2016 Charter Application Guidelines

Application to Establish a Public Charter School in the District of Columbia

District of Columbia Public Charter School Board

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District of Columbia Public Charter School Board

PCSB's Mission
To provide quality public school options for DC students, families, and communities through:

- A comprehensive application review process;
- Effective oversight;
- Meaningful support; and
- Active engagement of its stakeholders.

PCSB's Vision
To lead the transformation of public education in DC and serve as a national role model for charter school authorization and accountability.

For information about the PCSB Board, visit http://www.dcpcsb.org/about-us

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To review the Frequently Asked Questions, visit http://bit.ly/1nGQqjB. To submit a new question for PCSB's response, visit http://bit.ly/1rEdakd.

Board Member Agreement is a signed document that outlines the specific responsibilities of each member of the school's Board of Trustees, including a conflict of interest policy drafted by the applicant. Each school should use its own agreement template, which will be signed by each Board Member.

Charter goals are the specific, measurable goals schools will be held accountable to in annual and high-stakes reviews of the school's performance. Each school has the autonomy to craft its own goals, and must report on its progress towards achieving these goals on an annual basis. PCSB is required by law to do an in-depth review into each school's progress towards achieving its goals at least once every five years.

Curriculum is the combination of standards, resources/instructional materials, methods of instruction, and formative assessments used to determine student progress.

English Language Learner (ELL) is an individual who has sufficient difficulty speaking, reading, writing, or understanding English to be denied the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in the larger U.S. society. Such an individual:

(1) was not born in the United States or has a native language other than English;
(2) comes from environments where a language other than English is dominant; or
(3) is an American Indian or Alaska Native and comes from environments where a language other than English has had a significant impact on the individual's level of English language proficiency.

Enrollment ceiling is the cap on the number of students for which a school may be funded in a given year. Schools that enroll more students than allowed by their enrollment ceiling will not be funded for the additional students.

Experienced operator is a charter management organization or existing charter school network that has a minimum of three years of high-quality, externally-validated performance data on a specific educational program it currently runs in another state that it wishes to replicate in Washington, D.C.

Founding group, also referred to as the **eligible applicant**, is the group of individuals; a private, public, or quasi-public entity; an institution of higher education; or an Experienced Operator, that seeks to establish a public charter school in the District of Columbia. The founding group may also include members of the school's core academic and operations team who join the group after the initial application is submitted but before the first academic year of operation. Often several members of the founding group transition to the **governing board**, the school's governing body before and during the first year of academic operation, and others may transition to the **founding leadership**, the initial administrative team running the school.

Grade band refers to groupings of grades that are somewhat flexible based on the school program, but commonly understood. Early childhood generally refers to pre-kindergarten through second grade; elementary school generally refers to kindergarten through fourth grade and may include pre-kindergarten as well; middle school generally refers to fifth through eighth grade; high school generally refers to ninth through twelfth grade; and adult refers to post-secondary programs, including those serving students who do not have high school diplomas.

Individuals with Disabilities in Education Act (IDEA) is a federal law requiring local education agencies (LEAs) to provide a free and appropriate public education to every student with disabilities. It was originally enacted in 1975 and is currently codified at Title 20, Chapter 33, Section 1400 of the United States Code.

A **Management Organization (MO)** is, according to the Internal Revenue Service Form 990, an organization that performs management duties for another organization customarily performed by or under the direct supervision of the other organization's officers, directors, trustees, or key employees. These management duties include, but are not limited to, hiring, firing, and supervising personnel; planning or executing budgets or financial operations; and supervising exempt operations or unrelated trades or businesses. Management duties do not include administrative services (such as payroll processing) that do not involve significant managerial decision-making. [1]

Non-profit management organizations may apply for a charter, whereas for-profit management organizations may be retained by the Board of a non-profit charter school but are not eligible to apply for a charter.

My School DC, also known as the **Common Lottery Board**, is DC's citywide enrollment lottery. District of Columbia Public Schools (DCPS) and almost all DC public charter schools participate in My School DC, which offers a single application and lottery process. For more information, visit http://www.myschooldc.org/.

Parent or **guardian** refers to a person who has custody of a child and who is a biological parent or stepparent of the child, has adopted the child, or has been appointed as a guardian for the child by a court of competent jurisdiction.

Performance Management Framework (PMF) is PCSB's accountability tool that evaluates and publicly reports school academic performance for all public charter schools. For more information about the PMF, see http://www.dcpcsb.org/report/pmf.

Petition means a written charter application.

The Rehabilitation Act prohibits discrimination on the basis of disability in programs conducted by federal agencies, in programs receiving federal financial assistance, in federal employment, and in the employment practices of federal contractors. **Section 504** of the Rehabilitation Act defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services. [2]

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[1] See http://www.irs.gov/instructions/i990/ch02.html, "management company."
[2] See http://www.hhs.gov/ocr/civilrights/resources/factsheets/504.pdf for more information.

School Reform Act (SRA) refers to D.C. Code §§ 38-1802 *et seq*., which established public charter schools in DC. The full text of the SRA is available at http://dccode.org/simple/Title-38/Chapter-18/.

State assessments refer to annual academic assessments administered by the District of Columbia to provide coherent information about student attainment of state standards across grades and subjects, as required by the Elementary and Secondary Education Act. Beginning in school year 2015-16, DC has used the Partnership for Assessment of Readiness for College and Careers (PARCC) as the state assessment system.

Student Academic Achievement Expectations are the academic learning that all students are expected to accomplish while attending the school. They are measured using nationally recognized summative assessments or state assessments, such as PARCC, and are disaggregated by student population, such as race, ethnicity, gender, grade, disability, and English language learners.

Student Learning Standards define what students are expected to know and be able to do. They define what is taught in each subject area and at each instructional level and what is likely to be tested to assess student achievement.

Students with Disabilities refers to students with disabilities as defined in IDEA or Section 504 of Rehabilitation Act of 1973 (29 U.S.C. §§ 701 *et seq.*).

Helpful Resources

Prospective applicants are encouraged to explore the following resources as they plan their school program. This list is not meant to be exhaustive and applicants are encouraged to reach out to PCSB staff, existing schools, charter school/education support organizations, community organizations, and other organizations or individuals.

DC School Reform Act: http://dccode.org/simple/Title-38/Chapter-18/

Local Charter School Support Organizations
- Building Hope: http://www.buildinghope.org/
- Charter Board Partners: https://charterboards.org/
- DC Association of Chartered Public Schools: http://dcacps.org/
- DC Special Education Cooperative: http://specialedcoop.org/
- EdOps: http://www.ed-ops.com/
- FOCUS (Friends of Choice in Urban Schools): http://focusdc.org/

Data: Student Achievement, Enrollment, Demographics, Attendance, Discipline
- PCSB's Performance Management Framework: http://www.dcpcsb.org/report/school-quality-reports-pmf
- Equity Report: http://learndc.org/schoolprofiles/view?s=1100#equityreport
  *Note that this is the Equity Report for a specific school; all DC public schools, traditional and charter, receive an Equity Report.
- LearnDC.org: http://learndc.org/
- FOCUS data center: http://focusdc.org/
- PCSB's Data Portal: https://data.dcpcsb.org/

Special Education Requirements
- OSSE Specialized Education policies and regulations: http://osse.dc.gov/service/specialized-education-policies-and-regulations
- Special Education Funding and Maintenance of Effort reporting: http://osse.dc.gov/service/funding-public-schools-and-public-charter-schools-amendment-act-2011
- Department of Education information on Section 504 of the Rehabilitation Act: http://www2.ed.gov/about/offices/list/ocr/504faq.html

English Language Learner Requirements
- District regulations for the Education and Enrollment of Language Minority Students: http://www.dcregs.dc.gov/Gateway/FinalAdoptionHome.aspx?RuleVersionID=281996 and http://www.dcregs.dc.gov/Gateway/RuleHome.aspx?RuleNumber=5-E927
- DC Language Access Act of 2004: http://ohr.dc.gov/publication/dc-language-access-act-2004-english
- The Provision of an Equal Education Opportunity to Limited-English Proficient Students: http://www2.ed.gov/about/offices/list/ocr/eeolep/index.html
- Developing Programs for English Language Learners: Progression Chart: http://www2.ed.gov/about/offices/list/ocr/ell/cprogression.html

Miscellaneous
- Individual school budgets, audits, and 990s: http://www.dcpcsb.org/report/school-budgets-fiscal-audits-and-990s
- FY2013 Financial and Audit Review Report: http://www.livebinders.com/play/play?id=1362886
- Alternative Program Funding: http://osse.dc.gov/publication/alternative-program-status-request-form
- PCSB policies: http://www.dcpcsb.org/report/pcsb-policies
- DC high school graduation requirements: http://sboe.dc.gov/sites/default/files/dc/sites/sboe/publication/attachments/GradRequirements071813final.pdf

Types of Applicants

Before beginning the application, applicants should determine their applicant type. PCSB generally categorizes applicants into one of three types:

(1) Experienced Operators: Existing non-profit management organizations or charter school networks with a minimum of three years of high-quality, externally-validated performance data on a specific educational program it currently runs in another state that it wishes to replicate in Washington, D.C. PCSB expects that experienced operators will largely be replicating the program established at the existing school(s), including the curriculum, with slight modifications for DC.

(2) Management Organizations: New Schools or Experienced Operators that plan to contract with an existing non-profit or for-profit management organization for executive, academic, and/or administrative services. All experienced operators are expected (but not necessarily required) to contract with the operator's central office or administrative organization as a management organization. See the definition of Management Organization on page 5 or contact PCSB staff for more guidance.

(3) New Schools: Founding groups that may have experience founding, leading, or teaching in existing schools, but are not seeking to replicate an existing school or program. Any applicants that do not qualify as Experienced Operators or Management Organizations should apply as New Schools.

If you have any questions about this classification, please contact PCSB staff at applications@dcpcsb.org.

While all three types of applicants should use these guidelines in writing their application, some questions differ slightly for the two types of applicants. These guidelines will distinguish by labeling some elements as [NS] for new schools, [EO] for experienced operators, and [EO/MO] for management organizations.

Any of these applicants may propose one of the following: (1) conversion of an existing DC public school into a public charter school; (2) conversion of an existing private or independent school into a public charter school; or (3) establishment of a new public charter school. Applicants proposing conversion of an existing school (public or private) should contact PCSB staff as soon as possible before submitting their application.

Components of the Application Review Process

PCSB evaluates each application based on four elements:

(a) <u>Written applications</u> should be submitted according to these guidelines.
(b) <u>Site visits to the operator's existing school(s)</u> will be scheduled for all eligible applicants after the written application is submitted. Eligible applicants include all experienced operators, as well

as some new schools, particularly those contracting with a management organizations or conversion schools.

(c) <u>Capacity interviews</u> are question-and-answer-style discussions between PCSB staff and the founding group of the proposed school. Applicants are invited to bring as many members of the founding group as they deem appropriate; typically, five is a reasonable number. These interviews are transcribed and publicly available.

(d) <u>Public hearings</u> are opportunities for the PCSB Board and the public to hear from the applicants. PCSB staff will introduce each applicant, giving a brief introduction to the most pertinent information about proposed school, such as its mission, target population, and founding group. The applicant will then have the opportunity to briefly address the board and public with prepared comments no longer than five minutes. The PCSB Board will question the applicant group about their application, planning, or any other relevant topic. Finally, the public will have the opportunity to give testimony about the application. There will be space for three members of the founding group at the dais.

Based on these four elements and the Standard for Approval explained below, the PCSB Board will vote on each charter application at a public meeting.

Application Timeline

The application timelines are posted on PCSB's website: http://www.dcpcsb.org/report/start-charter-school

Submitting an Application

To be considered for a charter, applicants must meet both application deadlines and, by the full application deadline, submit all information outlined in the Application Contents section of these guidelines (starting on page 14). Applications incomplete on the full application deadline will be rejected. See page 10 for the application timeline and deadlines.

By the full application deadline, applicants must submit:

(1) five bound, double-sided, printed copies of the application with a table of contents, all pages numbered, and labeled tabs separating each section and appendices;
(2) one complete electronic, searchable/OCR PDF of the entire application, including the budget spreadsheets and appendices;
(3) one redacted electronic, searchable/OCR PDF version of the application, with contact information of founding group members (i.e. addresses, phone numbers, email addresses, etc.) removed;[3] and
(4) one file of the paper copies of all board member agreements with original signatures.

PCSB offices are located at:
    3333 14th Street, NW, Suite 210
    Washington, DC 20010

Please refer to **Appendix B: Application Checklist** to review PCSB's application intake procedures.

Applicants wishing to request an extension or appeal the rejection of an application may email applications@dcpcsb.org within 12 hours of the deadline.

Electronic Deadline: Check for Completeness

Applications incomplete on the full application deadline will be rejected and will not be considered for a charter. To ensure applicants are prepared to submit complete applications by the application deadline, applicants must submit the unredacted electronic version of their applications by the electronic application deadline. Applicants will receive confirmation from PCSB that their application is/is not complete no later than 5:00pm of the day of the electronic application deadline.

