

**CHARTER SCHOOL CONTRACT AMENDMENT No. 1 TO THE THOMAS MACLAREN –
CHARTER SCHOOL INSTITUTE CONTRACT DATED JULY 1, 2014**

1. PARTIES

THIS CONTRACT AMENDMENT NUMBER 1 ("Amendment") to the Thomas MacLaren Charter School - Colorado Charter School Institute Renewal Contract dated July 1, 2014 ("Contract") is made this 20th day of February, 2018, and is entered into by and between the Board of the Colorado Charter School Institute (hereinafter called "Institute"), and Thomas MacLaren Charter School (hereinafter called "School.")

2. FACTUAL RECITALS

The Parties entered into the Contract on July 1, 2014 for the renewal of the School as an Institute Charter School in Colorado. Said Contract remains in full force and effect in all its provisions, except as modified herein.

3. CONSIDERATION

Consideration for this Amendment consists of the payments to be made hereunder and the obligations, promises, and agreements herein set forth.

4. LIMITS OF EFFECT

This Amendment is incorporated by reference into the Contract, and all prior amendments thereto, if any, remain in full force and effect, except as specifically modified herein.

5. MODIFICATIONS TO RENEWAL CONTRACT

Paragraph 6.1, subsection A of the Contract shall be modified as follows:

- A. **School grade levels.** The School shall provide instruction to students in grades Kindergarten through 12 in accordance with the following Enrollment Schedule and as further described in the Expansion Application:

	Year 1	Year 2	Year 3	Year 4	Year 5
K	48	54	54	54	54
1	54	54	54	54	54
2	54	54	54	54	54
3	54	54	54	54	54
4	54	54	54	54	54
5	54	54	54	54	54
6	100	100	100	100	100
7	93	93	93	92	92
8	86	86	85	84	84
9	76	76	76	76	76

10	72	72	74	76	76
11	49	69	72	72	72
12	43	45	67	68	68

Material increases or decreases to total enrollment, including the addition or subtraction of a grade level served, require advance Institute approval in accordance with Institute policies and procedures. The School agrees that, under no circumstance, shall its student enrollment exceed the capacity of the facility or site as set forth in the Certificate of Occupancy. The School acknowledges that if actual enrollment declines below the minimum enrollment required for financial viability, the School's charter may be revoked.

The Waivers set forth in Exhibit C of the Contract shall be revised to add the following waivers in addition to those automatic and non-automatic waivers already granted for the current contract term:

SEE ATTACHED EXHIBIT C

6. EFFECTIVE DATE AND ENFORCEABILITY

This Amendment shall be effective and enforceable upon signature of the parties (hereinafter, "Effective Date").

7. ORDER OF PRECEDENCE

In the event of any conflict, inconsistency, variance, or contradiction between the provisions of this Amendment and any of the provisions of the Contract, the provisions of this Amendment shall in all respects supersede, govern, and control.

8. AVAILABLE FUNDS

Financial obligations of the State payable after the current fiscal year are contingent upon funds for that purpose being appropriated, budgeted or otherwise made available.

THE PARTIES HERETO HAVE EXECUTED THIS CONTRACT AMENDMENT NO. 1.

APPROVED AS TO FORM:


CYNTHIA H. COFFMAN
Attorney General

BY:


Assistant Attorney General

COLORADO CHARTER SCHOOL INSTITUTE

By:


Chair, Board of Directors

THOMAS MACLAREN CHARTER SCHOOL

By:


Chair, Board of Directors

EXHIBIT C: WAIVERS

In addition to those automatic and non-automatic waivers already granted for the current contract term, Thomas MacLaren Charter School requests the following additional waivers:

Basic Information:

