We encourage healthy eating, and as a school community; we strive to reduce our footprint on the planet and engage in environmental stewardship. To reduce our

consumption, whenever possible, we use recycled materials and recycle as part of our school culture. Our curriculum heavily involves outdoor activities that address our spiritual connection to the earth and the knowledge of our membership within an ecosystem of interdependent life.

9. Parental and Community Involvement

Family involvement is a crucial factor in successful learning. Therefore, the Louden Mullin Charter School community of teachers, parents and friends serve as a remarkable, immediate circle of resources for our children. We encourage extensive parent involvement, including classroom volunteering, lectures by parents who are specialists, leading of outdoor adventures and service learning, mentoring, community activities, fundraising, family trips, overnight trips, collecting or creating classroom materials, typing stories or transcripts, and participating on clean-up days. There are volunteer opportunities during the school day and on evenings and weekends. This lets family members support the school in ways that are convenient and that capitalize on each person's special talents and pursuits. Our outstanding teachers, small class size and involved parents create a motivating and nurturing place to learn. Each family is required to have one parent actively participating as a committee member for at least one of our major fund raising events. This ensures that there are not a small number of the same parent volunteers working at all of the events. We do not want our volunteers becoming burned-out, and we want to see all families actively supporting the program. The interest and energy of parents helped create Louden Mullin Charter School and will help it thrive. Louden Mullin Charter School is particularly committed to setting up and supporting plentiful, diverse, and broadly-defined opportunities for parents to participate in the school-based education of their children. Parents also have the opportunity to serve on Family Council, as described in this application.

We have many community resources to stimulate the minds, bodies and spirits of our children including a liberal arts college, a community center, computer labs, the Gunnison Arts Center, the observatory, and more. We seek out mentors in our community and try to develop a connection with those people and resources. The area in which we live also provides a myriad of outdoor activities and encounters with the arts. We are within driving distance to cultural hubs and nature destinations of the southwest. With all of these, our children can investigate their passions and discover a world of possibilities.

B. Curriculum

As an Expeditionary Learning school, students at Louden Mullin Charter School engage in learning expeditions. These explorations of the unknown lead students to intellectual growth through self-discovery and the construction of knowledge. The culture of reflection, revision, and critique pushes students to express their understanding of curricula in clear, effective ways. All of the learning elements are woven into the learning expeditions, creating a context and reference point for student understanding. The Colorado State Standards in the areas of reading, writing and mathematics will be addressed through the curriculum in a sequential manner. The Colorado Standards in the

remaining academic areas will be referenced as a guide, to ensure that the students are learning that particular content; however, the sequence in which the standards are addressed will depend on the thematic topics of the learning expeditions covered each year. Louden Mullin Charter School is committed to ensuring that students are well-prepared for success in high school, upon graduating from the 8th grade.

Standards-Referenced Curricula

In the Expeditionary Learning framework, curriculum is based on Guiding Questions, from which teachers determine the goals and objectives for each learning expedition. Each thematic unit is written by the teacher with content area standards as a guide. Typically, this approach to curriculum allows students to take the content in on a deeper level than that required by the standards, by focusing on each theme for extended periods of time and integrating all subject areas, projects, and field experiences into the topic. Thus, curriculum is emergent, depending on where each student's particular passions, prior knowledge, questions, and interests lie within the thematic subject area yet is still guided by content area standards. Additionally, all students will participate in a challenging reading, writing, and mathematics experiences on a daily basis. The Colorado State Standards serve as a template for designing goals and objectives within each learning expedition in these areas.

The teachers will participate in curriculum mapping and review at the end of each school year to determine exactly which standards were addressed by each thematic learning expedition and use that information in determining the topics and guiding questions for subsequent learning expeditions. This approach allows for flexibility with the sequence in which the standards are addressed but maintains accountability for covering all content area standards throughout the course of each child's years at Louden Mullin Charter School.

C. Instructional Methods

As described in the educational philosophy section of the application, delivery of the mission of Louden Mullin Charter School primarily relies on committed and effective teachers serving as guides. Teachers will work very hard to ensure they are creating student-centered curricula; they will create an environment within their classrooms to ensure that they truly know each student as an individual. They will know their families and the distinct set of experiences and values that shape the family dynamic.

Teachers are the key to Expeditionary Learning's success. As designers of Expeditionary Learning curricula and guides of learning expeditions, teachers must be engaged in their own learning process as well as that of their students.

Louden Mullin Charter School teachers collaborate closely with colleagues, families and community members. This openness and collaboration ensures rich and high quality, enriching learning experiences for students, and significant professional growth and renewal for teachers.

Literacy

The literacy program at Louden Mullin Charter School will center on Reader's and Writer's Workshops. This Reader's Workshop format begins with the teacher using quality literature, as opposed to basal readers or textbooks, and modeling through thinking aloud and transcribing each of the reading comprehension strategies from Ellin Oliver Keene and Susan Zimmermann's Mosaic of Thought. Then students practice the strategies in various settings: individual, paired, and shared reading opportunities. Students then have the opportunity to share their work and offer each other feedback. Class discussions, book clubs, Socratic Seminars, and Reading Journals are additional important elements of the school's approach to reading. The students read a variety of genres for a variety of purposes. The reading materials are directly connected to the learning expedition theme. For more information, reflections, and sample activities using Mosaic of Thought, please refer to the following websites:

www.readinglady.com/mosaic/tools/tools.htm and
www.geocities.com/smilecdg/comprehe.htm.

Keene, Ellin Oliver and Zimmermann, Susan. Mosaic of Thought. (Portsmouth: Heinemann, 1997)

Writer's Workshop incorporates a similar approach through the teacher modeling the writing process and then conferencing with students one-on-one as they practice skills learned. The one-on-one conferencing allows the teacher to individualize instruction within the multiage setting while offering the whole class the opportunity to work as a community of writers. Peer feedback, Collaborative Assessment Conferences and revision are essential components of the writing program at Louden Mullin Charter School.

Through these methods, students learn to think critically, provide constructive and objective feedback, and consider outside critique openly in their own work. They engage in writing for a wide variety of purposes and audiences. Phonics, grammar, and the six traits of writing are learned through focused mini-lessons with the whole class, and lessons are individualized during the one-on-one conferencing and through reading journal feedback, in order to ensure that the students are clear, effective communicators through their writing. Please refer to www.thetraits.org for more information on the Six-Traits approach to writing and assessment.