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[3] Electronic versions of the application may be submitted in person on a USB flash drive (which will not be returned to you) or electronically via a secure file sharing software. For more information on how to submit your application electronically and about how to create searchable/OCR PDFs, please see the Frequently Asked Questions: http://bit.ly/1nGQqjB.

For incomplete applications, PCSB will specify which element(s) of the application are missing and the applicant will have the opportunity to complete and resubmit prior to the full application deadline. Applicants are invited to submit their electronic applications up to one week before the electronic application deadline to have PCSB check their application for completeness.

For more information on how to submit your application electronically, please see the Frequently Asked Questions: http://bit.ly/1nGQqjB.

Formatting Standards

Text should be in 12-point font. Pages should have margins of at least one inch on each side. All pages should be labeled with the name of the applicant and the page number.

Printed copies should be double-sided with labeled tabs separating each section and appendices.

Electronic copies should be searchable/OCR PDFs.[4]

Inclement Weather

In case of inclement weather, PCSB follows the Office of Personnel Management Operating Status: http://www.opm.gov/policy-data-oversight/snow-dismissal-procedures/current-status/.

- **Electronic Application Deadline**: There will be **no change** to the submission process if PCSB's offices are closed on the electronic deadline: applicants must still submit their complete electronic application by noon.
- **Full Application Deadline:** There **are changes** to the submission process if PCSB's offices are closed on the deadline for submitting the full application. Applicants must submit fully completed electronic applications (both redacted and complete) remotely by 2:00pm; PCSB staff will respond within 24 hours with confirmation of the receipt of the application and further instructions for submitting the paper copies. Hard copies must be delivered by noon on the next day that the offices are open.

Optional: Remote Submission

Applicants may choose to submit the paper copies of their application remotely by sending the completed written application to a copy and print center near PCSB offices for printing and binding. There are three copy and print centers in PCSB's immediate vicinity. Applicants may choose any of these services or a different service, provided the printed applications are printed less than one-quarter mile away from PCSB's office or are delivered to PCSB's office. The closest print centers are:

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[4] For more information about how to create searchable/OCR PDFs, please see the Frequently Asked Questions: http://bit.ly/1nGQqjB.

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The UPS Store
1380 Monroe St NW
Washington, DC 20010
(202) 234-4877

Staples
3100 14th St NW #115
Washington, DC 20010
(202) 939-0290

FedEx Office Print & Ship Center
3111 14th St NW
Washington, DC 20010
(202) 328-1050

The signed paper copies of all board member agreements must be mailed separately, with original signatures, and received by the full application deadline.

[NS] Applies only to new schools.
[EO] Applies only to experienced operators.
[EO/MO] Applies to all schools planning to contract with a management organization.

Standard for Approval

Based on information gathered during the application process, as defined on page 10, the DC Public Charter School Board will vote at a public meeting for one of three possible outcomes for each applicant group:

- Full Approval: All Standards for Approval are completely met, including securing a facility.
- Conditional Approval/Approval with Conditions: Approved to open a new charter school only when Board-created and/or statutorily-required conditions are satisfied and the school receives Full Approval.
- Denial: No further consideration of the application. Applicants whose applications are denied may address the application's shortcomings and reapply in a future cycle, though not in the same 12-month period.

Through the written application, site visit(s) to existing campus(es), capacity interview, and a public hearing, PCSB reviews applicant groups based on five criteria:

(1) <u>Demonstrated need for the school:</u> The applicant makes a compelling case for why the school fills an unmet need in the Washington, DC, educational landscape.
(2) <u>Sufficient progress in developing the plan:</u> The applicant group has made significant progress in designing a high quality school or in planning the replication of their existing school(s), and realistically assesses the challenges they will face in opening and operating the school, clearly describing how they expect to address those challenges. Essential elements of the school's academic and non-academic programming demonstrate how the school will fulfill its goals and mission. In cases where elements of the application are not yet fully developed, the applicant presents an achievable timeline and framework. The applicant group is planning for conservative growth (i.e., adding no more than two grades and 150 students per year); applicants expecting more aggressive growth demonstrate existing local interest in the school, including recruitment/outreach staff on the ground by the time of the application submission, and a contingency budget that includes growth of no more than 150 students per year.
(2) <u>Consistency of the mission and philosophy:</u> The essential elements of the mission, philosophy, and school program are infused in each element of the application.
(3) <u>Inclusiveness:</u> Each element of the school program is deliberately designed to be inclusive of all students, including students with disabilities, English language learners, students who are academically struggling or advanced, homeless students, and any other population(s) targeted in the mission. Each element of the school program can accommodate and serve students who do not fit into the school's target population but who may be admitted through the enrollment lottery.
(4) <u>Founding group ability:</u> The founding group has demonstrated its ability to ensure that the proposed school can meet the educational objectives outlined in the application, including:
   a. [NS] having the experience, knowledge, and skill to implement innovative and/or research-proven strategies to effect strong academic and non-academic results with student populations similar to those found in DC public schools;
   a. [EO/MO] having a history of strong academic and non-academic results with student populations similar to those found in DC public schools;

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[EO/MO] Applies to all schools planning to contract with a management organization.

  b. understanding the DC educational landscape and how to attract students and families;
  c. holding a strong commitment to the education of **all** students, including having a member of the founding group with deep special education expertise;
  d. having effective controls in place to ensure financial stability and legal compliance; and
  e. comprising members who have the combined skillset needed to build and implement its program, or have put together an operational team with this skillset.

In addition, each application is expected to be completed in full, with no questions unanswered, and include few if any grammatical, spelling, or syntax errors. All references and sources must be clearly cited; plagiarism will be grounds for denial of an application.

PCSB reviews each application in its entirety, not only for the standards of each section to be met, but also the ability of the founding group to implement the plan. Based on information gathered throughout the application process, the applicant will be considered for full approval or conditional approval/approval with conditions only if it meets a majority of the standards for each component of the application guidelines, with particular weight placed on the Education Plan. Conditional approval may be granted even if there are some elements of the application that need improvement or further development, provided that the applicant group has demonstrated that it has the capabilities to adjust and improve its plans throughout the planning year.

Applications lacking in any of the areas above will be denied charter approval but permitted to reapply during another application cycle at least 12 months after the cycle in which it was denied.

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[EO/MO] Applies to all schools planning to contract with a management organization.

The format provided in these guidelines allows eligible applicants to fully describe their plans for a proposed public charter school in four areas: Establishing a Need; an Education Plan; a Management Plan; and a Finance Plan. Following this format ensures an objective review of proposals to establish public charter schools in the District of Columbia.

All applicants, but particularly those proposing novel or unusual program elements are encouraged to discuss their application with PCSB to ensure their application will appropriately and comprehensively address all elements of their program.

The overall length of Sections A, B, C, and D of the application must not exceed 125 pages, though PCSB recommends no more than 100 pages**.** Elements of the written application marked with an asterisk (*) in the following table of contents count towards the 125 page limit.

Written applications should conform to the following table of contents:

Table of Contents
Applicant Information Sheet
Executive Summary*

  A. Establishing a Need*
      1. Demonstrating a Need
      2. Recruiting and Marketing

  B. Education Plan*
      1. Mission and Philosophy
      2. Charter Goals and Student Academic Achievement Expectations
      3. Curriculum
      4. Support for Learning

  C. Management Plan*
      1. Founding and Leadership
      2. Staffing Plan
      3. Management and Internal Oversight
      4. Management Organization (if applicable)
      5. Student Policies and Procedures

  D. Finance Plan
      1. Facilities*
      2. Finance*
      3. Budget Workbook

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* Items marked with an asterisk count towards the 125 page limit.

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Forms and Required Documents

E. Founding Group Supporting Documents
   • Résumé
   • Personal Statement
   If the founding group member plans to join the founding board, also include:
   • Board Member Agreement (in a separate file)
   • Conflict of Interest Form

F. Additional Required Documents
   1. Articles of Incorporation
   2. Bylaws
   3. Code of Ethics
   4. Conversion Endorsement Certification (if applicable)
   5. Letter of Intent for Facility (if applicable)
   6. Research on Comparable Facilities (if applicable)
   7. Draft Memorandum of Understanding, Letter of Intent, or Contract for Mission-Critical Partnerships
   8. Assurances Form
   9. [EO/MO] Management Agreement and Related Documents
   10. [EO/MO] MO's Financial Audits for the last three years
   11. [EO/MO] MO's Annual Reports for the last two years
   12. [EO/MO] MO's IRS filings for the last three years

G. Curriculum Samples[6]

H. [Optional] Appendices

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[6] Applicants may redact parts or the whole of **Section G: Curriculum Sample** in the redacted electronic version of the application if they believe that these portions contain information that will cause substantial harm to the applicant's competitive position if released publicly.

Important Note: The full application, including this form, will be posted on PCSB's website. Local community members, including members of the media, may contact the designated representative for questions about the proposed school.

Name of Proposed Charter School:
If applicable, affiliated Management Organization:
Affiliated Management Organization is: Non-profit   For-profit

Designated Representative:
Address:
Telephone: Email:

Names of all members of the founding group[7], including their affiliation with the proposed school:

Type of Application:
New School   Conversion of Existing School: Public   Private

If conversion, name of the school being converted:

Proposed First Year of Academic Operation:

Requested Enrollment Ceiling[8, 9, 10]

	PK3	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	**Total**
Year 1																
Year 2																
Year 3																
Add additional rows as necessary until reaching capacity.																
Capacity: Year																

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[7] This list should include all core members of the applicant group, those who may transition to the founding board, and those who may transition to the founding leadership team.

[8] If the school enrolls more students than are included in this schedule for a particular year, it will not be funded for those additional students. The school may enroll greater numbers in a particular grade, as long as it does not exceed the total enrollment ceiling.

[9] A schedule of enrollment ceilings will be included in the proposed school's charter agreement. Given the importance and complexity of the enrollment ceilings, and potential shifts in facility availability or requirements, it is PCSB's expectation that most approved applicants will collaborate with PCSB staff to finalize their enrollment ceilings before earning full charter approval.

[10] Applicants proposing to serve adult students or other non-traditional (PK-12) grades should adjust the enrollment ceilings table accordingly (e.g., using Adult Basic Education levels rather than grades).

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Proposed Location of School, if known (address or area(s) of city):

If applicable, list all schools that the Management Organization currently operates, has been approved to operate, or is currently applying to open:

School	Location	Year Opened	Grades Served (now and at capacity)	Number of students (now and at capacity)
Add additional rows as necessary to detail all schools.				

Relationship between the school and its employees:
Contract   At-will   ☐Both/Combination Applicants are invited to provide more information about this under **Section C: Management Plan, Staffing Plan**.

If you have previously applied for a charter in, or operated a charter school in the District of Columbia, please provide relevant information about the application/school, including name of the school, year of application, authorizer (PCSB or DC Board of Education), years opened/closed, etc., as applicable.

To download an editable version of the Applicant Information Sheet, please visit: http://bit.ly/1Jh33gN

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[EO] Applies only to experienced operators.
[EO/MO] Applies to all schools planning to contract with a management organization.

Executive Summary

In no more than two pages, provide a descriptive narrative summary of the key features of the application.

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Section A: Establishing the Need

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[See D.C. Code §§ 38-1802.02 (2), (4), (14)]

1. Demonstrating a Need

In responding to these prompts, applicants are encouraged to use the Sample Data Tables available in Appendix A.

- Describe the proposed school's target population, including grade levels and demographics, and the demographics of comparable schools. Based on this information:
    - describe how the school will complement the existing array of options available to families;
    - describe how the school will compete with other schools in the recruitment of students;
    - describe any demographic variance between your projected student population and that of nearby or similar schools, particularly in the rates of English language learners, students with disabilities, and at-risk/economically disadvantaged students; and
    - [EO/MO] describe the similarities and differences between the needs and demographic profiles of students at your organization's current school(s) and the targeted population in the District of Columbia, and how you are preparing to address any differences.
- Describe the education needs of the population the proposed school is seeking to serve in the District of Columbia.
- Show how these needs are not being met by the existing public school options in your school's target area and that there will be sufficient demand to sustain the proposed school.
- Explain the research and, if applicable, the performance record of any existing schools affiliated with the founding group (e.g. EO's or MO's currently operating schools) that demonstrate that the school model will be successful in improving academic and non-academic achievement for the targeted student population.
- [EO/MO] Report data describing the management organization's existing schools' student populations, including grades and demographics. Specifically address your experience with students with all levels and types of disabilities, and English language learners, in addition to your target population. If the MO operates multiple schools, provide data for each school separately, not aggregated.

    Note: Any further discussions of student demographics in other areas of the application should refer back to this section as necessary.

    Note: Charter schools are schools of choice and every student who applies to your school and is admitted through a random lottery process must be given a place at the school. The application should reflect a willingness and eagerness to accommodate and welcome all students, even those who do not fit your intended population.