School Name: Thomas MacLaren School

School Address: 1702 North Murray Boulevard, Colorado Springs, CO 80915

Prepared by: Nicolas Alvarado

Preparer's Phone Number: 719-323-4488

Preparer's Email Address: nalvarado@maclarenschool.org

Charter School Contact: Nicolas Alvarado

Charter School Contact Email Address: nalvarado@maclarenschool.org

District Contact: Trish Krajniak

District Contact Email Address: trishkrajniak@csi.state.co.us

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan
C.R.S. § 22-2-112(1)(q)(I) Commissioner-Duties
Rationale: Thomas MacLaren School has a waiver from C.R.S. 22-9-106 regarding the state model evaluation system. Additionally, the school will not be required to report its teacher evaluation ratings as a part of the commissioner's report as required by C.R.S. § 22-2-112(1)(q)(I), but will still report on in-field/out-of-field.
Replacement Plan: Instead, as outlined in the school's approved waiver rationale and replacement plan for C.R.S. 22-9-106, the school uses its own evaluation system as agreed to in the charter contract with the Charter School Institute ("CSI"). The school's evaluation system will continue to meet the intent of the law as outlined in statute. Staff is trained in this evaluation system and the methods used for the school's evaluation system include quality standards that are clear and relevant to administrators' and teachers' roles and responsibilities, have the goal of improving student academic growth, and meet the intent of the quality standards established in C.R.S. § 22-9-101 et seq. The school will not be required to report its teacher evaluation data through the TSDL collection; however, teacher performance data will be reviewed by the school and used to inform hiring practices and professional development. Core course level participation will continue to be reported pursuant to C.R.S. § 22-11-503.5, as this is a non-waivable statute.
Duration of Waivers: The waiver will extend for the duration of the contract with CSI.
Financial Impact: The school anticipates that the requested waivers will have no financial impact on CSI or the school.

How the Impact of the Waivers Will be Evaluated: Since teacher performance has a critical impact on the performance of the entire school, the impact of this waiver will be measured by the same performance criteria and assessments that apply to the school, as set forth in the charter contract.

Expected Outcome: If granted, the waiver will enable the school to implement its program and evaluate its teachers in accordance with its Teacher Training Institute and annual review system, which are designed to produce greater accountability and be consistent with the school's goals and objectives. This will benefit staff members as well as students and the community.

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

C.R.S. § 22-7-1014(2)(a). Preschool individualized readiness plans - school readiness – assessments.

~~C.R.S. § 22-7-1019(4). Preschool to postsecondary and workforce readiness – progress reports - effectiveness reports.~~

Rationale: Within the first 60 calendar days of the school year, Thomas MacLaren School will be responsible for proper assessment of the readiness of all incoming kindergarten students in the following domains:

- Physical well-being and motor development
- Social and emotional development
- Language and comprehension development
- Cognition
- General knowledge – math
- General knowledge – literacy

The assessment will be research-based, valid, and reliable, and will be used to develop individualized plans for meeting the needs of those incoming students in a manner that is consistent with its overall principles, curriculum, and educational goals. ~~Additionally, because Thomas MacLaren is using an assessment of its choosing, the data will not be generated in the same manner as the school readiness data generated by a State Board approved readiness assessment.~~

Replacement Plan: Thomas MacLaren School's kindergarten classes use the Core Knowledge curriculum, which meets or exceeds the Colorado Academic Standards. This curriculum is implemented, assessed, and monitored in a manner that is research-based, valid, and reliable, as described below. The school will develop individualized readiness plans informed by the school readiness assessment data for all kindergarten students.

I. PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

- **Physical Education.** Students participate daily in a research-based Physical Education class. This class implements the SPARK curriculum, which has been honored as "exemplary" by the U.S. Department of Education, and which emphasizes a high level of

activity and gross motor skill development, including running, balancing, kicking, throwing, and strength development.

- **Kodály music.** Students participate daily in a research-based Kodály-method music class. This class implements the Kodály concept, a music pedagogy listed as a UNESCO “Intangible Cultural Heritage,” key elements of which are rhythm, dance, and movement.
- **Core Knowledge Studio Art.** Students participate twice weekly in a Studio Art class that draws on the principles delineated in the Core Knowledge Sequence. This class develops students’ fine motor skills through regular drawing and painting.
- **Handwriting.** Students participate in daily handwriting exercises that develop fine motor skills and correct letter and number formation.
- **Physical well-being and motor assessment.** Within the first 60 calendar days of the school year, students are assessed on their progress in the Kodály music program, the P.E. curriculum, the Studio Art program, and handwriting skills. All assessments are reflected in quarterly checklist evaluations and in lengthy narrative evaluations each semester.

2. SOCIAL AND EMOTIONAL DEVELOPMENT

- **Love & Logic.** Positive student behavior is encouraged daily through implementation of the research-based Love & Logic program. Through this program, students grow in their ability to regulate their own emotions and behaviors and are better able to interact positively with peers and adults.
- **School culture.** Students are immersed daily in a well-established school culture that explicitly prioritizes (per the Student Handbook) “kindness, friendliness, and peace.” In this school culture, students and adults form warm, productive relationships, and students learn to build healthy friendships with their peers.
- **Classroom culture.** Students are immersed daily in a classroom culture that provides daily instruction in cooperation, participation, taking turns, and problem-solving.
- **Culture of leisure and play.** Students are afforded daily supervised play time in P.E. and recess, as well as in-class leisure time. This provides frequent opportunities for students to grow in healthy and productive social skills under the guidance of trained adults.
- **Social and emotional assessment.** Within the first 60 calendar days of the school year, students are assessed on their social-emotional development. Assessments are reflected in quarterly checklist evaluations and in lengthy narrative evaluations each semester.