Mathematics

Louden Mullin Charter School offers a rigorous, conceptually rich, and enjoyable mathematics education. The program is balanced between the active, project-based Marilyn Burns materials and skill practice through more traditional exercises. Math at Louden Mullin Charter School is standards-based and directly connected to the learning expedition themes as appropriate. Math is sometimes difficult to integrate into certain types of themes, and is often taught separately to ensure solid skill acquisition and conceptual understanding for the students.

The Marilyn Burns curriculum is based on conceptual understanding and applications. Students are encouraged to find multiple ways to solve problems and learn to explain their thinking mathematically. The program incorporates manipulatives and open-ended problems. Students are encouraged to share their processes orally, on paper, in writing or with numbers or pictures. While Marilyn Burns math fits with Loudon Mullin Charter School's overall philosophy, we also believe that some students will benefit from skills practice and all students need mastery of basics, such as multiplication facts. The program will be enhanced by some of the more traditional approaches to mathematics, such as practice sheets and rote memorization.

For more information on the Marilyn Burns approach to mathematics, please visit

www.mathsolutions.com/index.cfm.

Other Academic Subjects and Supplemental Programs

Social studies, the sciences, the arts, service learning, and all other academic areas will be explored through the hands-on learning expeditions. The goals and objectives of each learning expedition will be aligned with state standards in each content area. Some themes will focus more on physical sciences and will be balanced with themes at other times in the school year which focus more heavily on social studies content.

Investigation, experimentation, and field inquiry will be the experiential methods for constructing knowledge at Loudon Mullin Charter School. Arts experiences will be integrated into learning expeditions through projects, presentations, portfolio work, and performances; service learning, character development and field experiences will be woven into every learning expedition.

D. Professional Development

Loudon Mullin Charter School intends to participate in professional development opportunities offered as part of contracting with ELS. ELS provides technical assistance and professional development at the school site, as well as through regional and national conferences, institutes, and workshops. These opportunities will allow Loudon Mullin Charter School to develop and improve school infrastructure, school culture, and student learning while connecting the school to the ELS network. The professional development opportunities offered through ELS will be particularly important in the first year of Loudon Mullin Charter School, as the staff participates in the thoughtful creation and implementation of a new school based on the ELS design.

In addition to ELS professional development opportunities, the faculty at Loudon Mullin Charter School will participate in trainings on Reader's and Writer's Workshops, Marilyn Burns mathematics, 6-Traits and other philosophically-aligned programs for instruction or assessment, whenever possible. We will explore the possibility of collaborating with the authorizing District on professional development opportunities and trainings, as well.

The school culture at Loudon Mullin Charter School is reflective and critical; staff will continually engage in school-wide opportunities for professional growth through

observing and critiquing lessons in other classrooms within the school and sharing/reflecting on student work. Each teacher at Louden Mullin Charter School will bring a unique set of skills and experiences; we plan to utilize these strengths through modeling, sharing professional articles, and creating a professional library at the school. Each teacher will conduct Action Research and work toward personal professional goals; they will compile evidence of progress toward these goals in a portfolio. According to http://carbon.cudenver.edu/~mryder/itc/act_res.html, Action Research is “inquiry or research in the context of focused efforts to improve the quality of an organization and its performance. It typically is designed and conducted by practitioners who analyze the data to improve their own practice. Action research can be done by individuals or by teams of colleagues. The team approach is called *collaborative inquiry*.”

“Action research has the potential to generate genuine and sustained improvements in schools. It gives educators new opportunities to reflect on and assess their teaching; to explore and test new ideas, methods, and materials; to assess how effective the new approaches were; to share feedback with fellow team members; and to make decisions about which new approaches to include in the team's curriculum, instruction, and assessment plans.”

E. Annual Calendar/ Daily Schedule

Louden Mullin Charter School intends to design a traditional calendar for a nine month school year; we plan to model this calendar after the RE1J District calendar, with minor changes, as appropriate.

The following is a sample of typical daily schedule at Louden Mullin Charter School:

8:30 – 8:45: Students arrive to school

8:45 – 9:00: Individual class meetings including daily announcements, crew goals and class discussions

9:00 – 9:30: Yoga OR all school meeting (typically focus on character development)

9:30 – 11:00: Literacy (extended block of time)

11:00 – 12:00: Math

12:00 – 1:00: Lunch/Recess

1:00 – 2:45: Theme work – includes science, social studies, and/or literacy activities as well as expert visits in and out of school—project work, research, investigation, experimentation, and/or inquiry experiences related to the theme of the learning expedition.

2:45 – 3:00: School wide jobs – taking care of our school

3:00 – 3:15: Individual class closing meeting/closing circle – reflection on daily events, important announcements, reminders

Please note that adventure or extended fieldwork may occupy a significant portion of school days, when instruction warrants; special subject instruction (art, music, Spanish, etc...), may also alter this sample daily schedule.

Section Five: Assessment Program

The staff of Louden Mullin Charter School is committed to comprehensively and rationally evaluating our students' progress. We will have clearly defined standards. Louden Mullin Charter School will base its standards, in part, on the Colorado State Standards. Second, Louden Mullin Charter School will employ a number of other assessment tools to give a comprehensive view of each student's progress, including portfolios, developmental guidelines and checklists, narrative reports, public exhibitions, passage panels, embedded assessment practices, and standardized testing required by the State of Colorado.

Ideally, Expeditionary Learning students create high quality work, because Expeditionary Learning schools place students in situations that demand it. Assessment is also imbedded in an Expeditionary Learning school's curriculum and instruction. Expeditionary Learning nurtures a culture of continuous reflection, revision, and improvement. Expeditionary Learning schools make explicit the criteria they apply to judge student performance, and they expect students to work hard until they have achieved their best work. Expeditionary Learning schools try to avoid setting assessment apart as an isolated, dreaded event. Instead, Expeditionary Learning makes assessment indistinguishable from quality instruction.

Expeditionary Learning recognizes that effective assessment is impossible unless one has clearly defined standards. Louden Mullin Charter School's overarching performance standard is that by the time of their 8th grade Passage (graduation), every student will meet or exceed each of the Colorado State Standards for Grades 5 – 8 and be fully prepared for a successful high school career.