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2. *Recruiting and Marketing*
[See D.C. Code § 38-1802.06]

- Discuss the school's marketing and outreach efforts. Explain how the school will be publicized throughout the community to attract students in your target population, including strategies to reach non- and limited-English proficient families and students.
- Describe how the community has been engaged in the planning, development and implementation of the proposed school.
- Describe how the DC community will provide input in planning for the charter school if the application is approved.
- What challenges, including competition from other schools, do you foresee in recruiting students?
- [EO/MO] Compare your planned outreach efforts with the strategies in place at your existing school(s). How successful have your recruitment and marketing methods been at your existing school(s)? Is/are the school(s) fully enrolled? Keep in mind that in DC, almost half of public school students attend charter schools, and competition for students is robust.

Standard for Approval

Applications will generally be considered having met the standard for this section when the application, including the Demonstrating the Need section, establishes a compelling need for the type of education program offered, particularly among the targeted population, and a strong understanding of the DC education landscape. The application shows there will be sufficient demand to sustain the proposed school because there are currently no or too few schools serving the population well, or because existing similar programs in DC have proven to work well with the population, currently do not have plans to replicate or expand, and are in high demand with waiting lists in most, if not all, grade levels. The recruitment plan is designed to specifically attract the school's target population without excluding any students, especially those with disabilities and English language learners. The application includes methods to address potential under-enrollment. The founding group has sought input from the community in developing its program, and has well-developed plans for broadening and strengthening relationships with families and the targeted community. Key evidence includes:

- The applicant understands the unique characteristics of DC's education landscape, is aware of its strengths and weaknesses, and seeks to address clearly articulated needs for DC students.
- The applicant has sought community input on a broad (e.g. Advisory Neighborhood Commissions) and specific basis (e.g. existing organizations serving the school's target population).
- There is a thoughtful analysis of how the school will meet its expected growth trajectory and provides a strong contingency plan if the school is under-enrolled.
- The applicant has a realistic understanding of what strategies will be necessary to successfully recruit its student body.

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- The plans for community engagement and student recruitment are inherently inclusive; likely to inform and reach the identified constituents and student populations; and likely to meet enrollment targets.
- [EO/MO] The MO has been successful in recruiting students for its existing school(s) and has a realistic understanding of how it will need to adjust its strategy to fit the school landscape in DC.
- [EO/MO] The applicant has experience working with populations similar to those found in DC public schools and the populations targeted in their mission.

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<div style="background-color:gray; text-align:center; font-weight:bold">Section B: Education Plan</div>

1. *Mission and Philosophy*
   [See D.C. Code §§ 38-1802.02 (1)]

   - Write a concise mission statement for the proposed school. The mission statement should include the target population (the "who"), the educational philosophy or focus (the "how"), and the school's general aims or what educational needs it will fill (the "why").
   - Briefly describe the proposed school's philosophy for educating students. Include how you will ensure that all students, including those with disabilities and English language learners, will benefit from the proposed mission and philosophy.
   - [EO] Briefly describe the experienced operator's organization and how the mission of the proposed DC charter school aligns with and furthers the organization's vision and mission.
   - Discuss the key pillars of the model. [EO/MO] What adjustments may be considered in expanding to DC? (e.g. All DC LEAs must provide a continuum of services for students with disabilities.)

Standard for Approval

Note: The evaluation for this section is dependent on the whole application, including the capacity interview, public hearing, and site visits, if applicable.

Applications will generally be considered having met the standard for this section when the mission statement is clear, concise, and fully aligns with the school's education philosophy and program. The mission is evident throughout the application. The education philosophy is expected to meet the needs of the likely student body, including those not specifically targeted by the school but likely to enroll. [EO/MO] The applicant clearly describes the education focus of its existing school(s) and how it will be adjusted (if at all) to improve the educational options available to DC families. Key evidence includes:

   - The mission statement explains the "who" (targeted population), the "how" (education model), and the "why" (education philosophy).
   - The application demonstrates that the school's mission and philosophy is consistently woven through the applicant's planning and school development process.
   - [NS] The applicant group is able to show through research and experience that the education program is able to meet the needs of the target student population.
   - [EO/MO] The applicant group demonstrates through past results that the education program is able to meet the needs of the target student population. Those past results include student bodies similar to those in DC public schools.
   - The mission is inclusive of all students, including students with disabilities, English language learners, economically disadvantaged and at-risk students, and students above or below grade level.

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2. *Charter Goals and Student Academic Achievement Expectations*
   [See D.C. Code §§ 38-1802.02 (1), (3)]

   Charter goals and Student Academic Achievement Expectations are critical because they become the standard by which the approved charter school is measured during high stakes reviews. Schools are also required to report on their progress toward achieving both each year in their annual reports [See D.C. Code § 38–1802.04 (c) 11].

   <u>**Student Academic Achievement Expectations**</u>: PCSB will measure student academic achievement expectations by measuring student performance on externally validated measures, such as the state assessment, SAT/ACT, graduation rates, Classroom Assessment Scoring System (CLASS), and GED, and publish these results in the Performance Management Framework (PMF) and the Equity Reports. Every school, regardless of what they choose as their charter goals, will have its student academic achievement published in the PMF and Equity Report and will receive a Tier. Generally, PCSB expects student achievement in every subgroup to perform at or above the city's average for that subgroup.

   <u>**Charter Goals:**</u> Applicants have three choices when developing goals. Each of these choices may be made either for the entire school, a specific campus, or for specific grade spans within a campus. The school may:

   a. Adopt the Performance Management Framework (PMF) as goals;
   b. Adopt individualized goals; or
   c. Adopt the PMF as goals and supplement this with additional individualized goals.

   If a school elects different goals for different grade spans, it should ensure that each grade served by the school has goals that apply to it. Applicants proposing schools with a significant emphasis on non-academic learning, such as life skills, volunteerism, arts, should adopt specific goals to measure the expected student outcomes in addition to core academic goals.

   This section should only include assessments and metrics that applicants plan to use for their goals, to which PCSB will hold them accountable. Interim, benchmark, formative, and other diagnostic assessments are discussed in **Section B: Education Plan3. Curriculum**. These non-summative assessments will not be used as part of high-stakes accountability.

   Note: Due to the importance and complexity of these goals, most applicants are conditionally approved with the expectation that they will collaborate with PCSB staff to finalize their goals before earning full approval.

   a. Adopting the PMF as Goals
   Applicants may choose to adopt the PMF as goals for all proposed grades. There are specific frameworks for: (1) Early Childhood/Elementary School/Middle Schools (EC/ES/MS) (e.g. schools serving any or all grades between pre-kindergarten and 8); (2) High Schools (HS) (schools serving grades 9-12); Adult Education (AE) (programs for students 16 and older not earning a high school diploma but earning an equivalency diploma or certificate); and

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Alternative Accountability (AA) (diploma-track programs for at-risk or high need special education students).[11]

When adopting the EC/ES/MS and/or HS PMF as their goals, schools commit to meeting an overall score on the PMF over the life of their charter, specifically:

- By the five year review, earning 40% of the possible points in two of the most recent three years;
- By the ten year review, earning at least 50% of the possible points in two of the most recent three years and not under 45% in any of the past five years; and
- By the charter renewal and any review thereafter, earning at least 55% of the possible points in two of the most recent three years and not under 45% in any of the past five years.

Applicants who anticipate eligibility for the Alternative Accountability Framework[12] (AAF) and who wish to adopt the AAF as their goals must develop the goals that would be included in their AAF, conforming to the standards listed below in b. Adopting Individualized Goals. Eligibility for the AAF cannot be confirmed until students are actually enrolled in the school.

b. Adopting Individualized Goals
Schools may choose to adopt individualized goals that capture critical, unique aspects of the school's mission and program as well as student academic achievement. **Schools must have math and English language arts goals for all grades** served by the school, including early childhood grades (pre-kindergarten through second grade). Schools whose grades include those tested by the state assessment must have one goal for reading and one for math that commits the school to exceeding the state average proficiency rate for that particular assessment.

Schools are encouraged to create at least three and no more than ten goals.

All goals should be SMAART goals:

- **Specific:** Each goal specifies content (e.g. literacy, math, language acquisition) and students (e.g. all, specific grade level, returning students).
- **Measureable:** Each goal has a metric (assessment, such as the state assessment, or data set, such as attendance and discipline) that is designed to measure the goal and to be used with the tested population (e.g. CLASS for pre-kindergarten classrooms) and to provide the necessary data to determine goal attainment (e.g. NAEP does not

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[11] For complete details on adopting the PMF as goals, please see
http://www.dcpcsb.org/sites/default/files/Hold%20Harmless%20Policy.pdf.
[12] For complete details on the AAF, please see
http://www.dcpcsb.org/sites/default/files/Designation%20for%20Eligibility%20for%20Alternative%20Accountability%20System.pdf

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provide school-level or student-level data so cannot be used) OR includes a process by which the group will identify the appropriate assessments/data set.

- **Ambitious and Achievable:** If your goal uses the same assessment tool as one of the indicators in the PMF, your target must be as rigorous as one that would achieve at least 50% of the points for that indicator as indicated in the most current PMF technical guide. Goals using metrics not included on the PMF should be set based on third party research or the assessment provider's benchmarks; provide references in a footnote or appendix.
- **Relevant:** Each goal speaks to the ultimate goal of the school (e.g. college persistence, language fluency) or core academics. Each goal includes a specific measureable student outcome (not teacher input) such as student absolute achievement or progress. (E.g., content mastery of math is an outcome; math teachers' qualifications are an input.)
- **Time-bound:** Goals are expected to be measured annually and reported on in a school's annual report, but some schools may choose to set some long-term targets. In this case, your goals and academic achievement expectations should include specific deadlines for achieving each target or aim and may include intermediate goals.

c. Adopting the PMF as Goals Along with Individualized Goals

Applicants who choose to adopt the PMF as goals (consistent with Option A, above) may also elect to supplement it with goals appropriate to their unique mission and program (e.g. a bilingual school may adopt a progress goal for fluency in the target language, a performing art school may adopt a goal around student participation in the performing arts). These additional goals should be SMAART goals, as described above in Option B.

Standard for Approval

a. Adopting the PMF as Goals

If the applicant elects to adopt the PMF as goals, applications will generally be considered having met the standard for this section, unless there is clear evidence that the founding group does not understand the PMF or the implications of this decision.

b. Adopting Individualized Goals

If the applicant does not elect to adopt the PMF as goals, applications will generally be considered having met the standard for this section when its goals are:

- SMAART (Specific, Measurable, Ambitious and Achievable, Relevant, and Time-bound);
- exhaustive, including all crucial elements of the academic and non-academic program;
- fully aligned with the proposed school's mission and philosophy; and
- inclusive of all students.

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    c.   Adopting the PMF as Goals Along with Individualized Goals

If the applicant elects to adopt the PMF as goals along with individualized goals, applicants must meet the standards of both (a) and (b) above.

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3. *Curriculum*
   [See D.C. Code §§ 38-1802.02 (3), (5)]

   In these guidelines, *curriculum* is defined as the combination of standards, resources/instructional materials, methods of instruction, and formative assessments used to determine student progress. In this section, applicants must propose curricula and write a narrative describing the reasoning behind their curriculum choices for each subject, including English language arts, math, science, and social studies/history, health[13]/ physical education; any additional electives offered; and any mission-specific discipline (e.g. life skills, career certifications) taught at your school. Include descriptions for each grade span ultimately taught at the school. The section can be organized in two ways: organize by content area and complete curricular elements (a-e) for each, or organize by curricular element (a-e) and complete for each content area.

   [EO] The expectation is that you will be using the same curriculum currently used at your existing school(s), making only slight modifications to reflect regional differences in standards and resources. If you are developing a brand new curriculum, you should apply as a new school. See instructions for **Section G: Curriculum Sample** for more information. Please use the section below to explain your curricular choices while **Section G: Curriculum Sample** should contain a curriculum sample for review.

   Applicants proposing schools with non-traditional calendar structures (e.g. year-round, residential/boarding, virtual/blended/flipped programs) should include descriptions for those program elements in the curriculum section.

   Applicants must also include curriculum samples in **Section G: Curriculum Sample**.

   a. Student Learning Standards (What will students learn at your school?)
      • What learning standards will be used for each essential subject, and why did you choose these standards? If you have not yet chosen standards for a specific discipline, what are the criteria for choosing those standards?
      • How does the selection of these standards ensure that all students will be prepared to meet the school's academic achievement expectations, and succeed in college and career pursuits? Include a discussion on how the standards align vertically across grades and to the achievement of the school's goals.
      • What additional standards for learning English will be incorporated to ensure that students who are not fluent in English will be able to learn English as well as the academic content?
      • [EO/MO] How are DC standards similar to and different from the standards used by your school(s) in other states, and how will any differences impact your curriculum? What changes, if any, did you make to your choice of standards and what challenges do you anticipate in implementing these standards in DC?

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[13] Health is a mandatory subject in DC according to D.C. Code § 38-824.02. See http://osse.dc.gov/publication/health-standards for more details about DC health standards.

