

District of Columbia Public Charter School Board

NEW CHARTER SCHOOL APPLICATION

2013

(Draft for Comment 6/10/2013)

PCSB Mission

The Board's mission is to provide quality public school options for D.C. students, families and communities through:

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

PCSB Vision

The Board's vision is to lead the transformation of public education in D.C. and serve as a national role model for charter school authorization and accountability.

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District of Columbia Public Charter School Board Members

John H. “Skip” McKoy, Chair

John H. “Skip” McKoy is director of programmatic initiatives at Fight for Children, where he oversees the organization’s strategic focus on improving health and educational outcomes for D.C. children ages 3 and 4, working closely with local community, business, education and government leaders. His background is in urban planning and community development. Earlier, he held executive positions at the Anacostia Waterfront Corporation, D.C. Agenda, Lockheed Martin and in D.C. government. He is the chair of the State Early Childhood Development Coordinating Council and an adviser to the D.C. Fiscal Policy Institute and the Community Partnership for the Prevention of Homelessness.

Darren Woodruff, Ph.D., Vice Chair

Darren Woodruff is a principal research analyst at the American Institutes for Research, where he works on issues related to improving schools, supporting at-risk youth and eliminating disproportionality in special education. Before joining AIR, he evaluated schools implementing the Comer School Development Program. He has also served as a teacher and counselor at the elementary, high school and college levels. He received his Ph.D. in educational psychology from Howard University. He has written and presented on culturally responsive instructional practices, co-written a chapter in the Harvard book “Racial Inequity in Special Education” and co-written “Using School Leadership Teams to Meet the Needs of English Language Learners.”

Emily Bloomfield, Member

Emily Bloomfield works as a consultant and is leading a start-up initiative to address the educational needs of preteens and teens in foster care. She also serves on the board of the D.C. College Success Foundation. Most recently, she was a senior policy adviser at Stand for Children. Her previous education experience includes serving as an elected member and president of the Santa Monica-Malibu Unified School District Board of Education. She has worked as a product manager for Citysearch, a senior associate in marketing and strategic planning at the Los Angeles Times and a senior economist at LMC International.

Brian W. Jones, Member

Brian W. Jones is senior vice president and general counsel of Strayer University, a provider of postsecondary education to working adults. Before joining Strayer, he co-founded Latimer Education, Inc., an early stage venture-backed company partnering with historically black colleges and universities (HBCUs) to provide African-American students with high-quality online postsecondary education opportunities. He served as general counsel at the U.S. Department of Education from 2001 to 2005.

Sara Mead, Member

Sara Mead is a principal at Bellwether Education Partners, where she focuses on thought leadership and strategic advising. Her work on federal education policy, charter schools, preschool and gender in education has been featured in numerous media outlets, including The Washington Post, The New York Times and USA Today, and she has appeared on CBS, ABC and National Public Radio. Before joining Bellwether, she directed the New America Foundation's Early Education Initiative. She has also worked for Education Sector, the Progressive Policy Institute and the U.S. Department of Education.

Don Soifer, Member

Don Soifer is a co-founder and executive vice president of the Lexington Institute, an Arlington, Va.-based nonpartisan think tank where he directs domestic policy research programs on education, energy and other topics. His education policy work, including research on higher education finance, special education and the achievement gap for English language learners, has been published in numerous media outlets, including the Washington Post, New York Times, USA Today and New York Daily News. He has testified before Congress on his research and makes radio and television appearances on Fox News, Fox Business and Wisconsin Public Radio. He serves on several advisory and governing boards for government and nonprofit organizations.

Letter from the Board Chair

General Overview of the Application Review Process

To ensure a thorough review of applications, the District of Columbia Public Charter School Board (“PCSB” or “Board”) has established the following application review process:

- A complete review of the written application;
- A capacity interview with up to five founding group members;
- A site visit of existing program and/or school(s); and
- A public hearing.

Based on the information gathered through this process, the Board votes at a public meeting for one of three possible outcomes for each application:

- Denial: No further consideration of the application.
- Approval with Conditions: Approved to open a new charter school only when certain conditions are addressed, such as securing a school facility (then full approval would be granted).
- Full Approval: All standards for approval were met during the application cycle, and negotiations on the terms of the charter agreement can begin immediately.

Conversion Applications

Applications for the conversion of a public, private, or independent school to a public charter school are due on the same date as applications for new charter school start-ups: **March 3, 2013**. **Also, conversion applicants must include the required endorsement signatures from parents, adult students, and teachers with the application otherwise the Board will consider the application incomplete and it will not be reviewed.**

Application Review Process Timeline to Open a School in Fall 2015

New School and Conversion Applications	
August 2, 2013	Release Application Guidelines
December 2, 2013	Submission of Declaration of Intent
March 3, 2014	Application Submission Deadline Parental conversion endorsement signatures due for students enrolled in Spring 2013
March 25 - 27, 2014	Applicant Interviews
April 14 - 16, 2014	Public Hearings
May 19, 2014	Board decisions announced publicly
June 2014	Feedback sessions with charter applicants
June 2014	Meetings to discuss conditions for full approval
June 2015	Final Date to Sign Approved Charter Contract for Schools Opening in Fall 2015

Defined Terms (as used in these guidelines)

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

Experienced Operator is a charter management organization, education management organization, or single charter school that will be responsible for supporting a local board's management and operations of the proposed D.C. school and that has a track record of success with managing and operating one or more schools and providing education services to schools as evidenced by a minimum of three years of high proficiency levels on state accountability assessments or other externally validated student performance outcomes.

Charter Management Organization is a non-profit organization that operates or manages multiple charter schools by centralizing or sharing certain functions and resources among schools.

District-wide Assessments, also known as **State Assessments**, are a variety of assessment tools administered by the Office of the State Superintendent of Education to students enrolled in District of Columbia public schools and public charter schools.

Education Management Organization is a nonprofit or for-profit organization that contracts with schools or school districts to provide school management services, including school administration and educational programming.

Eligible Applicant is a founding group of individuals that is private or public or quasi-public entity or an institution of higher education that seeks to establish a public charter school in the District of Columbia.

English Language Learner is a student enrolled in school whose native language is other than English and whose difficulties in speaking, reading or understanding English may hinder achievement in classrooms where the language of instruction is English.