Colorado State Assessment Program (CSAP)

Louden Mullin Charter School will administer the CSAP tests in each year and each subject as required. Louden Mullin Charter School will use the CSAP tests, a criterion-referenced assessment, to evaluate the effectiveness of the educational program as described in our Accountability Plan and Section 2 of this application.

Portfolio Assessment

Throughout the school year, each student will collect artifacts and document their work to demonstrate achievement, growth, challenges, and reflections. This work will ultimately go into a student portfolio that is shared twice annually with the student's family and teacher in a presentation. At the mid-year presentation, students share work in progress as well as completed work. They select pieces that demonstrate craftsmanship and hard work. They reflect on processes and challenges of each piece. At the end of the student presentation, parents are able to ask questions and offer feedback, and often goals are established for the remainder of the school year.

At the end of the year presentation, only completed work is shown. Students focus a great deal on demonstrating growth over the course of the year and providing evidence of that growth. Self-awareness and communication of student learning are critical values of this process. The teachers at Louden Mullin Charter School will purposefully design projects and assignments from which students and teachers will select portfolio artifacts; these projects and assignments will be aligned with standards-based goals and objectives addressed by the guiding questions for each learning expedition. Teachers write narrative student evaluations after these presentations and are able to clearly document what students truly learned and retained through their explanations. Every student compiles a portfolio each year at Louden Mullin Charter School.

At the end of 4th and 8th grades, the portfolio presentation has higher stakes. Those are Passage years at Louden Mullin Charter School, and the end of year portfolio presentation is much more formal. A passage panel comprised of teachers, parents, community members, administrators, and board members is responsible for evaluating the presentations. The panels are guided through the process by faculty members and have specific duties within the review process. Panels meet and organize themselves in a way that will help them critique the portfolios and ultimately have a strong advisory role towards each student's passage into the 5th or 9th grade. The process will be evaluated and changed as necessary each year, based on panel feedback, to make the most effective and efficient use of the panel members and their volunteer time.

Section Six: Economic Plan

The proposed three year budget for Louden Mullin Charter School is attached. Revenue and expenditure projections are based on information drawn from a wide variety of sources, including specific federal, state, and district funding sources. The Marble Charter School is similar in size to the projected enrollment of the Louden Mullin Charter School during its first year and is in the RE1J district. Their budget was available for the purpose of projection. The Sage Mountain School also allowed us to use their actual 2005-2006 budget as well as 2006-2007 projected budget to determine appropriate expectations for revenues and expenses in this region.

The revenue calculations conservatively assume 95% of the Gunnison Watershed RE1J School District Per Pupil Revenue (PPR); \$6100. Also included are conservative estimates for fundraising events, major private contributors, start up funds for charter schools, and grants.

A private Pre-K will be proposed along with the Charter School. Tuition would be charged for Pre-K and full day Kindergarten in alignment with what is currently charged by the district. This is reflected in the budget.

The first year of operations budgets relies heavily upon PPR, however we do anticipate considerable fundraising and seeking start up money from various available grant sources, as well as private donations as follows:

- United States Department of Education Funds available through CDE Charter Start up Grants
- The Daniels Fund
- We are hopeful that assets currently owned by Sage Mountain School may be donated to Loudon Mullin Charter School in the event that Sage Mountain School closes.

Loudon Mullin Charter School will follow general accounting principles and all relevant federal, state, and local laws for proper accounting and reporting. Specifically:

- Loudon Mullin Charter School will balance its budget in each fiscal year of operation
- Loudon Mullin Charter School will produce monthly statements of revenue and expenditures, including comparisons to approved annual budgets. The Head of School and the Finance Committee will review these statements monthly.
- Loudon Mullin Charter School will work with a qualified firm to do a comprehensive, independent audit of the financial practices of the school as required by the annual external audit requirement. We plan to explore contracting these services independently as well as through the District. Should Loudon Mullin Charter School participate in the district budget audit, we are aware of our obligation to pay our proportionate share based on our percentage of District enrollment.
- Loudon Mullin Charter School will meet all Gunnison Watershed RE1J requirements for the reporting of financial information.
- Loudon Mullin Charter School will comply with all mandatory expenditures for Charter Schools in the Gunnison Watershed RE1J School District. Loudon Mullin Charter School is aware of the Capital Insurance Reserve Requirement. We intend to transfer \$271 per enrolled student into a Capital Insurance Reserve Account as required. These funds will be used solely for capital and liability insurance expenditures. Loudon Mullin Charter School is aware of the TABOR reserve requirement. We intend to transfer 3% of our budget into a TABOR reserve account as required.

- Louden Mullin Charter School intends to hire a classroom teacher who is also a licensed special educator. Due to school size and flexibility, said staff member should be able to provide required support to students with special needs. If we are unable to hire a qualified staff member to meet this goal, we will contract special education services through RE1J school district.

Budgetary Assumptions:

Louden Mullin Charter School will admit 36 students in year one, 45 in year two, and 60 in year three; grades, starting with PreK-7 in year one and progressing to Pre K-8.

Year one staff will include 1 Director, 3 teachers, 1 Specialty Teacher (for Spanish, art, music, etc) and 1 Support Staff for Administrative Purposes.

Year two staff will include 1 Director, 4 teachers, 1 Specialty Teacher (for Spanish, art, music, etc) and 1 Support Staff for Administrative Purposes.

Year three staff will include 1 Director, 5 teachers, 1 Specialty Teacher (for Spanish, art, music, etc) and 1 Support Staff for Administrative Purposes.

Salaries for staff will be as follows:

Director - \$35,000-39,000

Full Time Teachers – \$28,000-\$35,000

PERA and Health Benefits will be paid by Louden Mullin Charter School

The detailed table of student enrollment is included in Section Eleven: Enrollment Policy of the application.

Student to teacher ratio will be 12:1 in year one, 12:1 in year two, and 12:1 in year three.

Contingency Budget:

Louden Mullin Charter School budget relies on a modest amount of private fundraising. The Founding Board fully expects to raise this amount, based on foundation grants, individual contributions, and the support of the board members themselves. However, Loudon Mullin Charter School understands the need to plan for all circumstances. Should the Founding Board be unsuccessful at raising the funds indicated in the three year projected budget, the contingency plan is to increase class or school size.