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b. Methods of Instruction (How will students learn/teachers teach?)
- What does high quality instruction look like in the proposed school?
- What methods of instruction will be used in each subject area and grade span? How will the methods help students learn the standards?
- How will you accommodate different learning styles and the needs of all students, including English language learners, students with disabilities, students who are far below or above grade level, and the targeted student population? Describe the rationale for using your strategies with these populations, citing expert opinion or research that the program is based on a sound educational theory or a legitimate experimental strategy.
- Describe the progression of instructional methods, if any, as students matriculate through the school.
- How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, co-planning)?
- In case a particular instructional strategy fails with all students, a subset of students, or an individual student, how will you evaluate and adjust the effectiveness of your school's instructional methods?
- If the school uses a virtual or blended learning model in some or all content-areas and grades, how will the learning environment be modified to ensure Individualized Education Plans (IEPs) are implemented with fidelity?
- [EO/MO] How are the methods of instruction proposed for your DC school similar to and different from the methods used by your school(s) in other states, and how will any differences impact your curriculum? What changes, if any, did you make to your choice of methods and what do you anticipate will be challenges with implementing these methods in DC?
- [EO/MO] Describe how staff at existing school(s) will help support the DC staff with learning the instructional strategies both before the school year starts and during the school year.
- [EO/MO] Will there be any sharing of best practices in instructional strategies among your network of schools? How will you ensure that the caliber of teaching in DC will be at the same level as at your existing schools?

Note: Charter schools are not permitted to segregate students with disabilities or English language learners from their general education peers solely due to their disability or lack of English proficiency.

c. Resources and Instructional Materials
Instructional materials include but are not limited to: textbooks/workbooks, books, novels, online programs, manipulatives, teacher resources, smart-boards, and/or computer software.
- What resources/instructional materials have you identified?
- How will these resources meet the needs of all learners, including the target population, English language learners, students with disabilities, those who are far below or above grade level, and those who enter school in later grades?

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- How and why did you select these resources? Cite examples where these resources have been used with similar populations or, if the proposed materials are novel and lack an established research base, describe why they are likely to succeed with the school's population.
- If you have not yet identified all resources, describe the criteria and process that will be used to select resources and instructional materials. Include who will be responsible for creating and selecting resources.
- What procedures or systems will you have in place to evaluate and adjust these resources to better serve students in case a particular resource fails?
- [EO/MO] If applicable, describe what, if any, changes you anticipate making in your choice of resources for your DC schools.

d. Assessing Learning (How will you know students are learning?)
- Describe each assessment's purpose, design, and format, and the rationale for its selection. If applicable, explain who will develop original assessments.
- How will teachers check for understanding of students learning and progress towards mastery? How, if at all, will leaders oversee these checks or assessments to ensure school-wide learning is on track to meet the school's goals and academic achievement expectations?
- How will the school identify students who may be struggling and would benefit from academic and/or behavioral interventions? Specifically discuss strategies for monitoring the progress of students who have exited SpEd or ELL status.
- Explain how teachers, school leaders, the school's board, and students and parents will have access to and be able to use assessment results.

Note: Public charter schools are required to administer a Home Language Survey to all enrolling students, and the WIDA Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) assessment to kindergarten through 12th graders who have been identified as ELLs. Applicants do not need to discuss these assessments or their uses in their charter application, but should be prepared to administer and act on them.

e. Course Listing
- Provide the proposed school's subject/course list by grade. Include all grades that will be offered at capacity.
- For high school grades, specify which courses are required for graduation, the number of credits for each course, and the minimum grade/score that students must earn to earn credits.

f. Promotion Requirements
All Applicants:
- Describe your student retention policies, including any retention requirements related to student absences or repeated tardiness. Under what circumstances would a student be retained between grade levels or at the school's terminal grade?
- Also respond to the following questions, as appropriate based on which grade(s)/level(s) you plan to serve.

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Pre-kindergarten, Elementary, and Middle School:
- What supports will be in place to ensure students with academic deficits at the beginning of the year are making adequate progress to be eligible for promotion at year's end? Include how students with disabilities, English language learners, and "at-risk" populations are provided additional support, if needed, to matriculate through the school with their peers.

High School:
- What procedures will the school institute to ensure students progress adequately and appropriately toward graduation, and what supports will the school have in place to support students who are not on track to graduate when they arrive? Include how students with disabilities, English language learners, and "at-risk" populations are kept on track to graduate.
- List the school's graduation requirements, including required courses, credits, minimum passing grades, etc.

Adult Education:
- Describe the requirements a student must meet to obtain a secondary credential, i.e. GED, National External Diploma Program (NEDP), career certification, and/or English language acquisition certification.
- Describe the proficiency level(s) that a student must attain to be promoted to the next level or to successfully exit the program.

Standard for Approval

Applications will generally be considered as having met the standard for this section when the application describes a comprehensive curriculum (standards, resources, methods of instruction, and formative assessments for each core, elective, and mission-specific subject) that is inherently inclusive and designed to be responsive to students' needs; is clearly interrelated between its components; and is directly aligned to the school's goals, mission, and education philosophy. The Curriculum Samples include all courses necessary to prepare students to meet the school's mission and goals, including all necessary credits for high school graduation, if applicable, and any mission-specific courses; and demonstrate that the applicant has the capability to design or select a comprehensive, high quality curriculum before its first academic year of operation. [EO/MO] The basis of the curriculum has proven effective in the applicant's existing school(s) as measured by student outcomes. Key evidence includes:

- Each element of the curriculum for each discipline is supported by experience and/or research. For applicants presenting a novel approach that is not yet supported by research or school-based evidence, the applicant compellingly describes why the curriculum is likely to succeed.
- Either the applicant chooses the Common Core State Standards for English language arts and mathematics or equally strong standards that emphasize critical thinking and ensure success on state assessments. For other subjects, the applicant group identifies rigorous standards that align with the school's mission, goals and academic achievement expectations.
- Embedded in the instructional methods and resources are concrete strategies and materials to support students with disabilities, English language learners, and academically struggling

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> students. The proposed curriculum is reasonably likely to result in appropriate implementation of student IEPs, including appropriate placements.

- The curriculum includes concrete examples and strategies for how differentiation occurs for students who are academically advanced or struggling.
- The application describes mechanisms and/or strategies that can reasonably be expected to ensure equitable access to the curriculum for all students, including SWD and ELL. This should include, at minimum, tracking of student progress, evidence-based early interventions in cases of lack of student progress, and strategies for ensuring collaboration between general education and special education teachers.
- The application describes a plan to ensure an appropriate education for all limited and non-English proficient students, including: no barriers to enrollment for non- or limited-English proficient students; timely assessment of the English proficiency level; placement in an appropriate instructional program, including provision of adequate and appropriate instructional resources and full access to all educational programs, services, and activities; ensuring students exit ELL programming appropriately; and monitoring of former ELLs to ensure they continue to make appropriate academic progress after exiting ELL services.[14]
- For schools with non-traditional calendar structures: The applicant accounts for the non-traditional element of its program in its curriculum. For example, a residential/boarding program describes how evening time will be used for academic or non-academic instruction, and what standards, methods, and resources will be used to support that learning.

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[14] Per DCMR 5-E926, schools will be required to develop and submit to OSSE an ELL plan including each of these elements. For more information about the six stages of progression through an ELL program, see http://www2.ed.gov/about/offices/list/ocr/ell/cprogression.html.

2016 Charter Application Guidelines

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4. *Support for Learning*
   [See D.C. Code §§ 38-1802.02 (6.D), (10), (11), (14), (15); 38-1802.04(c)(13)]

   Applicants proposing schools with non-traditional calendar structures (e.g. year-round, residential/boarding, and virtual/blended/flipped programs) should include those program elements in the Support for Learning plan.

   a. School Culture
      • Describe your desired school culture and the methods you will use to establish it. Some relevant components may include:
         o Your theory of classroom and behavior management;
         o The systems, traditions, policies, and symbols that will give your school its identity;
         o How the culture will reinforce positive student behavior and high expectations for student learning; and
         o How the school will monitor student social, emotional, and behavioral development.
      [EO/MO] Describe how these strategies have evolved in your existing school(s) and what adjustments you will make in your DC school.
      • Describe what strategies you will implement to encourage attendance and re-enrollment. [EO/MO] Describe how these strategies have evolved in your existing school(s) and what adjustments you will make in your DC school.
      • Describe how you will welcome and integrate students into your culture who arrive at your school in upper grades or in the middle of the year, and those who are new to schooling in the US.
      • Describe the school's philosophy regarding student behavior and discipline for the general student population and for students with disabilities. Explain how this philosophy supports the school model, mission, and education philosophy.
      • Include a draft of the proposed school's discipline policy for each grade span offered at full capacity.
      • How will the school ensure that behavior policies are equitable and consistently implemented across subgroups?
      • In this narrative or in the proposed discipline policy, indicate when an out-of-school suspension or expulsion may be discretionary versus mandatory.

   Note: PCSB is unlikely to approve applications for schools with discipline policies that rely on school exclusion to manage student behavior and/or that are likely to result in high rates of suspensions and expulsions. In particular, PCSB expects that schools will only expel students for federally-recognized reasons. For information on DC charter sector discipline rates, please see https://data.dcpcsb.org/.

   b. Structure of the School Day and Year
      • Provide a draft of the proposed school's calendar, specifying:
         o The number of days the school will be in session,
         o The daily hours of operation,

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- o   Average instructional minutes per day overall and for core content,
- o   Before- and after-care options, if any,
- o   Teacher planning time,
- o   Extra- or co-curricular activities, and
- o   Non-instructional days, such as those devoted to assessment, independent or work study, professional development, and parent-teacher conferences.
- If you plan to operate a school that does not follow a traditional schedule (August-June, approximately 180 six-hour days), describe how the structure of the day and year will support the school's mission and goals.
- If the school calendar includes frequent professional development or training events for all teachers during the regular school day, describe your plan, if any, for students' activities and monitoring during these times.

   Note: *Pre-kindergarten through twelfth grade programs* must meet or exceed a minimum of 1080 hours (180 days x six hours). Schools that plan on fulfilling some of those hours outside a traditional brick-and-mortar setting should contact PCSB to discuss a seat hour waiver or other accommodation. *Adult schools* must offer 432 hours (36 weeks x four days x three hours) of seat time per year to be eligible for full funding for each student. Please contact PCSB staff for more information.

c.   Family Involvement
- Describe the proposed school's philosophy around family engagement, and how it plans to promote this philosophy. Address how you will include families in your activities and communications who cannot speak and/or read and write in English.[15]
- Describe the parent orientations, trainings, programs, or initiatives, if any, that will be implemented to support students' families.
- Describe how parents will be informed of their students' and the school's academic and non-academic progress.[16]
- Describe how the proposed school's technology structure or plan will aid in general communication with students, and parents.
- [EO/MO] Explain how staff at the existing school(s) will support the proposed school in building its family engagement plans and implementation.
- Applicants proposing schools with non-traditional calendar structures (e.g. year-round, residential/boarding, and virtual/blended/flipped programs) should describe how, if at all, their family involvement plan will differ from those of more traditional school programs.

d.   Community Participation
- Describe how the community will be engaged in the planning, development and implementation of the proposed school.

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[15] Note: Charter schools are required by the Language Access Act and related regulations to provide translation and interpretation services for non- or limited-English proficient families and students.

[16] Schools are encouraged to specifically inform parents of the following annual reports: PCSB's Performance Management Framework; OSSE's Elementary and Secondary Education Act accountability index; and the Equity Report.

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- Describe any services, resources, programs, or volunteers that the school will provide to the community.
- Describe any partnerships the school will have with community organizations, businesses or other education institutions to provide key academic or non-academic services, supports, or opportunities. For each of these partnerships, describe:
    - The nature, purposes, terms, and scope of services,
    - How the partnership will further the school's mission and goals,
    - The organization's purpose, mission, and history, if relevant, and
    - Who at the school will be responsible for managing the partnership.
  For any partnerships that will be providing services or programs integral to the school's mission, provide a draft Memorandum of Understanding, contract, or letter of intent in **Section F: Additional Required Documents**. This should be signed by a representative of the partner organization with contact information.
- [EO/MO] Describe how your existing school(s) are engaged in the surrounding community, addressing any significant positive initiatives and negative interactions that have occurred.

Standard for Approval

Applicants will generally be considered having met the standard for this section when the applicant demonstrates:

- Sufficient progress in developing the plan: Essential elements of the Support for Learning program are explained with thorough detail. For elements of the application that are not yet fully developed, the applicant presents an achievable timeline and framework for fully developing the school program. In particular:
    - Community Participation demonstrates that the school will continue to have the necessary community support to carry out its proposed program, especially with regard to partnerships with community organizations. Any mission-critical partnerships are backed by demonstrated support or commitment from the partner.
- The applicant demonstrates a comprehensive understanding of families' and students' needs, and each element of the Support for Learning plan addresses those needs. The applicant demonstrates that it will ensure family participation in the school's operation. In particular:
    - School Culture describes a student behavior management system that is likely to result in a low rate of out-of-school suspensions and expulsions, is not overly punitive, and distinguishes between discretionary and non-discretionary outcomes.
- Alignment with the mission and philosophy: The essentials of the mission and philosophy are infused in each element of the Support for Learning plan. In the case of schools with non-traditional calendar structures (e.g. year-round, residential/boarding, and virtual/blended/flipped programs), this includes how the elements of the Support for Learning plan will need to be adjusted to the uncommon school program.
- Inclusion of special populations: Each element of the Support for Learning component is deliberately designed to include the families of students with disabilities, English language learners, students who are academically struggling or advanced, and any other populations targeted in the mission, e.g. economically disadvantaged, at-risk, etc. In particular:

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- o Family Involvement includes a plan for communicating with parents/guardians whose primary language is not English.
- Founding group ability: The founding group shows knowledge of the potential pitfalls in opening a school by identifying plausible challenges (both unique and common) that they will face in opening and operating a school and solutions to those challenges.