Charter Goals are general aims (usually related to a school's mission) that may be categorized as academic, non-academic and organizational, while **Academic Achievement Expectations** are student academic aims measured by assessments.

Non-Resident Student refers to an individual under the age of 18 who is enrolled in a District of Columbia public school or a public charter school and does not have a parent residing in the District of Columbia or an individual who is age 18 or older and is enrolled in a District of Columbia public school or public charter school and does not reside in the District of Columbia. **Parent** 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 Indicators define the level of proficiency expected from students. They answer the questions: “How good is good enough?” “What is the expected level of growth from one year to another?” “What is the expected performance level desired at the end of the school year, grade level or program?”

Performance Management Framework (PMF) is the PCSB’s accountability tool that measures school academic performance. As of this printing, two frameworks—Elementary/Middle School PMF and High School PMF—are in use and three frameworks—Early Childhood, Adult and Alternative Accountability—are being developed and piloted.

Petition means a written application.

Replicate means to open one or more charter campuses that are similar to existing charter school(s) that are managed by the same Experienced Operator.

Student Achievement Expectations can either be the PCSB’s Performance Management Framework or a list of academic achievement expectation for all students in a grade span measured by growth or proficiency on state assessments or the equivalent.

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 provided in the Individuals with Disabilities Education Act (20 U.S.C. 1401(a)(1)) or students with disabilities as provided in the Rehabilitation Act of 1973 (29 U.S.C. 706(8)).

Frequently Asked Questions

1. What is a charter school?

A charter school is a publicly funded school in the District of Columbia established pursuant to the District of Columbia School Reform Act of 1995 (SRA) and not a part of the District of Columbia Public Schools (DCPS). A public charter school exercises exclusive control over its expenditures, administration, personnel and instructional methods—and is, in most cases, exempt from DCPS rules and regulations.

2. How are charter schools funded?

Each charter school receives a per pupil allocation based on a student's grade level, special education needs, and other factors. Funding is provided by the District government directly to schools on a quarterly basis, beginning with a July 15th payment – in accordance with the July 1-June 30 fiscal year. More information, including a copy of the current year's funding formula can be found at <http://www.dcpceb.org/Data-Center/School-Finance-and-Facilities.aspx>.

3. Who has authority to grant charters in Washington, DC?

The PCSB is the sole chartering authority in Washington, DC. The Board was created pursuant to the SRA, and its members are appointed by the Mayor of the District of Columbia, with the advice and consent of the Council of the District of Columbia.

4. Who is eligible to establish a public charter school?

Any eligible applicant.

5. Can an existing school propose to become a charter school?

Yes. An eligible applicant may submit a Petition proposing (1) conversion of an existing District of Columbia 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. Conversion schools have additional requirements to apply which may be found at Section 38-1802.01 of the D.C. Municipal Code.

6. What are the application requirements?

Eligible Applicants must complete and submit all information outlined in the Contents of Application section of these Guidelines by 5p.m. on March 3, 2014. This includes four bound copies, along with one unbound copy with **original** signatures, two electronic PDF versions (to be submitted via email to applications@dcpceb.org). One electronic PDF version should contain all sections of the application, including the budget spreadsheets and appendices in a single PDF file. **The second electronic PDF version will be posted to**

www.dcpccb.org upon submission and also made available to the public upon request. It should be similar to the first version except that it should not contain any personal information of founding group members, including but not limited to street address, phone number, email address and Social Security number.

To complete the application, Eligible Applicants must submit a **\$150.00 processing fee by certified check or money order made payable to the DC Public Charter School Board.**

7. What is the application deadline?

The application for New Charter Schools must be received at DC PCSB by **5 p.m. Eastern Time on March 3, 2014.**

8. Can more than one application be submitted during a calendar year?

No. An Eligible Applicant may not file more than one Petition to establish a public charter school during a calendar year.

Application Guidelines – Getting Started

Invitation to Apply

The Public Charter School Board invites interested individuals and groups to submit an application to establish a public charter school in the District of Columbia. Pursuant to the SRA § 38-1802.04, a public charter school shall provide a program of education, which shall include one or more of the following:

- A. Pre-kindergarten (3- and/or 4-year-olds);
- B. Any grade or grades from kindergarten through grade 12;
- C. Residential education;
- D. Adult, community, continuing, and vocational education programs.

Applications will be received for (1) conversion of an existing District of Columbia 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.

Any person or entity that expects to submit an application during this application review cycle is strongly encouraged to complete and submit a “Declaration of Intent to Apply Form” included in Appendix A **by December 2, 2013.**

Nonprofit Status

A public charter school must be organized under the District of Columbia Nonprofit Corporation Act to be granted full approval; however, conditional approval may be granted in cases where the process has begun but not been completed by the application submission date.

Limitations on Filing an Application

An Eligible Applicant may not file more than one Petition to establish a public charter school during a calendar year.

Instructions for Submitting Applications

Eligible Applicants must complete and submit all information outlined in the Contents of Application section of these Guidelines by 5 p.m. on March 3, 2014. This includes four bound copies, along with one unbound copy with **original** signatures, two electronic PDF versions (to be submitted via email to applications@dcpcsb.org) One electronic PDF version should contain all sections of the application, including the budget spreadsheets and appendices in a single PDF file. **The second electronic PDF version will**

be posted to www.dcpceb.org upon submission and also made available to the public upon request. It should be similar to the first version except that it should not contain any personal information of founding group members, including but not limited to street address, phone number, email address and Social Security number.