Section Seven: Governance

Governance

The Founding Board will consist of individuals who have worked formally on the organization of Loudon Mullin Charter School as well as those community leaders who

are committed to ensuring the long-term success of the school. The board will grow partially out of the mature Steering Committee and will include other members with diverse backgrounds, experiences, skills/expertise and teamwork along with philosophical alignment with the mission of the school. Prior to the decision deadline for the authorizing District; the governing by-laws, a description of board and administration responsibilities, a grievance policy, a conflict of interest policy, and all other policies necessary to ensure the sound governance and operations of the school; will be articulated. These details will be included in the final draft of the charter application and determined prior to hiring the Director of Louden Mullin Charter School. Louden Mullin Charter School will comply with all requirements of the Open Meeting Act and the Colorado Public Records Act.

Should Louden Mullin Charter School be granted a charter, the school will ultimately be governed by a Board of Trustees, of 5 to 10 voting members. This board will ensure accountability of Louden Mullin Charter School to its mission. Members of the Founding Board will be considered first for membership as a Trustee. Trustees will include a broad range of local professionals, educators, business owners, foundation members, parents, and individuals contributing necessary skills to the operations of the board. One teacher from Louden Mullin Charter School will also serve on the board as an ex-officio member, along with the school's Director. Ex-officio members will be excluded from Executive Sessions and meetings where there may be a conflict of interest, such as making compensation decisions. The group will meet regularly, in a public space with pre-announced meetings, in accordance with Colorado Sunshine Law (C.R.S. 24-6-401, et seq.). Minutes will be recorded and made available to the public, in addition to any other necessary documents, in accordance with the Colorado Public Records Act (C.R.S. 24-72-201).

Supporting Councils

Louden Mullin understands and intends to meet the requirements of C.R.S. 22-7-106 and 107 for accountability committees. The Board of Trustees will be supported and advised by the Community Advisory Council and the Family Council. These groups will be non-voting advisory groups with one member from the Board of Trustees serving on each. Each council will select a chair, and the groups will meet at the discretion of the chair. The Board of Trustees will consult with both groups to receive input on decisions and issues affecting the school.

Community Advisory Council

In order to formalize the support from political, community and business leaders who have supported the creation of this school, Louden Mullin Charter School created an advisory council. Community Advisory Council members have pledged their formal support of the school through advocacy, assistance recruiting students, and through two annual meetings to give feedback to the school from the community.

Family Council

To ensure the voices of parents are heard and valued, Louden Mullin Charter School will create a Family Council. The Family Council will have at least 5 members, a chair and

vice-chair elected or chosen for one-year terms. Family Council will support the mission of Loudon Mullin Charter School by:

- Coordinating parent volunteer efforts to support teachers, fundraisers, all-school gatherings, exhibitions, and performances.
- Gathering and reporting data about parent satisfaction through the annual survey.
- Reporting annually to the Board of Directors their findings.
- Organizing a Teacher Appreciation system.

Operation

The Board of Trustees will lead Loudon Mullin Charter School, govern the school and maintain responsibility for ensuring that the school fulfills its mission, is faithful to its charter, and remains financially viable. The Board of Trustees will ultimately be responsible for creating a committee to hire the school's Director. The Director, supervised and supported by the Board of Trustees, is responsible for the implementation of the mission of Loudon Mullin Charter School. The Director will hire and supervise all other employees of the school. The Director will serve as an ex-officio member of the Board of Trustees and report to the board on the state of the school, progress toward each element of the mission statement, and progress toward each goal in the school Accountability Plan. The Board will evaluate the Director annually, provide detailed and critical feedback regarding his/her performance, and set his/her compensation.

Section Eight: Employees

Teachers are the key to Expeditionary Learning's success, as designers of Expeditionary Learning curricula and guides of learning expeditions. It will be a top priority of Loudon Mullin Charter School to recruit, select, train, and support the highest quality personnel possible. All means necessary will be employed to recruit individuals who have the necessary experience, skills, talents and passions to develop an amazing Expeditionary Learning School.

Staff Recruitment

Immediately upon chartering, the Director of Loudon Mullin Charter School will begin recruitment. It is our intention to explore local residents as candidates first. Loudon Mullin Charter School believes that the Gunnison Valley is a resource rich with qualified educators. As Western State College is in Gunnison, and the institution has an extremely reputable Teacher Education Program, many educators complete that program and are committed to the Gunnison community. Loudon Mullin Charter School will be strengthened by the commitment of its staff. Primary recruitment activities will be through local newspapers and word of mouth. A Hiring Committee will be formed to develop a hiring process and conduct interviews; the committee will expand the search to include a broader range of localities, as necessary. Recruiting will begin in January and will continue until the hiring process is completed.

Staff Selection

Louden Mullin Charter School will select its personnel directly without prior authorization from the district. We will comply with all federal and state regulations regarding employment including appropriate recruitment, background and criminal checks, and No Child Left Behind's highly qualified teacher requirements. All regulations will be followed unless a specific waiver from the State Board of Education is obtained. The Director of Loudon Mullin Charter School may terminate the employment of any employee so long as such termination is not for unlawful reasons.

Compliance with No Child Left Behind

Louden Mullin Charter School understands the requirement that all teachers be "highly qualified" as defined by the No Child Left Behind standards. Loudon Mullin Charter School will comply with this requirement in all aspects of hiring and staff selection. In particular, while many teachers may not have teaching certification, by virtue of the state waivers, they will have degrees in the subject area in which they teach.

Staff Retention

Louden Mullin Charter School will develop its own policies, in full compliance with federal and state law, regarding recruitment, evaluation, promotion, discipline, and termination of employees, as well as complaint and grievance procedures. Employment at Loudon Mullin Charter School is "at-will." An employee handbook and specific job descriptions will be drafted prior to the decision deadline for the District and will be included with the final draft of the charter application; however, these documents will likely be modified once the Director of Loudon Mullin Charter School is hired.

Staff Compensation

The Director and Board of Trustees will develop a salary schedule for Loudon Mullin Charter School. The schedule will be based on, but not limited to, the salary schedule of RE1J Schools, the salary of local independent schools, and best practices in salary schedules among national charter schools. Administrative and staff salaries will be set at the discretion of the Director; the Director's salary will be set by the Board of Trustees.

Employee Welfare and Safety

The Loudon Mullin Charter School shall comply with all District policies and applicable federal and state laws concerning employee welfare, safety and health issues, including, without limitation, the requirements of federal law for a drug-free work place.

Employee Records

Louden Mullin Charter School shall comply with all District policies and regulations and applicable federal and state laws concerning the maintenance and disclosure of employee records, including, without limitation, the requirements of the Colorado Open Records Law (C.R.S. Sec. 24-72-204 et seq.), with a commitment to HIPAA privacy requirements for maintenance of employee records.