Each element of the Support for Learning plan will be judged according to the above criteria.

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<div align="center">**Section C: Management Plan**</div>

1. Founding and Leadership
[See D.C. Code §§ 38-1802.02 (9), (12), (13); 38-1802.05]

    a. Profile of Founding Group
- Identify the key members of the founding group, highlighting what experience they will bring to the school. Include individuals who have contributed substantially to the development of the application or who will contribute substantially to the school's development, governance and/or operation. [EO/MO] Specify which members of the founding group are employees of or otherwise affiliated with the MO.
- If founding group members have direct experience founding, governing, operating, or teaching at an existing school, describe the founder's involvement with the school. If the school has closed or is slated for closure, describe the circumstances that led to the closure.

In **Section E: Founding Group Supporting Documents**, provide résumés for each member of the founding group, clearly labelled with their planned position in the school (e.g., Board Chair, Board Member, and Executive Director). [EO/MO] Specify which members of the founding group, if any, will work for the DC school, and which members will work in the MO's central office, etc.

Note: PCSB will conduct background checks on the founding board for those applications that are granted full approval or approval with conditions. PCSB may not automatically reject board members based on any criminal record; in collaboration with the school, PCSB will attempt to address any records that may present a concern about effectively managing a school (e.g., embezzlement or fraud; child abuse or neglect).

    b. School Leadership
In these guidelines, school leaders include any key administrative staff members, including executive directors, business managers, principals, Chief Academic Officers, etc. Include, at minimum, the roles responsible for high-level oversight of the academic program, finances, and business/operations.

Founding groups intending to contract with a MO may delegate the recruitment, selection, and hiring of school leaders to the MO, provided this service is included in the draft management contract and detailed in **Section C: Management Plan, Management Organization**.

For identified school leader(s):
- Provide all documents expected of founding group members in **Section E: Founding Group Supporting Documents**.

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For school leaders yet to be identified:
- Provide the job descriptions and selection criteria for each key member of the school leadership who has not yet been identified. How do the job descriptions and hiring practices support the school in fulfilling its goals and mission?
- [EO] Explain the organization's plans for developing a pipeline of potential leaders for the network.

c. Planning Year

- Provide a calendar of activities that the school will undertake from charter approval to opening day, specifying who will be responsible for each task. Include such milestones as:
  - Transitioning to a Board of Trustees;
  - Identifying and hiring key personnel;
  - Creating and/or finalizing curriculum, including purchasing assessments and materials, and completing curriculum maps, unit plans, and lesson plans;
  - Creating discipline, attendance, promotion, and grading policies;
  - Hiring instructional staff;
  - Identifying, purchasing and renovating (if necessary) a facility;
  - Engaging the community and recruiting students; and
  - Other planning activities.
- Discuss what you anticipate will be the challenges of starting a new school or [EO/MO] expanding to a new city and how you expect to address these challenges.

Note: No applicant will be approved without a timeline that demonstrates adequate plans for procuring needed services, such as identification and renovation of a facility, food services, lease and textbooks. See D.C. Code §§ 38-1802.02(6)(c), 38-1802.04(c)(1).

Standard for Approval

Applications will generally be considered having met the standard for this section when the founding group has, collectively, all areas of knowledge and expertise necessary to operate a successful charter school, and the school leaders will have the expertise and resources to fulfill the school's mission and goals. Key evidence includes:

- The founding group has, collectively, expert professional knowledge and requisite skills in all areas needed to open a successful public charter school, including organizational, financial, legal, real estate/facilities, and other operational capabilities along with extensive, recent, and relevant teaching/school leadership experience with a population similar to that the school plans to serve.
- The founding group has identified the school leaders or the skills and experiences necessary for the leaders who will open and operate the school during its first few years of academic operation. Founding groups intending to contract with a MO may delegate the recruitment, selection, and hiring of school leaders to the MO, provided this service is included in the draft management contract.

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- The school leadership positions include necessary qualifications and time allocations, and are reasonable for school design.
- The founding group has identified, at a minimum, the Board Chair and Treasurer. If the founding group has not identified any other potential board members, it has detailed a timeline identifying the remaining members (except parent members) no less than three months before the start of school, while ensuring that the selected board members will have the requisite skills, vision, and dedication to fulfill the school's mission and philosophy.
- The planning year includes a timeline for completing at least the following tasks:[17]
  - o Transitioning to a Board of Trustees;
  - o Identifying and hiring key personnel;
  - o Creating and/or finalizing curriculum, including purchasing assessments and materials;
  - o Creating discipline, attendance, promotion, and grading policies;
  - o Hiring instructional staff;
  - o Identifying, purchasing and renovating (if necessary) a facility; and
  - o Engaging the community and recruiting students.

To be approved for an accelerated timeline, the applicant should have completed, at a minimum, the following tasks by the time it submits its application:

- Identified school leaders, including an academic leader and a finance, business, and/or operations leader;
- Identified, though not necessarily secured, a suitable facility to house the school through its first two years of operation; and
- Drafted curriculum maps for all core courses for all grades served in at least the first year of operation.

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[17] It is PCSB's assumption that these tasks will be completed before the school begins academic operations, though not necessarily before the school receives its first local funding disbursement.

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2. *Staffing Plan*
[See D.C. Code §§ 38-1802.02 (12), (15), (18); 38- 1802.07]

If applicable, in the appropriate subsection of the Staffing Plan, describe any planned approaches to human resources (recruiting, training, staff roles, etc.) that you consider a unique feature or particular strength of your application.

    a. Staffing Levels
- Explain your method for determining appropriate staffing levels based on your students' needs and staff caseload. If necessary based on the enrollment growth plan, specify the staffing growth needed to serve a larger student body.
- Provide generic job descriptions and the anticipated number of each position for:
  - Academic staff: e.g. general education teachers, resource room instructors, instructional coaches, curriculum development specialists;
  - Non-academic staff: e.g. data manager;
  - Qualified professionals with the specialized expertise required to appropriately serve students with disabilities and English language learners: e.g. special education and ELL teachers, special education and ELL coordinators, evaluators, related service providers; and
  - Mission-specific staff: e.g. residential staff, internship coordinators, technology support.

Note: The staffing levels discussing here should match those listed in the Staffing Plan tab of the Budget Workbook.

    b. Teacher Quality[18]
- Describe the steps you will take to build a pipeline of quality teachers and leaders for your school, including how the school will compete with other schools in the recruitment of teachers. Some aspects to consider include:
  - The selection criteria for hiring teachers;
  - The planned mix of experienced and new teachers;
  - Salary ranges and benefit plans;
  - Professional development (specific questions below); and
  - Teacher evaluation (specific questions below) and retention.
- Describe the professional development that will be provided to teachers, administrators and staff to implement the education program and meet the proposed goals. Specifically mention the professional development necessary to:
  - Develop unit and lesson plans or implement preset lesson plans;
  - Ensure high quality instruction in all classrooms;
  - Support the use of data to inform teaching; and
  - Support any unique programs offered by the school.

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[18] Applicants may find the National Council on Teacher Quality's report on DC helpful: http://www.nctq.org/statePolicy/2014/statePolicyFindings.do?stateId=8

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- Address specific professional development plans related to teaching struggling students, such as those with disabilities and English language learners, including:
  - Professional development for all staff on the proposed school's special education and ELL service delivery model;
  - Strategies for modifying curriculum and instruction to accommodate student needs;
  - The legal requirements of disciplining students with disabilities;
  - Teacher responsibility to address IEP goals, accommodations, and modifications; and
  - Continuing training to ensure teachers and staff are informed of most recent changes in special education policy, regulations, and best practices.
- Describe the school's procedures for assessing teacher effectiveness. What quantitative and qualitative data will you use? What are the potential outcomes of a strong or weak evaluation?

Note: Schools are required to provide training for staff on administration of medication, mandated reporting, and Language Access Act compliance.

Note: Schools are required to enact policies on equal employment opportunities, the maintenance of a drug-free workplace, and assuring the rights and benefits of current employees of the District of Columbia Public Schools. Approved applicants will also be required to specify the school's relationship with its employees in their charter agreements.

Standard for Approval

Applications will generally be considered having met the standard for this section when the staffing plan aligns with and supports the proposed school's education mission and philosophy, is designed to support the proposed school's goals and academic achievement expectations, is accurately reflected in the budget. The staffing and recruitment plan is expected to provide sufficient (in terms of number and qualifications) academic, non-academic, and mission-critical staff to cover all of the courses and programs described in the Education Plan. Key evidence includes:

- The job descriptions and staffing levels can be expected to ensure high quality academic and non-academic staff to cover all necessary functions, potentially including but not limited to:
  - General education teachers for all subjects offered;
  - Academic leaders (e.g. master teachers, instructional coaches, and/or curriculum development specialists);
  - Special education and ELL teachers;
  - Special education coordinators and/or compliance specialists; and
  - Mission-specific staff.
- The teacher recruitment and retention plans are likely to attract and retain the quality and specific expertise needed to support the school's academic program. The applicant has a realistic sense of how and where to recruit the teachers it needs. The teacher evaluation processes weighs rigor and high expectations with respect for teachers' professionalism.
- The PD plan is broad, covering all necessary areas to prepare teachers to fulfill the school's goal,

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including offering consistently high quality instruction, as well as flexible enough to respond to teacher/PD needs as they develop throughout the school year. The PD plan specifically addresses any supports the student population may require.

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3. Management and Internal Oversight
[See D.C. Code §§ 38-1802.02 (7), (8), (9); 38- 1802.07]

    a. Administrative Structure
- Include an organizational chart. If you plan for organizational growth after the first year of operations, include organizational charts for the first and fifth years of operations.
- Describe the relationship of the Board of Trustees to the school's administrative structure and staff, and to parents and students.
- Describe how the founding group will transition to a Board of Trustees, including the procedure by which board members will be selected.[19]
- Outline the succession plan for the board members and leadership.

    b. Performance Management
- Describe how the board will be organized to manage and provide strategic direction for the proposed school, including any board committees. What orientation or ongoing training will board members receive?
- Describe how the Board of Trustees will hold school leadership accountable for meeting the goals set forth in the charter, holding students to high learning outcomes, and ensuring that there is a demand for the proposed school.
- What key academic, organizational, and financial indicators will the board review to assess the school's effectiveness and stability? How often will these indicators be reviewed and by whom?
- Explain how the parents, teachers, community members, and students of the proposed school will have input in decision making, including during the planning year. Refer to prior sections, particularly **Section A: Establishing the Need**, as applicable.

Note: Charter schools are required to develop informal complaint/grievance policies per the SRA, D.C. Code § 38-1802.04(c)(13). This process should comply with federal law and policy, including but not limited to IDEA, Section 504 of the Rehabilitation Act, Titles IV and IX, Title II of the Americans with Disabilities Act, the Language Access Act, and the Age Discrimination Act.

    c. Fiduciary Responsibility
As the fiduciary of the school and public assets, the Board of Trustees is responsible for ensuring adequate controls to prevent fraud and ensure that funds provided to the proposed school are used and managed appropriately, including establishing clear job responsibilities of the staff and board members who direct or execute financial transactions, strong financial and accounting procedures, and policies for managing actual or perceived conflicts of interest; and conducting reviews of external audits. This fiduciary responsibility includes compliance with the SRA, particularly D.C. Code § 38-1802.04(c) and PCSB's Procurement

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[19] The School Reform Act requires that the Board of Trustees must consist of an odd number of people, not to exceed 15, including two parents and a majority DC residents.

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Contract Submission Policy[20], which govern schools' procedures for awarding procurement contracts and submitting board meeting minutes.

- Describe the financial management and internal accounting procedures of the school.
- Describe the Board of Trustees' ethical standards and procedures for identifying and addressing conflicts of interest.
- Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to prevent any actual conflicts and to mitigate perceived conflicts.
- Describe the board's process for conducting, reviewing, and acting on the results of the school's annual financial audits and interim financial statements, including reviewing and approving procurement contracts and monitoring the use of public funds.
- Describe the protocols in place to ensure general fiscal health, including compliance with applicable laws and regulations, e.g., Federal grant regulations, and prevent material events that can affect the school's current or future financial position.
- State whether the nonprofit organization intends to have member(s) and describe the purpose of the member(s), process for selecting member(s), the powers the member(s) will have, and what control, if any, the member(s) will have over the Board of Trustees. [21]

Note: Submit the Articles of Incorporation, Bylaws, and Code of Ethics Statement in **Section F: Additional Required Documents** of the application. These may all be initial drafts of the final documents.