To complete the application, Eligible Applicants must submit a **\$150 processing fee by certified check or money order made payable to the DC Public Charter School Board.**

PCSB offices are located at:

3333 14th Street, NW, Suite 210
Washington, D.C. 20010
Tel 202-328-2660
applications@dcpceb.org

2014 Application Guidelines – Contents of Application

The format provided in these guidelines allows Eligible Applicants to fully describe their plans for a proposed public charter school in three areas - an Educational Plan, a Business Plan, and an Operations Plan. Following this format ensures an objective review of proposals to establish public charter schools in the District of Columbia. Therefore, applications submitted by Eligible Applicants must meet the following guidelines:

- Include a Table of Contents that lists page numbers for each section of the application. Number each page of the educational, business, and operations plan. **Follow the same format and order as the Sample Table of Contents provided on page 14.**
- Include labeled tabs to separate each of the sections outlined in the Table of Contents and any appendices.
- For the bound copies, submit the application in a professionally bound format (pronged report cover; three-ring binder - no larger than 2½"; tape, coil, comb, or velo binding). No applications bound by staples, paper or binder clips or submitted in folders or portfolios will be accepted.
- Limit the overall length of the application to 150 pages. Note that the following documents are *required* and *will not* count toward the overall 150 page limit:
 - Applicant Information Sheet
 - Assurances Form
 - Articles of Incorporation
 - By-laws
 - Code of Ethics
 - Conflict of Interest Form
 - Résumés, Board Member Agreements, and Statements of Interest and Qualifications of Founding Members **[please submit (2) two versions of these materials: one with full information listed in the resume; the second version with all personal information redacted, as outlined on pp. 9 and 11]**
 - Management Agreement and Related Documents (if applicable)
 - Letter of Intent for Facility (if applicable)
 - Conversion Endorsement Certification (if applicable)
 - Demographic Analysis Form

- Charter School Board of Trustees Job Description
- Charter School Board Member Agreement
- Budget Narrative
- Pre-Opening/Planning Year Budget
- Public Charter School Two-Year Operating Budget Worksheet
- Public Charter School Five-Year Estimated Budget Worksheet
- Monthly Cash Flow Projection
- Capital Budget
- Discipline Policy
- In addition to the requirements outlined in the Educational Plan, if the applicant group proposes to add grade levels after the first five years of operation, the following curricular materials for those grade levels should be included in Section J.
 - Student Learning Standards
 - Assessments
 - Completed Curriculum (for full approval) or Timeline for Curriculum Development (for approval with conditions)
 - Completed Scope and Sequence for Earning a High School Diploma (high schools only)

Parts A, B, and C, the narrative section of the application should be limited to a discussion of each of the criteria presented in the guidelines. Additional information that may support the information presented in the narrative and help the Board to better assess the proposed public charter school should be included in the appendices. Examples of additional information that may be included in the appendices include curriculum samples; student learning standards; letters of support; program descriptions; architectural drawings/floor plans of potential school sites; parent, student or faculty handbooks; samples of student work; and organizational charts.

Sample Table of Contents

Applicant Information Sheet

Executive Summary

Proposed Plans

A. Educational Plan

1. Mission and Purpose of Proposed Public Charter School
2. Goals and Student Academic Achievement Expectations
3. Charter School Curriculum
4. Student Performance
5. Support for Learning

B. Business Plan

1. Planning and Establishment
2. Governance and Management
3. Finance
4. Facilities
5. Recruiting and Marketing

C. Operations Plan

1. Student Policies and Procedures
2. Human Resource Information
3. Arrangements for Meeting District and Federal Requirements
4. Implementation of the Charter

Forms and Required Documents

D. Certifications (Assurances Form)

E. Budget

- F. Résumés, Board Member Agreements, and Statements of Interest and Qualifications
- G. Conflict of Interest
- H. Demographic Analysis
- I. Required Documents¹
- J. Full Curriculum (for full approval), Curriculum Sample (for Conditional Approval), Scope and Sequence for Earning a HS Diploma, if applicable

¹ Items in Sections I and J do not count towards the 150 page limit.

Applicant Information Sheet

New Charter School

Request for Approval

This application is a request to establish and operate a Public Charter School as provided in the District of Columbia School Reform Act of 1995, as amended.

Name of Proposed Charter School:

Name of Entity Applying for Charter Status in D.C.:

Contact Person:

Address:

Daytime Telephone:

E-mail:

Fax:

Name of Person Authorized to Negotiate:

(Must be member of local founding group and not serving as a consultant or affiliated with an educational service provider.)

Authorized Signature: _____

Proposed Start Date:

Proposed Year 1 Budget:

Start Up Information

Year	Starting Age/Grade	Highest Age/Grade	Total Number of Students/ Enrollment Ceiling
One			
Two			
Capacity			

Proposed location of school (address or area of city):

Names of Organizations Involved in Planning (if applicable):

Name of Educational Service Provider (if applicable):

Type of Application (Check One)

☐ Conversion of Existing Public School ☐ Conversion of Existing Private School ☐ New School

If conversion, name the school being converted: _____

If conversion, do you wish to retain the existing school site? ☐ Yes ☐ No

LEA Status: Will the school elect to be treated as a Local Education Agency (LEA) for purposes of Part B of the IDEA and Section 504 of the Rehabilitation Act of 1973? ☐ Yes ☐ No

Executive Summary

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

A. Educational Plan

1. **Mission and Purpose of the Proposed Public Charter School** [See SRA §§ 38-1802.02 (1), (2), (3)]

a. **Mission and Philosophy:**

- Write a one-sentence statement of the mission of the proposed public charter school. Include how you will ensure that all students, including those with disabilities and English language learners, will benefit from the proposed mission and philosophy.
- Briefly describe the proposed school's philosophy for educating students.
- Provide an overview of the organization's growth plan for educating students in D.C. Include an enrollment matrix by grade from year one to when the school is at full capacity, and detail, by level of services, projected enrollment of students who have limited or no English language proficiency and students with disabilities. (Note: This discussion should connect to the discussion in Section B.2.b)

b. **Educational Needs of the Target Student Population:**

- Describe the educational needs of population the proposed school is seeking to serve in the District of Columbia, and include a demographic analysis of the proposed student body.
- Based on the Demographic Analysis Form included in Appendix A, describe the impact of the proposed school on the existing community and neighborhood schools and provide a rationale for the chosen location.

c. **Educational Focus:**

- What is the educational focus of the proposed school?