PERA Membership

All eligible Louden Mullin Charter School employees shall be members of the Public Employee's Retirement Association and subject to its requirements. The Louden Mullin Charter School shall be responsible for the cost of its share of any required contributions.

Equal Opportunity Employer

Louden Mullin Charter School will not discriminate against any employee on the basis of race, creed, color, gender, national origin, religion, ancestry, age, sexual preference, or disability in the recruitment, selection, training, utilization, or termination of employees or any other employment-related activities.

Section Nine: Insurance Coverage

Indemnification

To the extent not covered by insurance nor otherwise barred by the Colorado Governmental Immunity Act, Louden Mullin Charter School agrees to indemnify and hold the District and its agents and employees harmless from all liability, claims and demands on account of injury, loss or damage, including and without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner connected with the school's operations. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided by the Colorado Governmental Immunity Act.

Insurance

The school will arrange to obtain the required liability insurance including Comprehensive Liability, Building and Contents, Errors and Omissions, Worker's Compensation, and Blanket Occupational Accident coverage to extend to the school's site, governing bodies, employees and school activities. The school will provide a certificate of such insurance to the District no later than July 1st of each year. The school intends to obtain competitive quotes from insurers (including the Colorado School District Self Insurance Pool as well as the possibility of obtaining coverage through the existing REIJ policy) before purchasing insurance.

Section Ten: At-Risk and Community Involvement

The individualized nature of Louden Mullin Charter School's curriculum allows at-risk students, students with disabilities, English language learners, gifted students and students who enter school below grade-level to successfully meet the high standards applied throughout the school. Small classes, individualization, and differentiated instruction allow teachers to employ various teaching strategies and guide each student with consideration for his/her learning style, unique strengths and challenges. During the student recruitment phase, Louden Mullin Charter School will make specific outreach efforts to include the Spanish-speaking population of the community. Louden Mullin Charter School endeavors to include all walks of life in the school community based on the belief that diversity adds value and enriches the culture of the school. It is important that Louden Mullin Charter School reflect the various community

demographics of Gunnison. Parent Information Meetings will be held upon approval of the charter, and outreach efforts will be focused on ensuring equal access to the school for all interested families in the community. Parents play such a critical role in the school, and Loudon Mullin Charter School seeks to involve interested families from the beginning, to foster a collaborative sense of community and establish the culture of community involvement from the onset of having the charter approved.

Section Eleven: Enrollment Policy

Nondiscrimination Policy

Loudon Mullin Charter School does not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need of special education services.

School District

Loudon Mullin Charter School, as a public school within REIJ School District, is available for an option of choice for students throughout the district. The school's recruitment plan involves notifying the community at large of informational meetings between the time of chartering and mid-February. These meetings will be well advertised and will have a Spanish-speaker available to interpret as needed for interested families of English Language Learners. Loudon Mullin Charter School will recruit students in a manner that ensures equal access to the school and does not discriminate.

Enrollment Policy

Enrollment is open to the community and consistent with State and Federal Law. We will begin accepting enrollment applications following the recruitment period (mid-February), and will accept applications for thirty days. Upon the deadline for applying, Loudon Mullin Charter School will determine whether a lottery is necessary. In the event that there are more applications than enrollment openings, Loudon Mullin Charter School will conduct a lottery to identify admitted students and prioritize a waiting list. We anticipate a limited number of exceptions to the lottery on behalf of founding families, per Federal guidelines. An initial definition of founding families is as follows: Families involved in the creation of the Loudon Mullin Charter School in a leadership capacity. Loudon Mullin Charter School staff and faculty will also have priority in the lottery, should the school be oversubscribed.

Upon acceptance into Loudon Mullin Charter School, families will have until May to decide whether their child will attend the school. Parents/guardians of formally enrolled students will be required to submit proof of residence, immunization records or exemption forms, and all other forms included in the enrollment packet. In the event that additional openings become available, the waiting list will be referenced, and families will be offered the opportunity to enroll in the order their names were drawn from the original lottery. If there is not a waiting list, the enrollment openings will again be advertised throughout the community and the same recruitment and enrollment process will occur.

Once accepted into Louden Mullin Charter School, students are not required to reapply. In addition, siblings of enrolled students will be automatically accepted, as long as there are openings available.

Section Twelve: Transportation

At present, Louden Mullin Charter School does not intend to provide transportation to and from school for its students. Families will be encouraged to explore car pooling if necessary. The founders understand the legal obligation to accept students on a lottery basis from throughout the RE1J District. Should transportation needs exist, Louden Mullin Charter School will dialogue with the RE1J School District and explore financially reasonable options. Furthermore, crew expeditions will rely on various transportation modes, including public transportation, parent drivers, and ultimately Louden Mullin Charter School intends to obtain vans for this purpose.

Section Thirteen: Food Service

At present, Louden Mullin Charter School does not intend to provide formal food service for its students. Parents will provide nutritious meals and snacks for the children to bring to school. In consideration of students who qualify for the federal free and reduced lunch program, Louden Mullin Charter School will seek opportunities to work with the District and parent volunteers on this issue.

Section Fourteen: Facilities

Louden Mullin Charter School has begun the initial stages of a facility search for an opening location. The proposed budget allocates \$24,000 annually to facility rental or mortgage; this figure was conservatively estimated based on the current Marble Charter School and Sage Mountain School budgets as well as current property management estimates in Gunnison. Prior to reaching enrollment capacity, Louden Mullin Charter School may utilize temporary facilities; ultimately, the school will, *at minimum*, require a facility with five classrooms, a large common area for lunch and school gatherings, two bathrooms + one accessible bathroom, an office space, commercial kitchen, an art studio (could be combined with common area), and an outdoor play area. The Steering Committee, thus far, has identified 4 possible facilities in Gunnison; the committee intends to dialogue with the authorizing District about other possible locations and available resources:

1. Lake School
2. large rental property
3. former Tenderfoot toddler center
4. local churches
5. potential donation of old school house and property at 101 7th Street, with accompanying architectural plans for restoration and addition, upon chartering

Section Fifteen: Amendment 23 One-percent Increase

Louden Mullin Charter School understands that the State Legislature has allocated an additional 1% in per pupil funding state-wide for the purpose of increasing student achievement. Keeping with the vision that great teachers are necessary for educational excellence, Loudon Mullin Charter School will spend this allocation on increased salary for teachers returning to the school for their second (or more) year on the faculty. Retaining outstanding faculty has been a challenge for many charter schools, primarily as a result of the challenging time demands of teaching at such schools. However, a skilled veteran faculty is necessary for the effective implementation of the mission. Using this allocation to retain these excellent teachers will increase student achievement, consistent with the legislature allocation.