Standard for Approval

Applications will generally be considered having met the standard for this section when the administrative structure is designed to (a) put students first, including being responsive to family and community input; (b) achieve the school's mission and goals; and (c) ensure legal compliance, particularly in terms of proactively preventing financial fraud and ensuring the appropriate use of public funds. The governance structure will set up an active, engaged, knowledgeable Board of Trustees that has timely, deep, and broad knowledge of the school's operations and finances and students' needs, and operates independently and autonomously. Key evidence includes:

- The governance structure creates a forum for parent, teacher, and community input and the strategies for communicating board priorities and decisions include all stakeholders.
- The financial policies are comprehensive and likely to prevent fraud, including:
    o clear job responsibilities of the staff and board members who direct or execute financial transactions;

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[20] PCSB's Procurement Contract Submission Policy is available here: http://www.dcpcsb.org/report/pcsb-policies
[21] For more information about nonprofit corporations with members, please see
https://www.nonprofitadvancement.org/system/files/imagecache/blog_image/Starting a Nonprofit - A Guide_0.pdf, page 11.

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- o strong financial and accounting procedures, such as credit card use policies, segregated accounting and finance duties, and robust bookkeeping standards;
  - o clear, robust policies for managing actual or perceived conflicts of interest;
  - o direct Board oversight of potentially concerning procurement contracts, including any large or unusual contracts; and
  - o in-depth, at least quarterly reviews of budgets, actuals, forecasts, and external financial audits.
- The applicant has established protocols to ensure strong financial performance, compliance with generally accepted accounting principles (GAAP) and major federal fund requirements, and no material events that can affect the school's future health.

Note: No school will receive **full** approval unless its bylaws and Articles of Incorporation meet the requirements of the DC School Reform Act, including:
- The bylaws or articles of incorporation contain a dissolution clause specifying that upon revocation or relinquishment (closure) the school will develop a plan to return funds to OSSE. [D.C. Code §§ 38-1802.04(c)(16), 38-1802.13a.(c)(1).]
- The term "Public Charter School" is used in the name of the nonprofit organization's Articles of Incorporation.
- Neither the Articles of Incorporation or the bylaws specify that the nonprofit organization may operate for religious purposes.

Note: No school will receive **full** approval until it provides copies of bylaws and incorporation documents that demonstrate the school's nonprofit status under the District of Columbia Nonprofit Corporation Act. A school may receive conditional approval if it has begun the nonprofit incorporation process; full approval will be granted only when the nonprofit is legally incorporated.

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4. Management Organization
[See D.C. Code §§ 38-1802.02 (13)]

This section is only applicable to experienced operators and schools planning to contract with a management organization (MO). Some elements of this section, including the Standard for Approval, are adapted from the National Association of Charter School Authorizer's criteria for charter schools' contracts with management companies.[22]

Every charter school is managed by a non-profit Board of Trustees, which is ultimately responsible for the success or failure of the school, and any consequences that may result. If contracting with a MO, the Board should have an independent attorney and accountant working for it, not for the MO.

    a. MO Selection
- Describe the process by which the MO was selected. Refer to the MO's Historical Academic Performance (**Section C: Management Plan, Management Organization**) as necessary.
- Provide an overview of the organization's growth plan for developing new schools nationally, including the number and types of schools (i.e. grade levels) opening by year and the projected number of students at each school in other geographic location(s). Include open schools, schools approved to open, schools that may open pending the results of active charter applications, and applications planned or under consideration. Applicants are encouraged to use the Sample Data Tables available on page 67.
- Disclose any schools the MO has operated that have closed, and describe any sanctions placed on the MO's short of closure, including, but not limited to, shortened or conditional renewals, withdrawals of charters, non-openings of schools, interventions caused by performance deficiencies, or compliance violations.
- Disclose any management contracts broken or severed with any schools and any current or past litigation that has involved the applicant or any school it operates.
- Disclose any negative publicity that the applicant has received and explain the circumstances of such publicity.

    b. Relationship between the Board and the MO
- Describe the process by which the MO's performance will be evaluated and monitored on an ongoing basis. Describe how the Board of Trustees will hold the management organization accountable for meeting the goals set forth in the charter, ensuring compliance with all applicable laws and regulations, and maintaining fiscal viability – independent of any representation by the MO on the school's board.
- Describe plans to have MO membership on the Board of Trustees, if any.
- Describe the MO's role in operating the school.

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[22] Source: http://www.edweek.org/ew/articles/2010/07/14/36richmond_ep.h29.html (free account required to access)

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- The contract between the Board and the MO is expected to be arms-length, competitive, and easily severed by the local board. List all conditions under which the contract may be severed. These should be listed in the draft management contract.
- Describe anticipated financial transfers *other than management fees* between the school and the MO or its affiliates, if applicable. Include start-up, emergency/contingency, or other funds provided to or loaned to the school.
- Describe how the charter school's resources will be segregated from those of the affiliate organization, including exclusively local use of DC public funding.

Note: In **Section F: Additional Required Documents**, provide the following:
- A draft management agreement between the school and the management organization;
- An organizational chart showing the relationship among all business entities being operated by or affiliated with the MO/EO; and
- The MO/EO's most recent annual reports, financial audits, and IRS filings.

Standard for Approval

Applicants will generally be considered having met the standard for this section when the MO selection was based on compelling evidence, including the organization's academic and non-academic performance; the Board of Trustees has procedures in place for independently overseeing and evaluating the management organization's performance; and the relationship between the Board of Trustees and the management organization is arms-length and easily severed. There is clear differentiation of roles and responsibilities of the proposed school's Board of Trustees, the administrative leadership of the school, and the MO. Key evidence includes:

- The MO has extensive, recent, relevant, and successful experience with a population similar to that the school plans to serve. The management organization has a strong history of academic and organizational success, including no recent closures of or corrective actions against any of its managed schools, and demonstrated improvements after any previous corrective actions.[23] (**Note:** This can be addressed in more depth in the following section.)
- The operator's national and DC growth plan is feasible based on the application review team's expertise and additional research, and is aligned with the operator's mission and philosophy (especially regarding target populations).
- The proposed fees charged by the MO are reasonable based on the level of services to be provided.[24]
- The financial relationship between the MO and the school are clearly separable, including:

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[23] PCSB considers any corrective actions or school closures within three academic years "recent." Any schools that faced closure should have three years of data reflecting significant improvements.

[24] While the fee level will change based on the level of services provided, PCSB expects that the fee will not be above 15-17%. PCSB is particularly opposed to fees set at 100% of the school's revenue.

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- o Public funds flow directly to the charter school and all equipment and furnishings purchased with the public funds remain property of the school;
- o Shared employees or other shared costs between the charter school and any other organization are kept to a minimum and, when present, are based on transparent cost sharing criteria;
- o All loans between the MO and the school will be appropriately documented and at market rates; and
- o Any pass-through expenditures (e.g., rent payments paid by the charter school to the MO and then paid by the MO to the landlord) will be appropriately documented and certified as accurate by regular agreed-upon procedures audits, conducted by an auditor from PCSB's Approved Auditor List.

- The relationship between the Board of Trustees and the MO is arms-length and presents no actual or perceived conflicts of interest, either disclosed in the application or discovered by the application review team. If Board members of the school are employed or selected by the MO, these members represent a permanent minority.
- The submitted organization chart illustrates the roles of the proposed school's Board of Trustees, administrative leadership, and the MO.
- The MO disclosed records of any negative publicity.
- The relationship between the board and the MO is fully defined, including:
    - o A detailed list of services and associated fees;
    - o Academic, financial, and operational performance expectations for the MO;
    - o The roles and responsibilities of the board of trustees, school staff, and the management organization;
    - o Disclosure of existing relationships between the founding group and the management organization, including potential conflicts of interest; and
    - o Conditions for contract renewal or termination, including effective procedures for terminating the relationship in case of academic, financial, or operational failure.
- The MO has a demonstrated history of and plan for continued effective fiscal and organizational management, including:
    - o Structurally balanced budgets for all schools, with a particular emphasis on effective budgeting during the first two years of a new school or campus's operations;
    - o Adequate liquidity to support the DC school in case of financial hardship;
    - o No instances of financial mismanagement or pending lawsuits; and
    - o A strong net asset position relative to the size and budget of the proposed DC school.

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   c. Historical Academic Performance
For each of the management organization/experienced operator's existing schools, provide information about academic performance.

If applicable, refer to data provided in earlier sections of the application (e.g. **Section A: Establishing the Need, Demonstrating a Need**Error! Reference source not found.).

- Submit quantitative data for each existing school operated by the MO for at least the previous three completed school years. When appropriate, this must be submitted via links to public websites where the data are stored, such as a State Education Agency's school report cards and an authorizer's accountability framework or spreadsheets on company's logos or the school's published annual reports. Submit data including:
  - *Required:* State/authorizer accountability results for all student subgroups[25] served, disaggregated by grade level.
  - *Required:* Data that compare school performance with other schools in the state, including comparisons with all schools in the state by subgroup population and grade level;
  - *Required:* In-seat attendance rate; short-term out-of-school suspension rate; long-term out-of-school suspension rate[26]; mid-year withdrawal rate; and expulsion rate for every existing school.
  - *Optional:* Non-academic indicators that describe the school's performance including retention rates, graduation rates, college enrollment and/or persistence rates, and demand as evidenced by waiting lists, as compared to similar schools in the state and/or district;
  - *Optional:* Any additional evidence that the existing design has been effective in raising student achievement.

  Applicants are encouraged to use the Sample Data Tables available on page 67 for reporting non-academic data.

  When available, state or authorizer accountability data must be submitted. Data from other sources, e.g. internal analysis, external researchers, etc., may be submitted for metrics or student groups not tracked or published by the state or authorizer.

- Explain the data, including trends, strengths, and weaknesses. This should include evidence of closing achievement gaps and moving low-performers to higher proficiency levels.
- Applicant groups may also choose to submit qualitative data or unique accomplishments evincing the experienced operator's effectiveness in raising student achievement or achieving mission-specific goals. Applicants must submit any qualitative reviews conducted by the authorizer(s) of their existing school(s).

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[25] At a minimum, subgroups should include: race, ethnicity, SWD, ELL, and low-income or at-risk students.

[26] 10 or more days of out-of-school suspensions is calculated as the sum of students who have been suspended for 10+ days *cumulatively*, not necessarily in a single disciplinary incident, divided by the number of students enrolled.

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> **Note:** These data should be provided for all schools associated with the MO. If incomplete or no data is available for specific schools or subgroups, provide a reason (e.g. school is in its first year of operation, no English language learners at a campus).

Standard for Approval

Applicants will generally be considered having met the standard for this section when the applicant presents compelling quantitative evidence that the MO has had at least a three-year track record of success educating students similar to those targeted by the proposed school, specifically externally validated (from a charter authorizer or state education agency) results that show the school has achieved high levels of student proficiency and growth, and reduced student achievement gaps. Key evidence includes:

- The operator has achieved above-average proficiency and growth rates for its students (in aggregate, by student subgroup,[27] and by grade level) on state/authorizer accountability systems, including the state assessment(s). For schools with untested grades or alternative populations, the application demonstrates impressive results on externally validated assessments (e.g. Terra Nova, NWEA, Scantron).
- Non-academic data show a low percentage of exclusionary incidents, i.e. expulsions, out-of-school suspensions; high re-enrollment rates; and demographic/enrollment statistics similar to those of comparable schools.
- Any anomalies in the operator's performance – such as short-term drops in student proficiency or growth – are explained in the narrative along with specific strategies the MO will employ to avoid reoccurrence of these anomalies in the proposed DC school.

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[27] At a minimum, subgroups should include: African American students, Hispanic/Latino students, SWD, ELL, and low-income students.

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5. *Student Policies and Procedures*
   [See D.C. Code §§ 38-1802.02(10); 38-1802.06]

   a. Student Enrollment Policies
      All public schools must comply with the SRA and DC regulations regarding student enrollment and residency verifications. For more information about these requirements, visit http://osse.dc.gov/service/enrollment-and-residency.
      - Indicate whether the school will join My School DC, the common application lottery. If the school is not joining the common lottery, explain your rationale, and include your anticipated application release date, due date and enrollment date, along with policies for administering a waitlist.
      - Explain your policy for accepting students mid-year, if space becomes available.
      - What is the proposed school's enrollment policy for back-filling grades both during the school year and between school years?
      - If you are limiting enrollment to certain grades, explain your reason for this and how you will accommodate for annual attrition.

   b. IDEA / Special Education Compliance
      - Briefly describe the systems and strategies you will implement to fully comply with IDEA and Section 504 of the Rehabilitation Act, as well as DC laws, regulations, and policies implementing these federal requirements, referring to other sections of the written application as necessary. In particular, discuss:
        o How you will establish a preliminary Child Find system[28], appropriate discipline procedures for SWD, and secondary transition requirements, if applicable;
        o How students requiring Section 504 plans will be identified and served;
        o How the school will inform parents about their and their child's rights associated with IDEA, Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §§ 701 *et seq.* (Section 504), and all other applicable civil rights laws;
        o The school's plan for ensuring responsiveness to communications from OSSE and other parties related to dispute resolution events (mediation, state complaints, and due process complaints/hearings);
        o Systems for tracking and reporting student data, including progress on IEPs and services provided; and
        o The school's plan to address and correct non-compliance identified by OSSE in a timely manner.
      - [EO/MO] How are these strategies similar to or different from the strategies in place in your existing school(s) in other states? What changes, if any, did you make to your disability identification or academic support procedures and what do you anticipate will be challenges with implementing these standards in DC?