2. **Goals and Student Academic Achievement Expectations** [See SRA §§ 38-1802.02 (1), 38.1802.02 (1)(3)(5)]

When evaluating a school's performance, the law requires PCSB to look at whether a school has fulfilled the "goals and student academic achievement expectations as set forth in its charter" [See §§ 38-1802.12 (c)]. Goals are general aims (usually related to a school's mission), which may be categorized as academic, non-academic and organizational, while academic achievement expectations are student academic aims measured by assessments. Goals and academic achievement expectations may be different for different educational programs offered by the school (Early Childhood,

Elementary, Middle, High School, Adult Education). A school that chooses to adopt goals outside of the Performance Management Framework will need to demonstrate goal attainment each year in its annual report. A school may choose to have no additional goals outside of adopting the Performance Management Framework.

a. Student Academic Achievement Expectations

The PCSB has adopted the Performance Management Framework (PMF) as a means of measuring both student academic achievement as well as certain other key indicators for all schools serving grades 3-12. This is described in the 2012 Guidelines that can be found here: <https://pcsb-pmf.wikispaces.com/file/view/2011-2012%20PMF%20Guidelines%201-11-13.pdf/397649638/2011-2012%20PMF%20Guidelines%201-11-13.pdf>.

Eligible Applicants are encouraged, though not required, to elect to use the PMF for its goals and students academic achievement expectations. If the applicant does not to use PMF, the applicant is encouraged to create student achievement expectations that meet or exceed the ambition of the Performance Management Framework and that incorporate the state assessment.

1) Guidelines for Eligible Applicants Electing to Use the PMF in Setting Student Academic Achievement Expectations.

- Schools that adopt the PMF should commit to specific overall PMF scores (measured on a scale of 1 to 100) that will be achieved by specific time frames (for example, “the school will achieve a PMF score of 50 by its 3rd year and a PMF score of 60 by its 5th year”).
- Separate academic achievement expectations should be established for the each Performance Management Framework, as appropriate (elementary/middle, high school, adult education, early childhood and/or alternative accountability).
- Applicants may elect to use the PMF for one grade span (e.g., elementary/middle) but not another (e.g., early childhood).

If you are electing to use the PMF, please include the following statement in the Charter Application:

“The School Corporation has selected as its measure of academic achievement expectations the indicators listed in the [elementary/middle, high school, adult education, early childhood, and/or alternative accountability] Performance Management Frameworks developed by PCSB (“PMF”s). Accordingly, changes to any PMF implemented by PCSB after a public hearing and notice

period for public comments, including changes in state assessments, performance indicators, floors, targets, and formulas, will automatically become part of the measurement of the School's academic achievement expectations. However, if material changes are made to any PMF that a School Corporation elects not to accept, the School Corporation shall provide PCSB a petition for a charter revision pursuant to §38-1802.04(c)(10)."

2) Guidelines for Eligible Applicants Not Electing to Use the PMF in Setting Student Academic Achievement Expectations.

- List student achievement expectations for the following categories. Schools intending to operate multiple grade spans during the life of the charter should identify separate achievement expectations for each grade span to be served by the school: Early Childhood, Elementary, Middle, High School, Adult. All achievement expectations must be specific and described in a way that the school and PCSB can feasibly measure or determine progress.

Category 1: Student Performance and Assessments.

How will student achievement and growth be measured within each grade span (3-8, 9-12)? For example:

- Results on the state assessment or equivalent for your student population and specifically students with disabilities (for example measured as percent proficient, percent advanced).
- Individual student growth on the state assessment or equivalent for students who have taken the assessment more than once (measured as median growth, or movement between categories such as Basic to Proficient).
- For non-tested grades, specific measures of academic proficiency using externally validated normed assessments.

Be sure to address performance or growth of student subgroups, including students with disabilities and English language learners, in reading and math.

Category 2: Gateway Measures.

What core standards, skills, or accomplishments must be achieved to maximize the likelihood of future success? (For example, 90 percent of 9th graders will have sufficient credits to graduate on time, or 60 percent of 3rd graders will show grade-level reading proficiency as measured

by scoring proficient or advanced on the state assessment). AP/IB scores and passage rates are also useful gateway measures for high school.

Category 3: Leading Indicators of School Success

Include indicators in each category that applies to your proposed school's program:

- Attendance
- Re-enrollment
- Graduation/promotion
- College acceptance and/or persistence
- Schools with career and technical programs may set specific goals such as percentage of students earning an industry-recognized certificate and percentage of students employed within three months of graduation.

b. Goals

- Write goals that connect to you mission.
- For each goal, include the assessment, survey, or other mechanism that the school uses to measure each goal.
- For each goal, write a target for years one through five and at full capacity. (Targets should be written as percentages or numbers, such as “96 percent of all students, broken down by grade and subgroup, will demonstrate knowledge of Spanish language by earning a 70 or higher on the XXX assessment administered to all students in grades K-5 annually.”)
- Describe how the data will be collected, stored, analyzed and communicated with PCSB each year.
- How do you plan to track and assess progress toward goals for students with disabilities?

3. Charter School Curriculum [See SRA §§ 38-1802.02 (3), (4)]

a. Student Learning Standards:

- What learning standards will be used for each academic subject, and why did you choose these standards?
- How does the selection of these standards ensure that all students will be nationally and internationally competitive, educated individuals in the 21st century, and meet or exceed expectations of the Common Core State Standards in reading and math and D.C. state standards for science, history, health and other subject areas?

- How will the school ensure that standards are attainable for students with disabilities?

b. Resources and Instructional Materials:

- What resources and instructional materials are planned for use in each subject area and grade level?
- How do these resources and materials meet the needs of all learners?
- Describe additional resources chosen specifically for teaching academic content and English language to English language learners.
- Describe additional resources chosen specifically for teaching students with disabilities.
- How will these resources and materials lead to the accomplishment of the proposed school's mission and goals and student academic achievement expectations?
- Describe the timeline for developing a complete curriculum in the planning year; include due dates for curriculum maps, unit plans and lesson plans.

c. Methods of Instruction:

- What methods of instruction will be used?
- How will you accommodate different learning styles and the needs for all students?
- What specific methods of instruction will you use for English language learners?
- What specific methods of instruction will you use for students with disabilities?
- Why are the chosen methods well suited for the anticipated student population and your goals and student achievement expectations and mission?

d. Strategies for Providing Intensive Academic Support:

- How will the needs of students who are substantially below grade level in reading and mathematics, but who may not be identified as having a disability, be addressed?
- Describe how you plan to provide a continuum of services for students with disabilities within your school.
- Describe how you will establish a preliminary Child Find system, inclusive of three-tiered academic Response to Intervention strategies, to identify students suspected of having a disability.

e. **Strategies for Meeting the Needs of Accelerated Learners:**

- How will the needs of students who are above grade level in reading and mathematics be addressed?