Section Sixteen: Waivers

Louden Mullin Charter School anticipates requesting waivers of certain REIJ Watershed School District policies. Policies for which a waiver is requested are listed below. We are requesting these waivers to better enable the school to meet its mission, goals, and objectives and to implement its educational program effectively. Loudon Mullin Charter School anticipates that these requested waivers will not have a significant financial impact upon the REIJ Watershed School District. Loudon Mullin Charter School reserves the right to identify those REIJ District Policies which are impediments to effective operation and to request waivers of those policies.

Following charter approval and contract negotiation, Loudon Mullin Charter School anticipates, jointly with REIJ School District, submitting waiver requests to the State Board of Education. Loudon Mullin Charter School anticipates requesting the thirteen automatic state waivers, as defined by the Colorado Department of Education. Loudon Mullin Charter School does not anticipate seeking to waive any additional state statutes without advance notice to District staff.

Louden Mullin Charter School reserves the right to identify those Colorado Revised Statutes which are impediments to effective operation and to request waivers of those statutes, as specified in C.R.S. 22-2117 (1) and (2).

Louden Mullin Charter School requests the following automatic state waivers:

- 22-9-106. C.R.S. Local board duties concerning performance evaluations for licensed personnel
- 22-32-109 (1) (f), C.R.S. Local board duties concerning selection of personnel and pay

- 22-32-110 (1)(h), C.R.S. Local board powers concerning employment concerning termination of school personnel
- 22-32-126, C.R.S. Employment and authority of principals
- 22-63-201, C.R.S. Teacher employment, compensation and dismissal act of 1990; Employment-License Required-Exception
- 22-63-202, C.R.S. Teacher employment, compensation and dismissal act of 1990; contracts in writing-duration-damage prevision
- 22-63-203, C.R.S. Teacher employment, compensation and dismissal act of 1990; probationary teachers-renewal and nonrenewal of employment contract
- 22-63-206, C.R.S. Teacher employment, compensation and dismissal act of 1990; transfer of teachers—compensation
- 22-63-301, C.R.S. Teacher employment, compensation and dismissal act of 1990; grounds for dismissal
- 22-63-302, C.R.S. Teacher employment, compensation and dismissal act of 1990; procedures for dismissal of teachers and judicial review
- 22-63-401, C.R.S. Teacher employment, compensation and dismissal act of 1990; teachers subject to adopted salary schedule
- 22-63-402, C.R.S. Teacher employment, compensation and dismissal act of 1990; license, authorization or residency required in order to pay teachers
- 22-63-403, C.R.S. Teacher employment, compensation and dismissal act of 1990; payment of salaries

In addition to the aforementioned waivers, Loudon Mullin Charter School reserves the right for future requests of waivers for other REIJ Watershed School District policies which impede effective school operation.

Section Seventeen: Student Discipline, Expulsion or Suspension

Loudon Mullin Charter School will establish its own guidelines and procedures for expulsion and suspension within the statutory minimums including compliance with IDEA regulations. These expectations will be communicated to families through a Parent/Student Handbook as well as at family school orientation meetings. Individual teachers will reinforce these expectations within their classrooms as well as during all-school meetings. The school's discipline policy will include expulsion procedures, due process rights for student and parents/guardians, and appeal processes. Loudon Mullin Charter School will have the authority to suspend or expel students based on a Discipline Policy that is philosophically aligned with the mission and philosophy of Loudon Mullin Charter School.

Character development will be linked with discipline and behavior expectations at Loudon Mullin Charter School. We will utilize a school-wide behavior rubric (Appendix A), and regular, proactive communication with parents and among faculty members. Individualized Behavior Plans will be developed in cooperation with families and staff, in response to repeated infractions and to allow for individualization. Consequences for misconduct will be dependent upon the seriousness of the infraction and range from verbal warnings and time outs to suspension from school, and ultimately to expulsion. Parent involvement and support, student ownership, and staff follow-through are essential

factors in the fostering of a positive school culture where the energy spent on discipline and behavior is reduced. Whenever possible, consequences are natural and logical.

Section Eighteen: Evaluation of Student Performance

Louden Mullin Charter School is aware of its obligation to track academic achievement in order to satisfy the accreditation requirements of RE1J's Accreditation Contract with the State of Colorado. Loudon Mullin Charter School will provide necessary documentation of CSAP scores, compliance with the Colorado Literacy Act by implementing multiple measures of assessment over time, in order to establish a body of evidence about student proficiency in reading at Loudon Mullin Charter School. Individualized Literacy Plans will be developed and implemented for all students reading below grade level. The goals and measures in Loudon Mullin Charter School's Accountability Plan are aligned with state standards and will provide necessary data to demonstrate student achievement. In addition to the CSAP, assessment tools including portfolios, QRI, DRA, 6-Traits and other research-based assessment tools will be utilized to collect base-line data and measure student growth. Assessment data will be used to drive instruction; CSAP results and all other required assessment data will be shared with parents and the District in compliance with District policy. Please refer to Section Two: Goals, Objectives, and Pupil Performance and Accountability Plan, as well as Section Five: Assessment Program for more details.

Section Nineteen: Serving Students with Special Needs

The individualized nature of Loudon Mullin Charter School's curriculum allows at-risk students, students with disabilities, English language learners, gifted students and students who enter school below grade-level to successfully meet the high standards applied throughout the school. Small classes, individualization, and differentiated instruction allow teachers to employ various teaching strategies and guide each student with consideration for his/her learning style, unique strengths and challenges. Specific program elements regarding Special Education and English Language Learners are described below.

Special Education

The appropriate education of special education students in the least restrictive environment at Loudon Mullin Charter School is an essential priority. Loudon Mullin Charter School will fully comply with all the state and federal guidelines for the effective delivery of services to all special education students. Loudon Mullin Charter School will comply with regulations articulated by the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Colorado Exceptional Children's Education Act (ECEA), and Title 11 of the Americans with Disabilities Act. Special Education services may be contracted with the District's Special Education Department; however, Loudon Mullin Charter School will consider hiring a classroom teacher

applicant possessing Special Education licensure, if possible.