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[28] A compliant Child Find system should include, at minimum, procedures for transitioning students from Part C to Part B; public awareness, screening, referral, and evaluation. Please see OSSE's Child Find policies and guidance for additional information: http://osse.dc.gov/service/specialized-education-policies-and-regulations.

[NS] Applies only to new schools.
[EO] Applies only to experienced operators.
[EO/MO] Applies to all schools planning to contract with a management organization.

Note: Public charter schools are required to comply with IDEA and Section 504 of the Rehabilitation Act, including providing a Free and Appropriate Public Education in the least restrictive environment,[29] and a full continuum of services for SWD.[30] Charter schools will be held accountable to OSSE's policies and procedures around specialized education services, including ongoing monitoring from day one of operations. More information about OSSE's monitoring and compliance requirements are available here: http://osse.dc.gov/service/specialized-education-monitoring-and-compliance. Charter LEAs offering pre-kindergarten through 12th grade programs should be particularly well-versed in Part C-to-B and Part B requirements of IDEA.

Note: Funding for special education may only be used for special education services. On an annual basis, schools are required to report their special education-related expenditures to OSSE in a Maintenance of Effort report. For more information about Maintenance of Effort reporting, please visit http://osse.dc.gov/service/funding-public-schools-and-public-charter-schools-amendment-act-2011.

Standard for Approval

- If not participating in My School DC, the school has both a convincing justification for not participating and a well-developed strategy for managing its application process, open enrollment season, and lottery.
- The proposed policy for back-filling vacated seats is inherently inclusive of all students and aligned with the school's mission.
- The processes and procedures for identifying and serving students with disabilities complies with IDEA and Section 504 of the Rehabilitation Act, and incorporates established best practices. The founding group has demonstrated a sufficient understanding of federal and local laws, regulations, and policies to appropriately identify, serve, and report data on students with disabilities.

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[29] For guidance on how to implement LRE requirements, please see:
http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE%20DSE%20LRETOOLKIT%2001%2011.pdf

[30] Pursuant to the regulations promulgated by the U.S. Department of Education, each public agency "must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services." 34 C.F.R. § 300.115. The District of Columbia Office of the State Superintendent of Education's regulations mirror the federal regulations, stating that alternative placements shall include instruction in: (a) regular classes, with push-in, co-planning, or co-teaching; (b) special classes, either pull-out or self-contained; (c) special schools; (d) home instruction; and (e) instruction in hospitals and institutions, and require Local Education Agencies to provide "supplementary services, such as resource rooms and itinerant instruction, … in conjunction with regular class placement." 5 DCMR, tit. 5-E § 3012.

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[EO/MO] Applies to all schools planning to contract with a management organization.

Section D: Finance Plan

1. *Facilities*
   [See D.C. Code §§ 38-1802.02 (6)]

   a. Identification of a Site
      If a facility has been identified:
      a. Provide the address and ward location of the proposed site for the school. Provide a general description of how the facility meets the school's programmatic needs, including occupancy limits, accessibility for students with limited mobility, enrollment growth plans, fulfillment of all mission-critical space requirements, and any involvement of the community in the design of the proposed school. Refer to other parts of the application, particularly **Section A: Establishing the Need**, as applicable.
      b. Describe any renovations and related expenses that may be required.
      c. If the site will be leased, include a final or draft lease or identify the terms of the lease. If the site has been purchased, attach a copy of the deed of trust. If the lease or purchase is not final, refer to the Planning Year Timeline in **Section C: Management Plan, Founding and Leadership**.
      d. If proposing to convert an existing public school, include in the discussion whether the Department of General Services or another DC government agency, has agreed to or will be expected to provide any capital improvements to the site.
      e. If the identified site is intended to be temporary (e.g. based on enrollment growth plans), answer the questions below for *If a facility has not been identified.*

      If a facility has not been identified:
      a. Describe the space requirements needed for the proposed school (e.g., square footage, number and types of classrooms, amenities, etc.)
      b. List the addresses and wards of sites under consideration that meet the school's programmatic needs, including occupancy limits, accessibility for students with limited mobility, fulfillment of all mission-critical space requirements, and any involvement of those communities in the design of the proposed school. Refer to other parts of the application, particularly **Section A: Establishing the Need**, as applicable. Use information on these sites to inform budget assumptions in the Budget Workbook and include all applicable research on these sites in **Section F: Additional Required Documents**.
      c. Describe the effect that the location will have on the student recruiting strategy or other costs like transportation.
      d. Describe how the school will position itself in the real estate market to secure a facility, including any agreements with partners to assist in the facility identification process.

      Note: No applicant will receive final approval of its charter until the applicant has demonstrated that it has acquired title to or has otherwise secured the use of a facility. If a

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> site has been identified, include a Letter of Intent in **Section F: Additional Required Documents** indicating the terms and conditions of the proposed lease.

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[EO/MO] Applies to all schools planning to contract with a management organization.

2. *Finance*

   [See D.C. Code § 38-1802.02(6)]

   For more information on PCSB's oversight of schools' finances, please see PCSB's Financial Audit Review (FAR) http http://www.livebinders.com/play/play?id=1720593. The FAR also provides aggregate and average expenditures on high-level expense categories (e.g., salaries and benefits, food service, etc.) for existing DC public charter schools.

   - Explain the specific financial goals and objectives for the projected five-year budget (e.g., capital improvements, equipment, increased instructional and staffing costs).
   - Describe what contingencies are in place in the event that funds for per-pupil allocations are not available when expected or are lower than expected, or outlays are higher than expected.
   - [EO/MO] Describe anticipated financial transfers between the school and the MO or its affiliates, if applicable. This would include start-up or other funds provided to or loaned to the school, management fees, and other payment paid by the school.
   - Describe any planned fundraising efforts to generate capital, to cover planning or development costs prior to opening the school, or to supplement the per-pupil allocation for operating expenses. [31]
   - Describe the school's cash flow management plan and how it will ensure availability of funds throughout the year.

Note: The charter school must maintain its financial records in accordance with generally accepted accounting principles. [See D.C. Code § 38-1802.13(b)(1).]

Note: *For schools planning to contract with a management organization,* the charter school's resources and funds must be segregated from those of the MO, and DC funds must be used exclusively for goods and services provided to DC students.

Note: Funding for special education may only be used for special education services. On an annual basis, schools are required to report their special education-related expenditures to OSSE in a Maintenance of Effort report. For more information about Maintenance of Effort reporting, please visit http://osse.dc.gov/service/funding-public-schools-and-public-charter-schools-amendment-act-2011.

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[31] PCSB does not require schools to engage in ongoing fundraising to support their program, though many existing schools do.

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[EO/MO] Applies to all schools planning to contract with a management organization.

3. *Budget Workbook*
[See D.C. Code §§ 38-1802.02 (6)]

Complete and submit all sheets of the Budget Workbook, saved as *School Name - Budget Workbook – Application Cycle.xlsx*. The blank Budget Workbook, which includes some instructions, is available at http://bit.ly/1hWTcQY.

Note: The blank Budget Workbook is designed to be a guide, not a requirement. Applicants are responsible for ensuring that all relevant elements of the proposed school are included in the budget and that budget assumptions are reasonable. Experienced operators or founding groups working with a management organization are welcome to use the existing organization's budgeting software/templates, provided they are accurate, comprehensive, and transparent.

Standard for Approval

Applications will generally be considered having met the standard for this section when finance and facilities plans, including the Budget Workbook, are thoroughly developed and aligned with the proposed school's mission and education program. The budget is balanced and conservative; reflects all necessary outlays, including any unique programs described in the Education Plan; and includes contingencies for unexpected shortfalls. The revenue projections are solid, realistic, and sufficient to meet school expenditures. Both the finance and facilities plans are realistic and informed by accurate assessments of the DC education landscape, including key funding opportunities and facilities availability. Key evidence includes:

- The budget is balanced, error free, and based on realistic expectations for income and expenditures, which are clearly detailed in the Budget Workbook.
- The finance plan demonstrates a clear understanding of the Uniform Per Student Funding Formula, key private funding opportunities (e.g. Walton school start-up grants), and all applicable federal funds (especially Titles I, II, III, and Vb).
- The budget reflects all necessary outlays outlined in the Education Plan, including personnel, technological resources, facilities, curricular resources, and mission-specific expenditures.
- If the budget includes private fundraising revenue of more than 5% of its income:
    - the application details a strong fundraising plan,
    - the founding group includes a member or advisor with significant fundraising expertise, and
    - the supplemental budgets based on exclusively public funding meet the Standard for Approval.
- If a facility has been identified, it is expected to meet the needs of the education program and there are effective measures to ensure the health and safety of students. If no facility has been identified, the facilities plan details the plan and timeline for securing a facility before year one, and fully describes:
    - the criteria for evaluating facilities, including alignment with the Education Plan;
    - facilities options;
    - key support, e.g. charter support organizations, banks;

2016 Charter Application Guidelines

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- o community involvement; and
- o financing requirements.
- The facilities financing plan is based on realistic market expectations and includes contingencies in the case that the preferred financing method is unavailable.

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<div style="text-align:center">Section E: Founding Group Supporting Documents</div>

For each founding member of the founding group, submit **in this order:**

- Résumé, labelled with their planned position in the school (e.g. Board Member, Executive Director, not continuing after application approval).[32]
- Signed personal statement that describes:
     - their interest in the proposed charter school,
     - their role in the development of the application,
     - their role should a charter be granted, and
     - the expertise and resources that they will bring in establishing the proposed charter school.
     - If they have direct experience founding, governing, operating or teaching at an existing school, describe the founder's involvement with the school and the school's academic and non-academic performance. Explain any closures, charter revocations, or other corrective actions against the school.

If the founding group member plans to join the Founding Board, also include:
- Board Member Agreement, including performance expectations.
- Signed Conflict of Interest form (available on page 61) with separate attachment of explanations, if necessary.

Note: PCSB will conduct background checks on the founding board for those applications that are granted full approval or approval with conditions. PCSB may not automatically reject board members based on any criminal record; in collaboration with the school, PCSB will attempt to address any records that may present a concern about effectively managing a school (e.g., embezzlement or fraud; child abuse or neglect).

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[32] In the redacted electronic version of the application, remove all personal contact information (e.g. address, phone number, email address, etc. but not name).

Conflict of Interest Form

If you answer "yes" to any of the following questions, provide an explanation on a separate sheet.

	Questions	Yes	No
1	Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any charter/education management organization or any other company contracting with the proposed charter school?		
3	Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?		
4	Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?		
5	Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?		
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its management organization or other contractors?		
7	Did you or your spouse provide any start-up funds to the proposed charter school?		
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		
10	Do you currently serve as a member of the board of any public charter school?		
11	Do you currently serve as a public official?		
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		

Signature	
Click here to enter text.	Click here to enter text.
Name	Title
Click here to enter text.	Click here to enter text.
Name of Proposed School	Date

To download an editable version of this form, visit: http://bit.ly/1LbJBCj

Section F: Additional Required Documents

Include each of the following required documents under separate tabs or headings.