Note: See Section J for directions on including curricular materials.

No school will receive **full approval** without submitting a full curriculum for its first year of operation and a completed scope and sequence for all years set forth in the charter. **Approval with conditions** may be granted with a sample curriculum for one grade level and each core subject area.

f. **Graduation/Promotion Requirements**

- Prekindergarten, elementary, and middle school programs: Describe the criteria a student must meet to be eligible for promotion.
- High Schools: Describe courses that must be completed at each grade level to receive a high school diploma.
- Alternative and Adult Education: Describe the requirements a student must meet to receive a certificate of completion, and/or career certifications, language acquisition certification, or other programs. Describe the proficiency level(s) that a student must attain to be promoted to the next level or to successfully exit the program.

Note: High School Applicants only - Include in Section J, a four-year scope and sequence to ensure that all 9th graders will be on-track to graduate high school in four years with enough credits to enter competitive four-year colleges.

4. **Support for Learning** [See SRA §§ 38-1802.02 (10), (11), (14)]

a. **Planning Year**

- Provide a calendar of activities that the school will undertake from charter approval to opening day, include such milestones as:
 - Transitioning to a Board of Trustees
 - Identifying and hiring key personnel
 - Creating and finalizing curriculum, including purchasing assessments and materials
 - Creating discipline, attendance, promotion, and grading policies approved by your school's Board of Trustees and by PCSB, to be included in your charter agreement
 - Hiring instructional staff
 - Identifying, purchasing and renovating (if necessary) a facility
 - Engaging the community and recruiting students

- Other
- What is the proposed school's philosophy around family engagement and how will it promote this philosophy?
- Describe the parent trainings, programs, or initiatives, if any, that will be implemented to support students' families.
- Describe how families will be made aware of the proposed school's performance on the PCSB's Performance Management Framework and the State's accountability index.

b. School Organization and Culture:

- What methods will be used to improve student self-motivation, classroom instruction, and learning for all students?
- Describe the plan for building a positive learning environment at the proposed school, including students with disabilities and English language learners.
- Describe plans for acculturating students who enter the school mid-year or after the first year of enrollment or who are English language learners or have disabilities.
- Describe your dispute resolution (grievance) policy for parents, including for IEPs.

c. Safety, Order, and Student Discipline:

- How will the proposed school ensure that it has a safe and orderly environment to protect the health and safety of students and faculty?
- Describe the school's philosophy regarding student behavior and discipline for the general student population and for students with disabilities that supports the school model.
- Provide the proposed school's discipline policy for each grade span offered at full capacity or a timeline for completion to be included as part of the charter agreement.

d. Professional Development for Teachers, Administrators, and Other School Staff:

- What professional development will be provided to teachers, administrators, and staff to implement the educational program and meet the proposed goals?
- Address specific professional development plan you have to provide for teaching students with disabilities and English language learners, including professional development for all staff on special education service delivery model, teacher responsibility to address IEP goals in inclusion classes, and accommodations/modifications.

e. **Structure of the School Day and Year:**

- Provide the school's calendar (including the number of days the school will be in session), the daily hours of operation, and the way the school day and year will be organized for instruction, assessment, independent study, professional development, Parent-teacher conferences and extra- or co-curricular activities. . Include dates if the school year would need to be extended due to unexpected school closures for inclement weather and emergencies. (Dates are subject to change.)
- High School Applicants only: Based on the scope and sequence included in Section J, describe how students who fall off-track can still graduate in four years and be college-ready.

f. **Family Involvement:**

- What is the proposed school's philosophy around family engagement, and how will it promote this philosophy?
- Describe the parent trainings, programs, or initiatives, if any, that will be implemented to support students' families.
- Describe how families will be made aware of the proposed school's performance on the PCSB's Performance Management Framework and the D.C. accountability index and the school's annual report.
- Address how you will include families in your activities and communications who do not communicate in English.
- Describe the way the school plans to inform parents about their and their child's rights associated in accordance with IDEA or Section 504?
- Describe how you will notify parents in case of school closure, early releases, and late starts due to inclement weather or emergencies.
-

g. **Community Participation:**

- Describe how the D.C. community will be engaged in the planning, development and implementation of the proposed school.
- Describe any partnerships the school will have with community organizations, business or other educational institutions.
- Specify the nature, purposes, terms and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities.

h. **Extracurricular Activities:**

- Describe the types of sports, recreational, clubs, and other extracurricular activities offerings that are planned. Include plans, if any, for participation

in intramural sports with other charter and district schools. Discuss how you will make these programs accessible to all students including those living below the poverty line.

i. **Technology Plan:** *Virtual School Applicants Only*

- Describe all technological equipment and services that will be required to implement the curriculum, including hardware, software, connectivity, and media storage.
- Specify any equipment that students and families will be responsible for obtaining, and any equipment that the virtual charter school will provide.
- Indicate how the virtual charter school will ensure access to technology for all students. Describe the scope of technological support that will be provided, including where support staff will be located, and the hours (including weekends and holidays) and manner in which support will be accessible to students and families.
- Detail any technological support for which students and families will be responsible.
- Explain the procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired. Describe the virtual charter school's Acceptable Use policy. Specify data protection and recovery procedures in the event of a catastrophic system failure.
- Describe the virtual charter school's Acceptable Use policy.
- Specify the data protections and recovery procedures in the event of a catastrophic system failure.

B. Business Plan

1. Planning and Establishment [See SRA §§ 38-1802.02 (8), (13), (14), (16)]

a. Profile of Founding Group:

- Identify the key members of the founding group and provide a brief bio of each member, highlighting what experience they will bring to the school. Identify only individuals who will play a substantial and ongoing role in the school's development, governance and/or operation, and will thus share responsibility for the school and/or network's educational success.
- If founding members have direct experience founding, governing, operating or teaching at an existing school or a school that has closed, please describe the founder's involvement with the school and the circumstances that led to the closure.

b. Planning Process:

- Explain how and why the founding group decided to form a school in Washington, DC.
- How will the DC community be involved in implementing the charter school? And, what, if any, input has already been solicited from the community to develop the charter application?
- Describe plans for further recruitment of board of trustees and school leadership.

c. Corporate Structure and Nonprofit Status of the School:

- Submit copies of by-laws and articles of incorporation if the school entity has been incorporated as a public charter school. By-laws must include the clause to address mandatory dissolution in SRA §§ 38-1802.13a.(c)(1). If the school entity has not yet been incorporated, please describe the process and timeline under which this will occur.