Louden Mullin Charter School faculty and administration, will work closely with the REJ1 Watershed School District Special Education Director to ensure special education students receive a free and appropriate public education (FAPE) under the IDEA and the ECEA. Loudon Mullin Charter School will collaborate with the local district to provide resource allocation to fulfill all special education service obligation(s) mandated by law.

Louden Mullin Charter School will assemble an individual child study team consisting of school administration and faculty, REJ1 Watershed School District Officials, as well as appropriate non-district care providers with the charge of providing student individualized education programs (IEPs) evaluation(s), curriculum planning and adaptation, staffing plans, and oversight of special education staff development training(s) as needed.

Louden Mullin Charter School will provide special education instruction in accordance with IEPs. Furthermore, Loudon Mullin Charter School will work with the REJ1 Watershed School District to provide services mandated by the IEP, including but not limited to initial evaluations and re-evaluations, occupational therapy, physical therapy, paraprofessional services, school psychology, and school health care services. Loudon Mullin Charter School will provide transportation required by IEPs on a case by case basis in accordance with the law.

Louden Mullin Charter School will evaluate the eligibility of low income students for the Free and Reduced Lunch program in accordance with the law and REJ1 Watershed District policies. To assess the special needs of low income students, Loudon Mullin Charter School administration will work with District Officials on a case by case basis. Assessment and services which may be provided to low income students include and are not limited to mental health screening, drug and alcohol counseling, anger management education, technical training, and job/career counseling. Through regular assessment, Loudon Mullin Charter School will ensure the needs of low income students are being fulfilled.

Louden Mullin Charter School is committed to providing ADA assessable facilities in full accordance with Federal law and REJ1 Watershed District policy. Loudon Mullin Charter School will provide physical and occupational therapy as required by student IEPs in cooperation with the authorizing District.

Gifted and talented students (GT) will benefit from the Loudon Mullin Charter School model of an emerging-curriculum delivered in an expeditionary learning framework. Individualized GT student goals and objectives will be created through a process of rigorous assessment. Loudon Mullin Charter School will employ the unique learning styles of GT students while maintaining a 12:1 student-teacher ratio. This low student-teacher ratio coupled with individualized alternative method(s) of curriculum delivery will ensure appropriate levels of academic challenge, support, and assessment of the GT student.

Louden Mullin Charter School will retain faculty members with training and experience in meeting the special needs of GT students, who will work with District Officials to ensure adequate resource allocation to meet the needs of GT students. Loudon Mullin Charter School will also work collaboratively with district staff to evaluate GT students to ensure full compliance with all applicable state standards of performance.

Gunnison Valley's English Language Learners

Situated in the Gunnison Valley, Loudon Mullin Charter School hopes to serve students who may be English language learners (ELL). According to the 2000 U.S. Census, Gunnison County residents are:

2.9% foreign-born

5.6% Hispanic

6.6% speaking a language other than English at home (people older than the age of five).

The Hispanic statistic includes native speakers of the Cora language from the Mexican state of Nayarit. In addition to Cora and Spanish, Polish, Russian, and Chinese are native languages of additional ELLs in the valley (according to Mary Burt, Gunnison County coordinator of the Colorado Trust Supporting Immigrant and Refugee Families Initiative on Immigrant Integration). Helping children from these families achieve high levels of English proficiency and the accompanying academic success is of utmost importance to the school.

ELL Plan

X Charter School will serve its ELL students in accordance with all applicable Colorado State and Federal Laws and Regulations [Titles I and III of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act, Sections 1111(b)(7) and 3113(b)(3)(D)].

The staff of Loudon Mullin Charter School will adhere to the following plan with ELL students:

- Upon enrollment into the school, all students will receive a home-language survey (HLS) of languages spoken in the home.
- A student whose dominant language is not English will receive an initial assessment of English proficiency using the LAS Links Placement Test as the screener test for the Colorado English Language Assessment Placement test (CELA).
- In accordance with federal Title III requirements, parents will be notified of the result of the CELA placement assessment within 30 days of enrollment at the beginning of the school year [NCLB Section 3302(a)], or within two weeks of enrollment during the school year [NCLB Section 3302 (d)].
- X Charter School will report the number of ELL students attending the school to the district and the state.

- Appropriate referral and access to special education services will be provided, with oversight provided to ensure that assessment for eligibility is not discriminatory because of language or culture.
- Educational Programs will be responsive to the specific needs of ELL students and will comply with state and federal guidelines.
- Instructional placement will be a blend of content instruction and English language acquisition to address the content standards in English proficiency for English Language Learners.
- Student portfolio assessment will document individual progress, as well as the student's performance on the Colorado Student Assessment Program (CSAP) and CELA.
- Students will exit from the ELL Program only when they have scored Fluent English Proficient (FEP) on the CELA.
- Adequate yearly progress data will be measured, documented, and submitted to the district and state by annual comparison of the ELL students' CELA spring test results with those from the previous spring.
- Ongoing professional development and program evaluation will take place in consultation with the English Language Acquisition Unit of the Colorado Department of Education.

ELL Program

X Charter School will adopt a program of structured English immersion for all ELL students who score Limited English Proficient (LEP), or Non-English Proficient (NEP) on the CELA. The purpose of the program is to achieve English proficiency for all students as quickly as possible, while holding the utmost respect for the language and culture of every student who enters the school.

The ELL program at Louden Mullin Charter School, in accordance with our individualized approach to curriculum, will address the needs of each ELL student through the Individual Learning Plan (ILP). Based upon an analysis of each student's linguistic needs, the ILP of students who score NEP or LEP will address phonemic awareness, phonics, vocabulary acquisition, listening and reading comprehension, and speaking skills. Parents will be encouraged to participate as part of the team consisting of classroom teachers and ELL support staff that collaborates to provide appropriate service focused on the whole child—serving individual academic, emotional, cultural and linguistic needs.

As needed, the ILP may lead to strategies of pull-out or push-in support by ELL staff. In all cases, activities will be structured to promote active use of language, allowing students to interact cooperatively with others for classroom activities and with a buddy to perform school-wide tasks. Numerous classroom strategies will be used to facilitate comprehension, including:

- appropriate wait time
- immediate feedback
- adjustment of the teacher's own English for comprehension

- use of visual and verbal prompts
- repetition
- modeling
- use of activities with a high functional value
- use of environmental cues, such as visuals and manipulatives.