1. *Articles of Incorporation*
2. *Bylaws*
3. *Code of Ethics*
4. *Conversion Endorsement Certification, if applicable*
5. *Letter of Intent for Facility, if applicable*
6. *Research on Comparable Facilities, if applicable*
7. *Draft Memorandum of Understanding, Letter of Intent, or Contract for Mission-Critical Partnerships*

8. Assurances Form

As the authorized representative of the applicant, I acknowledge the obligation of the proposed public charter school to comply with the following:

1. Maintain non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. (D.C. Code § 38-1802.04(c)(16).)
2. Seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the DC Public Charter School Board, within five years of the start of the school's first academic year. (D.C. Code § 38-1802.02(16).)
3. Remain nonsectarian and not be affiliated with a sectarian school or religious institution. (D.C. Code § 38-1802.04 (c)(15).)
4. Submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools. (D.C. Code § 38-1802.04(c)(11)(B)(ix).)
5. Offer open enrollment to all students who are residents of the District of Columbia, and use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. (D.C. Code § 38-1802.06.)
6. Provide PCSB with student enrollment data required for submission to the Office of the Chief Financial Officer. (D.C. Code § 38-1802.04 (c)(12),)
7. Collect, record, and report attendance, discipline, and enrollment data in compliance with the policies and procedures of PCSB, using the reporting software required by PCSB. (D.C. Code § 38-1802.11(a)(2).)
8. Collect and report academic and non-academic performance consistent with PCSB's data submission policies.
9. Not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. (D.C. Code § 38-1802.04 (c)(2).)
10. Establish an informal complaint resolution process prior to the first date that the school accepts applications. (D.C. Code § 38-1802.04 (c)(13).)
11. Ensure that all relevant school personnel and Board of Trustee members are capable of executing financial management, governance and management, and other responsibilities as deemed necessary by PCSB. (D.C. Code § 38-1802.02(15).)
12. Provide PCSB access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter. (D.C. Code § 38-1802.11(a)(2).)
13. Comply with the contract procurement requirements of the D.C. Code § 38-1802.04(c).
14. Comply with districtwide assessment requirements determined by the Office of the State Superintendent of Education, or other D.C. laws, regulations, policies, or procedures. (D.C. Code § 38-1802.02(1).)
15. Comply with the following federal and local laws:
    a. **Health and Safety:** Healthy Schools Act of 2010 (D.C. Code §§ 38-821.01 *et seq.*); federal and local laws regarding background checks for all employees and volunteers working with children and mandatory reporting to the Child and Family Services Agency for instances of education neglect and suspected abuse;
    b. **Building Safety:** D.C Building and Fire Codes (D.C. Code § 5-501 *et seq.*);

c. **Maintenance and Dissemination of Student Records:** Family Education Rights and Privacy Act (20 U.S.C. § 1232g);

d. **Certain Requirements of Education Institutions**: Compulsory School Attendance (D.C. Code § 38-201 *et seq.*); Immunization of School Students (D.C. Code § 38-501 *et seq.*); Tuition of Nonresidents (D.C. Code § 31-301 *et seq.*); Non-Profit Corporations (D.C. Code § 29-401 *et seq.*);

e. **Students with Disabilities**: Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. § 1411 *et seq.*) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); any and all federal and local laws around providing a free and appropriate public education to all students with disabilities;

f. **English Language Learners**: all federal and local laws and applicable regulations regarding identifying and serving students who are English language learners and their families;

g. Title I of the Elementary and Secondary Education Act;

h. **Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia:** The Age Discrimination Act of 1975 (42 U.S.C. § 6101 *et seq.*); Title VI of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d *et seq.*); Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681 *et seq.*); and the Americans with Disabilities Act of 1990 (42 U.S.C. §§ 12101 *et seq.*); and

i. **Other:** All other laws deemed applicable by PCSB (D.C. Code § 38-1802.11(a)(1)(B)).

Signature	
Click here to enter text. Name	Click here to enter text. Title
Click here to enter text. Name of Proposed School	Click here to enter text. Date

To download an editable version of this form, visit: http://bit.ly/1Ms3i9o

Experienced operators and schools planning to contract with a management organization (MO) must also include:

9. *Management Agreement and Related Documents*

   If applicable, include the organizational chart showing the relationship among all business entities being operated by or affiliated with the management organization.

10. *MO's Financial Audits, including A-133, for the last three years*
11. *MO's Annual Reports for the last two years*
12. *MO's IRS Form 990 (or other IRS filings) for the last three years*

In addition to the narrative on curriculum philosophy and process, provide one each of the following elements (a-c) for math or science and one for ELA or history for one grade per grade band that the school aims to serve at full capacity.[33] Applicants are invited to use the sample curriculum templates available on page 69.

Applicants adopting an existing curriculum may include a link to the full curriculum in lieu of the elements listed below.

a. A year-long curriculum map. This may include:
  • Unit objectives
  • Standards
  • Resources
  • Assessments

b. For one unit from each curriculum map (a), create a sample unit plan. This may include:
  • Objectives
  • Standards
  • Lesson names or basic descriptions
  • Activities
  • Resources
  • Assessments

c. For each lesson from each unit plan (b), create a sample lesson plan. This may include:
  • Title
  • Objectives, goals
  • Materials, environment, resources
  • Procedure
  • Assessment
  • Reflection

Applicants who are not adopting an existing curriculum (including curriculum maps for each core subject for all grades served at full capacity) should discuss how and when curriculum maps will be developed. Applicants will be required to submit these curriculum maps before earning full charter approval.

Note: Applicants may redact parts or the whole of **Section G: Curriculum Sample** if they believe that these portions contain information that will cause substantial harm to the applicant's competitive position if released publicly.

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[33] For example, a proposed middle school could provide two of each of the elements: one for 6th grade ELA and one for 6th grade science. Another example would be a proposed 6th-12th program, which would submit one of each element for 7th grade science, 7th grade ELA, 10th grade science, and 10th grade ELA.

Sample Data Tables

Student Demographics:

Applicants are encouraged to use this table for Demonstrating a Need (**Section A: Establishing the Need, Demonstrating a Need**) of the proposed school. Experienced operators and schools planning to contract with a management organization are also encouraged to use this table to provide a demographic analysis each of the EO/MO's existing school(s) (individually, not in aggregate) in **Section A: Establishing the Need, Demonstrating a Need**.

Race/Ethnicity					Special Education[34]				English Language Learners	Low Income
Black	Hispanic / Latino	White	Asian	Other	Level 1	Level 2	Level 3	Level 4		

Similar Schools:

Applicants are encouraged to use this table to present information on similar schools. **Helpful Resources** on page 8 may be valuable in completing these tables.

Similar School 1	(Name)			
Ward & Neighborhood Cluster	School Type	Total Enrollment	Low-Income	*Applicants are encouraged to include other statistics related to their target populations*
	(DCPS / PCS / Independent)		%	
Black	Hispanic / Latino	White	Asian	Other
%	%	%	%	%
Special Education				English Language Learners
Level 1	Level 2	Level 3	Level 4	
%	%	%	%	%
Proficiency on State Assessment – ELA	Proficiency on State Assessment – Math	Growth on State Assessment - ELA	Growth on State Assessment - Math	
%				

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[34] Special education levels are set by the number of hours of specialized services the student receives per week. Level 1: 8 hours or less; Level 2: More than 8 but less than or equal to 16 hours; Level 3: More than 16 but less than or equal to 24 hours; Level 4: 24+ hours.

Non-Academic (Attendance & Discipline) Data:
Applicants are encouraged to use the following tables to report data on the non-academic performance of their existing school(s).

School Name	In-seat attendance rate[35]	
	School Year	School Year

School Name	Students with 1 or more days of out-of-school suspensions		Students with 10 or more days of out-of-school suspensions[36]		Students with disabilities with 1 or more days of out-of-school suspensions of		Expulsions	
	#	%	#	%	#	%	#	%

---

[35] In-seat attendance rate is calculated as the sum of all students' number of days present divided by the sum of all students' number of days enrolled.

[36] Ten or more days of out-of-school suspensions is calculated as the sum of students who have been suspended for 10+ days *cumulatively*, not necessarily in a single disciplinary incident, divided by the number of students enrolled.

2016 Charter Application Guidelines

Sample Curriculum Templates

a. Year-Long Curriculum Map

[Name of Curriculum Map]							
	Month(s)						
Unit objectives							
Standards							
Resources							
Assessments							

Please specify the grade and subject(s) for each year-long curriculum map. Include as many columns for months as necessary. Create a single table for all subjects or a separate table for each subject.

b. Unit Plan

[Name of Unit Plan]							
	Week(s)						
Objectives							
Standards							
Lesson names/descriptions							
Activities							
Resources							
Assessments							

Please specify the grade, subject, and unit for each unit plan.

c. Lesson Plan

[Name of Lesson Plan]	
Title	
Objectives, goals	
Materials, environment, resources	
Procedure	
Assessment	
Reflection	

Please specify the grade, subject, and unit for each lesson plan.

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[EO] Applies only to experienced operators.
[EO/MO] Applies to all schools – EO or NS – planning to contract with a management organization.

Appendix B: Application Checklist

2016 Application Acceptance Process

Proposed School Name: Click here to enter text.   Submitted By: Click here to enter text.

Telephone number: Click here to enter text.   Email Address: Click here to enter text.

Submission Stage 1: Submit Unredacted Electronic Application

(1) Verify Completeness of Unredacted Electronic Submission:

Application Contents	Yes	No
Applicant Information Sheet		
Executive Summary*		
Establishing the Need*		
Education Plan*		
Management Plan*		
[EO/MO] Management Organization*		
Finance Plan*		
Budget Workbook		
Staffing Plan		
Enrollment Projections		
Year 0, Year 1 Projections		
Years 1-5 Projections		
Founding Group Supporting Documents (for each member of the founding group)		
Résumé		
Personal Statement		
If the founding group member plans to join the founding board:		
Board Member Agreement		
Conflict of Interest Form		
Required Documents		
Articles of Incorporation		
Bylaws		
Code of Ethics		
Conversion Endorsement Certification (if applicable)		
Letter of Intent for Facility (if applicable)		
Research on comparable facilities (if applicable)		
Assurances Form		
[EO/MO] Management Agreement and Related Documents (if applicable)		
[EO/MO] MO's Financial Audits, including A-133 – 3 most recent years		
[EO/MO] MO's Annual Reports – 2 most recent years		
[EO/MO] MO's IRS filing – 3 most recent years		

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Application Contents	Yes	No
Curriculum Sample[37]		

Is the application under the 125 page limit?   Yes   No
*Items marked with an asterisk above are included in the 125 page limit.

(2) Stop: Notify Applicant of Completeness

Is the unredacted electronic application complete?   Yes   No
If the application is not complete, the applicant may choose to resubmit all required elements of the application (including those listed below) by the full application deadline. Regardless of the completeness of the unredacted electronic submission, all elements of Submission Stage 2 must be completed by the full application deadline.

Date & Time: Click here to enter text.

Application intake completed by: Click here to enter text.   Application Number: Click here to enter text.

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[37] If the applicant has a completed curriculum, this should include a link(s) to the curriculum maps, unit plans, and an example lesson plan for each subject area and grade level. If **Section G: Curriculum Sample** includes proprietary curricular materials, applicants may choose to redact parts or the whole of the curriculum from the redacted electronic version of the application.

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[EO/MO] Applies to all schools – EO or NS – planning to contract with a management organization.

Submission Stage 2: Submit Full Application

(3) If original Unredacted Electronic Submission was incomplete, Verify Completeness of Unredacted Electronic Submission. If Unredacted Electronic Submission was complete, go to step 4.

Missing Elements	Yes	No
(PCSB intake staff will specify)		

(4) Verify Accuracy of Redacted Electronic Submission
The following elements should be redacted:

Application Contents	Content to Redact	Redacted
Applicant Information Sheet		
	Contact Information (Address, Phone, Email)	
	Signatures	
Founding Group Supporting Documents (for each Board member)		
	Résumé	
	Contact Information (Address, Phone, Email)	
Curriculum If the applicant has a completed curriculum, the application should include a link(s) to the curriculum maps, unit plans, and an example lesson plan for each subject area and grade level. If the applicant believes that this contains information that will cause substantial harm to the applicant's competitive position if released publicly, it may redact parts or the whole of **Section G: Curriculum Sample**.		

(5) Accept Supporting Materials

In-person Submission

Supporting Materials	Yes	No
Five bound double-sided copies of the application with a table of contents, all pages numbered, and labeled tabs separating each section and appendices		
One complete electronic, searchable/OCR PDF of the entire application, including the budget spreadsheets and appendices, submitted via a non-returnable USB flash drive or through a secure file-sharing software		
One redacted electronic, searchable/OCR PDF version of the application, with contact information of founding group members (i.e. addresses, phone numbers, email addresses, Social Security Numbers) removed		

[NS] Applies only to new schools.
[EO] Applies only to experienced operators.
[EO/MO] Applies to all schools – EO or NS – planning to contract with a management organization.

Remote Submission

Supporting Materials	Yes	No
Delivered to the office or available at local print center		
Five bound double-sided copies of the application with a table of contents, all pages numbered, and labeled tabs separating each section and appendices		
Submitted via secure file-sharing software		
One complete electronic, searchable/OCR PDF of the entire application, including the budget spreadsheets and appendices, submitted via a non-returnable USB flash drive or through a secure file-sharing software		
One redacted electronic, searchable/OCR PDF version of the application, with contact information of founding group members (i.e. addresses, phone numbers, email addresses, Social Security Numbers) and signatures removed		
Delivered to the office		
Board member agreement for each board member, with original signatures		

(6) Verify Completeness of Paper Submission

The applicant attests that all copies of the paper application exactly match the unredacted electronic version of the application.

Applicant Signature:	Date:

Applicants submitting their applications remotely will receive Parts 1-5 of this checklist by 6:00pm on the day of the full application submission deadline, and will need to return an electronic copy of Part 6 by 10:00am on the following day. Upon receipt of Part 6, PCSB staff will complete Part 7.

Applications will not be considered complete until Parts 1-7 of this form are completed.

(7) Accept Charter Application

Is the application complete?   Yes   No

Application verification completed by: Click here to enter text.	
Date & Time: Click here to enter text.	Application Number: Click here to enter text.