Note: No school will receive **full** approval until copies of by-laws and incorporation documents are provided that demonstrates the school's nonprofit status under the District of Columbia Nonprofit Corporation Act. A school may receive approval with conditions if it has not received its 501(c)3 status but can produce evidence of applying.

2. Governance and Management [See SRA §§ 38-1802.02 (7), (9); 38-1802.05]

a. Board of Trustees:

- How will the founding group create an independent and autonomous

local Board of Trustees as required by the SRA? The Board of Trustees must include two parents, majority DC residents, and an odd number of people, not to exceed 15.

- Explain the procedure by which board members have been and will be selected.
- How will the board be organized to manage and provide strategic direction for the proposed school? Explain the relationship the board will have with the management organization/network, if applicable.
- Outline the succession planning for the board members and leadership.
- 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.
- Describe the relationship of the Board of Trustees to the school's administrators, staff, Parents, and students.

Note: Provide Board of Trustees' job description and performance expectations in Section I of the application.

Note: The PCSB reserves the right to conduct background checks (AAA Credit Release) on the Board of Trustees for those applications that are granted full approval or approval with conditions.

b. **Rules and Policies:**

- Discuss the powers and duties of the Board of Trustees.
- Describe the Board's 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 avoid any actual conflicts and to mitigate perceived conflicts.

Note: Submit a Code of Ethics Statement in Section I of the application.

c. **Administrative Structure:**

- Describe the administrative structure of the school.
- How will the parents, teachers, and students of the proposed school have input in decision-making?
- Include an organization chart to illustrate the administrative and reporting structure of the school and the Board of Trustees.

d. **Performance History of Experienced Operator:**

For Eligible Applicants partnering with an Experience Operator, provide the following information to demonstrate that the Experienced Operator has the capacity to successfully manage or provide services to a public charter school in the District of Columbia:

- A list of other schools managed by the Experienced Operator, with address and contact information and demographic profiles of the student body.
- State accountability data for the schools in comparable markets for at least the last three years;
- Performance data for all student subgroups served by grade level;
- Data which shows any within school and within comparable schools achievement gaps and how the school has made progress in closing them;
- Non-academic indicators that describe the school's performance (i.e., student attendance, retention, graduation data, suspensions/expulsions, waiting lists, etc.);
- Descriptive information (i.e., grades served, number of students, years of operation, demographics, student and staff attrition rates, etc.);
- Any additional evidence that the existing design has been effective in raising student achievement (Section I).
- Three years of audited financial statements and management letters and most recent internal financial statements for the organization as a whole and any related business entities.
- Disclose any sanctions placed on the Experienced Operator's schools short of closure, such as shortened or conditional renewals, withdrawals/non-openings of schools, intervention caused by performance deficiencies or compliance violations.
- Disclose any management contracts broken 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 PCSB would discover through researching the Experienced Operator and explain the circumstances of such publicity.
- Include a draft contract between the Experienced Operator and the school's Board of Trustees with a clear description of the services to be provided, including the roles and responsibilities of the Experienced Operator in relation to the applicant, the school's management, and the school's governing body; a term sheet indicating the fees proposed to be paid by the proposed school, the length of the proposed contract, the terms of the contract's renewal, and provisions for termination; academic, financial, and operational performance expectations for the

Experienced Operator and how the governing Board will monitor and evaluate that performance.

Note: In Section I, include an organizational chart showing the relationship among all business entities being operated by or affiliated with the Experienced Operator.

3. **Finance** [*See* SRA § 38-1802.02 (6)]

a. **Anticipated Sources of Funds:**

- How much funding do you expect to receive from the per pupil allocation? Include add-ons for grade levels, students with disabilities, and English language learners. Indicate the amount and sources of additional funds, property, or other resources expected to be available for the costs of planning, startup, and operation of the proposed public charter school. Where grants or loans are included, please indicate which of these are in hand and which are anticipated. For anticipated grants or loans, please provide evidence of firm commitments where they exist.
- Describe what contingencies are in place in the event that funds for per pupil allocations are not available as early as expected, or are lower than expected.
- Explain the specific financial goals and objectives for the projected five-year budget (e.g., capital improvements, equipment, increased instructional and staffing costs).

b. **Planned Fundraising Efforts:**

- Describe any planned fundraising efforts to generate capital or to supplement the per pupil allocation for operating expenses.
- Discuss plans for raising funds to cover planning and development expenses expected to occur prior to opening the school.

c. **Financial Management and Accounting:**

- Describe the financial management and internal accounting procedures of the school, including the fiscal controls that will be put in place to ensure accountability.
- Describe the school's cash flow management plan and how it will ensure availability of funds throughout the year. If the charter school is being established as an outgrowth of an existing organization, describe how the charter school's resources will be segregated from those of the affiliate organization.

Note: The charter school must agree to maintain its financial records in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants).

d. **Civil Liability and Insurance:**

- Indicate the types of insurance and the levels of coverage sought.

e. **Provision for Audit:**

- Describe the provisions that will be made for conducting annual audits of the financial operations of the school.

4. **Facilities** [See SRA §§ 38-1802.02 (6); 38-1802.09]

a. **Identification of a Site:**

- What is the proposed permanent site for the school and what are the terms of the lease? Describe the plan to secure a facility that is accessible to students with limited mobility.
- Describe the facility and any existing occupancy limitations for this site.
- If a permanent site has not been identified, describe options and include a timetable for identifying and acquiring a facility.

Note: No applicant will receive final approval of its charter until the Eligible Applicant has demonstrated that it has acquired title to or has otherwise secured the use of a facility. If converting an existing public school, include a Letter of Intent in Section I indicating the terms and conditions of the proposed lease.

b. **Site Renovation:**

- If a permanent building has been identified, explain how this site would be a suitable facility for the proposed school, including any plans to renovate.
- If proposing to convert an existing public school, include in the discussion what renovations are planned and whether the city will be expected to provide any capital improvements to the site.

c. **Financing Plans for Facilities:**

- Describe financing plans for acquisition (purchase, lease, etc.) and renovation of a facility.

d. **Building Maintenance:**

- Describe plans for building maintenance, including how assurances will be made to see that applicable codes and standards are continuously met.