Students will be allowed to use their native language to respond to questions asked in English, and when possible, a staff member may use the native language for concept development and clarification. Research has shown that the development of literacy and fluency in the first language greatly aids English language acquisition. If no staff member is fluent in the child's native language, skilled interpreters and tutors may be contacted through the Gunnison Valley Multicultural Center to facilitate communication between school staff, students, and families.

ELL families will enrich the school environment and ELL parents will be validated as both native language models to their children and invited to share their culture and experiences with the greater school community, as well as participate in classroom and building activities. Louden Mullin Charter School respects and honors different languages and cultures and welcomes the opportunity for all students to learn from each other about the world. Sensitivity to students' language and culture will be reinforced by school values and design principles.

Section Twenty: Dispute Resolution

The Louden Mullin Charter School understands and will comply with C.R.S. 22-30.5-107.5. We will file a notice of appeal with the State Board of Education and the local board within thirty days after the local board decision, in the event the local board denies our charter school application.

We have thoroughly reviewed and understand Administrative Policy on Charter Schools, items A through M, including the dispute resolution process, preparing and filing of the record on appeal, conduct of the hearing, and charter school contract.

The Louden Mullin Charter School intends to resolve any and all disputes between the school and its authorizer, RE1J Watershed Schools, in strict accordance with C.R.S. 22-30.5-107.5.

Behavior Rubric

The following rubric is intended to guide the Loudon Mullin Charter School community's behaviors and reflect our school philosophy by nurturing and encouraging the whole child.

	Beginning	Developing	Accomplished
Work Ethic	I only do things that I find easy and do not consider craftsmanship. I pay minimal attention to directions, have difficulty being on-task, and am easily distracted.	I focus and follow directions only on tasks that I know I will be successful at. I sometimes distract peers from their work and only do what it takes to get by.	I am focused and deliberate in my work. I follow directions independently and care about craftsmanship in my work. I am resourceful in challenging situations.
Time Management	I wait until the last minute to work on tasks and often do not have enough time to complete assignments.	With reminders, I use my time to work on tasks; often I run out of time before I finish my work. I struggle with working independently.	I am realistic about how much time is needed to complete a task and plan accordingly. I take responsibility for my learning.
Responsibility for Behavior	I often blame others for my behavior and disregard the effect of my choices on the community. I lack integrity on a regular basis.	With discussion, I will take responsibility for my actions. I am often influenced by others' behaviors. I am learning to understand the effects of my behaviors on the community.	I behave appropriately and am accountable for my actions. I learn from my mistakes, demonstrate integrity, and participate in discussions about actions and consequences.
Collaboration	My contributions to group activities are minimal and distracting. I struggle with focusing and meeting expectations. I am usually unprepared and allow other group members to carry my weight.	If interested in the activity, I may focus and participate in group projects or discussions. I am inconsistent in preparation at focused attention.	I am a valuable group member through preparation and focused attention. I support my opinions and respect the opinions of others in the group. I participate actively and work hard to meet high expectations.
Treatment of Others	I disregard the feelings of others. I often demonstrate a lack of compassion. I am dishonest and lack empathy.	I show respect and use manners with friends or teachers who demand it. I understand the concept of empathy but often choose to disregard others' feelings anyway.	I support and respect others through compassion and empathy. I stand up for others who are being mistreated. I use polite words and avoid putting others down.
Risk-Taking	My fear of failure prohibits me from participating in challenging situations. I will only try a new activity if it seems easy.	With a significant amount of support, I will face challenges. I am unlikely to try repeatedly if I am not successful the first time.	I demonstrate courage and perseverance when faced with challenges. I value the learning that results from adventure and experimentation. Exploring the unknown provides opportunities to grow.
Dependability	I need constant reminders to fulfill responsibilities. I rarely follow-through.	I am working at finding ways to become more responsible. I will sometimes try new ways to help me remember what is expected of me.	Others can count on me. I usually follow-through with what was promised. I value dependability and have high expectations for others, as well.

Louden Mullin Charter School in Gunnison, Colorado
Confidential Intent to Enroll Form

I, _____, understand that this Intent to Enroll form is part of an application for designation as a Charter School and that my signature below indicates my support of this application. I am in no way obligated to enroll in the proposed Charter School; it does not guarantee my enrollment. I further indicate that my intention is:

To enroll my child(ren) at the proposed Charter School in Fall 2007

Name/s and age/s of student/s:

To enroll my child(ren) at the proposed Charter School at a later date

I do not intend to enroll my child(ren) at the proposed Charter School, but am fully supportive of the application nonetheless.

_____ (signature) Date: _____

_____ (address)

Name of parent/s

Daytime Phone _____ Evening Phone _____

Email _____

Are you interested in becoming actively involved in creating this school?

Y/N _____

For further information contact Heidi Finn at 275-5758

Date Received: _____

3 Year Projected Budget**2007-2008****2008-2009****2009-2010**

36

45

60

Revenues

Current FTE Students X PPR	173,850	226,005	312,930
PreK and Full Day K Tuition	27,000	27,000	27,000
Fundraisers	15,000	18,000	21,000
Major Private Contributors	15,000	15,000	15,000
Charter Startup Funds	10,000	10,000	10,000
Other Income Grants	20,000	30,000	40,000
Total Revenues	260,850	326,005	425,930

Expenditures

Director Salary (incl pr tax)	37,677	38,754	43,060
Teachers Salary (incl pr tax)	96,885	135,689	200,000
Specialty Teacher	17,000	20,000	25,000
Support Staff	10,000	15,000	20,000
PERA	13,500	17,300	24,000
Benefits	15,000	19,000	23,000
Insurance (Gen Liab & Auto)	6,000	7,000	8,000
Facility (Rent/Mortgage)	24,000	24,000	24,000
Teaching Supplies	3,000	3,000	3,000
Student Trips/EL	2,500	4,000	5,000
Utilities	9,500	10,000	11,000
Office/Administrative Supplies	1,500	1,750	2,000
Professional Development	500	1,000	1,250
Custodial Services	3,500	4,000	4,500
Other Expenses	10,000	15,000	20,000
Total Expenditures	250,562	315,493	413,810
Revenues Over (Under) Exp	10,288	10,512	12,120