3. LANGUAGE AND COMPREHENSION DEVELOPMENT

- **Culture of reading.** Students participate daily in a culture of reading that includes daily read-alouds of increasingly rich and complex texts, as well as Core Knowledge science, history, and geography curricula that emphasizes building domain-specific vocabulary.
- **Grammar.** Students learn to speak grammatical English in the research-based Institute for Excellence in Writing program.
- **School culture.** Students participate daily in a school culture that eschews reference to popular culture and instead helps students develop basic ordered knowledge in a context of academic rigor and wonder.
- **Playground and Physical Education.** All students participate in daily P.E. and have two recesses daily. This affords ample time for students to practice nonverbal collaboration and negotiation in a safe, adult-directed environment.

- **Classroom culture.** Students participate daily in a classroom culture that emphasizes conversation skills, correct grammar and usage, and respectful dialogue
- **Language and comprehension assessment.** Within the first 60 calendar days of the school year, students are assessed on their language development. Their ability to speak clearly and correctly about a text are evaluated daily in discussions of fiction and nonfiction. Their comprehension and direction-following skills are evaluated daily in the classroom. All assessments are reflected in quarterly checklist evaluations and in lengthy narrative evaluations each semester.

4. COGNITION

- **School culture.** Students are immersed daily in a school culture that emphasizes learning for its own sake (rather than for a grade, for example). This school culture has resulted in a student body that collectively demonstrates positive approaches to learning, motivation, engagement, all evidenced by an extensive record of academic achievement.
- **Culture of leisure and play.** Students are afforded daily supervised play time in P.E. and recess, as well as in-class leisure time. This provides frequent opportunities for students to engage in dramatic play, to explore and imagine and invent.
- **Core Knowledge science.** Students are regularly instructed in classification skills in the context of science class, specifically: classifying plants and animals, the parts of the human body, and types of weather.
- **Core Knowledge Studio Art.** Students are regularly instructed in symbolic and imagistic representation in Studio Art.
- **Singapore Math.** Students have rigorous Singapore Math daily. This curriculum specifically teaches students to identify all possible strategies for solving a given problem.
- **Cognition assessment.** Within the first 60 calendar days of the school year, students are assessed on their cognitive development. Assessments are reflected in quarterly checklist evaluations and in lengthy narrative evaluations each semester.

5. GENERAL KNOWLEDGE – MATH

- **Culture of mathematics.** Students are instructed daily in the Singapore math curriculum. This research-based curriculum is widely recognized for its success in teaching students number concepts and operations, spatial relationships, measurement, and patterns.
- **General knowledge - math assessment.** Within the first 60 calendar days of the school year, students are assessed on their mathematics development, with the first administration taking place within the first 60 days of the year. NWEA MAP tests are administered in mathematics two to three times each year. Students are assessed regularly on their progress in Singapore math.

6. GENERAL KNOWLEDGE – LITERACY

- **Reading Horizons.** Students are instructed daily in the Reading Horizons Discovery curriculum, which affords students explicit and systematic phonics instruction based on Orton-Gillingham principles.

- **IEW.** Students are instructed daily in phonological awareness, knowledge of the alphabet, print concepts, retelling stories, emergent reading skills, and emergent writing skills with the research-based Institute for Excellence in Writing curriculum.
- **Culture of reading.** Students are immersed daily in a culture of reading in which they experience daily read-alouds, listening and speaking skills, and building knowledge and vocabulary.
- **General knowledge – literacy assessment.** Within the first 60 calendar days of the school year, students are assessed on their literacy development. DIBELS Next and NWEA MAP reading tests are administered two to three times each year, with the first administration taking place within the first 60 days of the year. Students failing to make benchmark are assessed every two to three weeks thereafter with the Aimsweb progress monitoring assessment. Students identified as having a Significant Reading Deficiency are placed on a READ plan and receive literacy remediation instruction. Assessments are reflected in quarterly checklist evaluations and in lengthy narrative evaluations each semester.

Any student not making adequate growth in any of the above domains is put on an Academic Plan and enters the Multi-Tiered System of Support process. Academic Plans and MTSS chart a clear and achievable course to proficiency in each domain. These plans will not be used to deny a student admission or progression to first grade.

~~In lieu of participating in the state reporting,~~ Thomas MacLaren will keep trend information on file that can be used to inform a continuous improvement process for the school as it relates to supporting students with school readiness success.

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

Financial Impact: The school anticipates that the requested waivers will have no financial impact on CSI or the school.

How the Impact of the Waivers Will be Evaluated: The impact of this waiver will be measured by the performance criteria and assessments that apply to the school, as set forth in the charter contract.

Expected Outcome: If granted, the waiver will enable Thomas MacLaren School to instruct, assess, and monitor incoming students in a manner that is consistent with its overall principles, curriculum, and educational goals in order to ensure school readiness and student success in all domain areas.