5. **Recruiting and Marketing** [*See SRA § 38-1802.06*]

a. **Recruitment of Students:**

- What outreach efforts will be made to recruit families and students? Discuss how the school and the education program will be publicized throughout the community.
- What is the timeline for student recruitment?
- If planning to locate the school in an area that is densely populated with schools, describe a recruitment strategy that will ensure adequate enrollment.
- If you have not yet chosen a location, provide the process for choosing one.
- Provide a contingency plan to ensure viability of the school should enrollment be significantly less than expected.
- If the school is targeted for a specific population, describe how recruitment efforts will ensure a fair and equitable open enrollment process.
- If the targets reflect an increasing enrollment, describe plans for expanding school facilities, attracting additional qualified staff, and acquiring the other resources needed to serve a larger student body.

C. Operations Plan

1. Student Policies and Procedures [See SRA §§ 38-1802.02(10); 38-1802.06]

a. Timetable for Registering and Enrolling:

- Will the school join the [D.C. common application date](#) and efforts to join a common lottery? If not, what is your anticipated application release date, due date and enrollment date?.
- Describe the process for enrolling students if more students apply than available spaces in the school and the enrollment procedure for siblings.

b. Policies and Procedures for Enrollment and Withdrawal of Students:

- What are the policies and procedures that will guide the enrollment and withdrawal of students, including verification of District residency and establishing a waitlist or wait pool?
- What is your policy about accepting students mid-year if space becomes available?
- At what grade levels will you be accepting new students? If you are limiting enrollment to certain grades, with is your justification for this and how will you accommodate for annual attrition?

c. Students with Disabilities

- Describe how the proposed school will identify students with disabilities.
- How does your school provide a Free and Appropriate Public Education to students with disabilities according to the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504)?
- What data do you utilize when determining the least restrictive environment (LRE) for students with disabilities along the continuum of services?
- Describe the school's plan for providing a continuum of services for students requiring levels 1 to 4.
- Describe how students requiring 504 plans will be identified.
- How will you service students with 504 plans?

d. English Language Learners:

- How will English language learners be identified?
- How will the proposed school ensure effective communication with families who are not English speakers?

2. **Human Resource Information** [See SRA §§ 38-1802.02 (12), (18); 38-1802.07]

a. **Key Leadership Roles:**

- Please provide the names and qualifications of the persons who will hold critical positions in the public charter school - chief administrative officer (e.g., executive director, principal or head of school); curriculum leader (e.g., curriculum coordinator or director, lead teacher, principal); business officer; and legal counsel, and the percentage of the person's time that will be assigned to these duties.
- If permanent selections for these roles have not yet been made, indicate the names and supply the résumés of the individuals who are providing leadership for these areas of responsibility during the planning period.

b. **Qualifications of School Staff:**

- Describe the criteria that will be used in hiring teachers, administrators, and other school staff, and how these criteria will meet or exceed the requirements of the No Child Left Behind Act.
- Describe the recruitment strategies that will be employed to achieve the desired quality of staff.
- Describe the steps to be taken to ensure that background checks are conducted on all school personnel, including volunteers, prior to the beginning of their employment or service.

c. **Staffing Plan:**

- Provide information about the anticipated number of staff members, their positions, and the pupil-teacher ratio, including a 504 Coordinator and a designated special education manager who has a background, certification, and experience working with students with disabilities.
- Explain how staff will be organized to accomplish the school's mission and goals.
- Describe your dispute resolution (grievance) policy for staff.
- Describe plans for teacher retention and professional growth.
- Provide information showing that the school has enough special education teachers to serve an estimated [8-10%] of the overall student population.

d. **Employment Policies:**

- Describe policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans (including pensions), and other matters

related to staffing.

- Describe how salaries and benefit plans will be competitive with the surrounding market to attract the quality of staff desired.
- Describe policies on equal employment opportunities and maintenance of a drug-free workplace. If these policies are not yet in place, describe the process and timetable under which they will be developed.
- Describe how the existing or proposed policies will assure that the rights and benefits of current employees of the District of Columbia Public Schools will be protected if they accept employment at the proposed public charter school.

3. **Implementation of the Charter** [*See* SRA §§ 38-1802.02 (6), (15); 38-1802.04(c)]

a. **Maintenance and Reporting of Academic and Non-Academic Performance Data:**

- Describe how the proposed school's technology structure or plan will be used to enhance the educational environment and how it will aid in general communication with students, parents, and the PCSB.
- Discuss how the proposed technology infrastructure will support the maintenance and transmittal of academic and non-academic performance data.
- Identify the person(s) and/or title(s) of those who will be responsible for collecting, maintaining and reporting data to stakeholders.

b. **Major Contracts Planned:**

- Describe all major contracts planned, with a value equal to or exceeding \$25,000, for equipment, educational and other services, leases, improvements, purchases of real property, or insurance. Provide the name(s) of prospective contractors, if known.

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, textbooks, etc. See SRA §38-1802.02(6)(c) and § 38-1802.04(c)(1).

c. **Services Sought from the District of Columbia Public Schools:**

- List and describe the nature and extent of any services to be sought from the DC Public Schools. These might include such things as special education services, transportation, or food services.
- Explain the financial and educational benefit for these services to be conducted by DCPS.

D. Certifications

1. Required to be submitted with the initial application:
 - a. An Assurances Form, located in Appendix C, is required to be signed by a duly authorized representative of the applicant and submitted with the initial application.

E. Budget

1. Budget Narrative

- Provide a budget narrative that includes a description of the assumptions on which revenues are based, as well as the basis for the calculation of line item expenses.
- Include a list of all components that make up each line item in the budget. For example, the narrative description corresponding to Line Item 23 “Salary of Teachers” should provide a detailed itemization of the number of teachers and average salary budgeted (i.e., 20 teachers @ \$50,000 = \$1million).

2. Pre-opening Expenses

A public charter school is likely to incur considerable costs before it receives its first payment from the per pupil allocation, usually in October. Provide a budget projection that includes revenues and expenses related to anticipated early planning and implementation costs that are expected to be incurred between the time a charter is awarded and July 1 of the start-up year, and which are not likely to be covered by the school's first-year operating budget. Also, provide a cash flow projection for this period.

3. Two-Year Operating Budget

Using the form available in Appendix B, prepare and submit a Two-Year Operating Budget (using a fiscal year of July 1 to June 30) that includes sources of revenue, both public and private, and planned expenditures.

If the Two-Year and Five-Year Operating Budget Projections include revenues from non-formula grants, donations, and/or activity fees (such as before- and after-school care) that amount to 10 percent or more of total revenues, please submit two- and five-year budget projections that show how the school would continue to operate and meet its objectives using only the funds provided by the per pupil allocation and formula grants.

In addition to the other expenditures associated with operating the public charter school, the applicant must include in its operating budget an Administrative Fee of one-half of one percent of the annual budget of the school, payable to the District of Columbia Public Charter School Board to cover the costs associated with the performance of its administrative responsibilities.

4. Estimated Five-Year Budget Projections

Using the form available in Appendix B, prepare and submit five-year estimates of the public charter school budget. These projections are needed to ensure that a school can cover its estimated fixed and variable costs with its expected per pupil funding.

5. Capital Budget

In addition to including capital costs in the Two-Year Operating Budget Projection, please provide a capital budget.

6. Cash Flow Projection for Year One

Using the form available in Appendix B, provide a monthly cash flow projection for the period from July 1 through June 30 of Budget Year One.

F. Résumés, Board Member Agreements, and Statements of Interest and Qualifications

Submit two résumés, Board Member Agreements including a signed Conflict of Interest Form, and a signed personal statement, *in that order*, from each founding member that describes his/her interest in the proposed charter school, his/her role in the development of the application, his/her role should a charter be granted, and the expertise and resources that he/she will bring in establishing the proposed charter school. **One set of resumes should have complete information. The second set of resumes should have all personal information (i.e. street address, city and state, phone number and email) redacted.**

G. Conflict of Interest

Include a Conflict of Interest Form, located in Appendix B, for all founding and Board of Trustee members (note: Personal Background Check Consent Forms, also in Appendix B, must be submitted at the time of application under separate cover; Personal Background Check Consent Forms are not to be included in the application). To the extent that additional Board members are in place when the school opens, those members are also subject to such a policy and must sign the Conflict of Interest Form to be provided to PCSB.

H. Demographic Analysis

Using the Demographic Analysis Form provided in Appendix B, collect and report data describing the status of schools in the intended location that serve the same age/grade levels as included in this proposal. Based on the information provided in the analysis, how will the school compete with other schools in the intended location in the recruitment of students and highly qualified teachers and a facility?

I. Required Documents

- Articles of Incorporation
- Bylaws - *By-laws must include the clause to address mandatory dissolution in SRA §§ 38-1802.13a.(c)(1)*
- Charter School Individual Board Member Agreement (including signed Conflict of Interest Form)
- Charter School Board of Trustees Job Description
- Code of Ethics
- Conversion Endorsement Certification (if applicable)
- Discipline Policy
- Letter of Intent for Facility (if applicable)
- Management Agreement and Related Documents (if applicable)

J. Course Curriculum (Scope and Sequence) includes:

- Course and unit objectives
- Course standards broken down by unit
- Summative assessments that measure standard attainment by unit and for the course
- Instructional materials/textbooks/on-line resources
- Instructional strategies for each unit
- Unit sequence

Note: For full charter approval, each course curriculum for the first year of operation and a plan to complete the remaining courses must be submitted and approved. For Approval with Conditions, a sample course curriculum is sufficient.

Appendix A

Conversion Applications - Special Requirements

SRA §§ 38-1802.01 (a) and (b) provide that an applicant seeking to convert a District of Columbia public school or an existing private or independent school in the District of Columbia into a public charter school shall file such an application after the Petition:

- is signed by two-thirds of the sum of (i) the total number of Parents of minor students attending the school; and (ii) the total number of adult students attending the school; and
- is endorsed by at least two-thirds of full-time teachers employed by the school.

Applicants may choose to collect and aggregate parental signatures in one of two ways:

- signatures from Parents representing two-thirds of the students enrolled in the school; or
- signatures from Parents representing two-thirds of the families represented in the school.

To qualify for conversion to charter school status, schools must submit signatures from Parents, adult students, and teachers as of the *Spring 2014* term on **March 3, 2014**.

As signatures are being gathered, applicants must provide Parents, teachers, and adult students with a brief summary describing the proposed public charter school. Applicants must obtain conversion endorsement signatures using an individual sheet for each signee that includes the following statement:

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have [School Name] converted from a [type of school: public, private, or independent] school into a public charter school, and that I support the proposal.

In addition, the signature forms with parental endorsement must include the student's name, Parent's name, and Parent's address with each signature. The signature forms for teacher endorsement must include the teacher's name and the teacher's address with each signature. The signature forms for adult student endorsement must include the student's name and the student's address with each signature.

In addition to endorsement signatures, conversion applications should also include:

1. rosters including the names and addresses of: all minor students, including the names and addresses of their Parents or legal guardians; all adult students attending the school; and all full-time teachers employed by the school;
 2. a brief explanation of the procedures that have been used to obtain and count the signatures of Parents;
 3. a description of the community outreach efforts that provides clear evidence that the community has been informed of the proposed conversion;
-

4. the Conversion Endorsement Certification form, provided below, signed by the applicant's authorized representative;
 5. achievement data for the school to be converted for the past three years, including performance on District-wide Assessments;
 6. attendance data for the school to be converted for the past three years; and
 7. a report of incidents involving outside authorities (police, fire department) over the past three years for the school to be converted.
-

Conversion Endorsement Certification Form

As the authorized representative of the applicant, I certify that the signatures for the conversion of [Name of School] to the [Name of Proposed Charter School] satisfy the requirements for conversion endorsement as stated in Subtitle B, § 38-1802.01 (a) and (b) of the District of Columbia Reform Act of 1995, as amended.

Signature of Authorized Certifying Official

Title

Applicant Organization

Date Submitted

Appendix B Forms

The following pages contain the forms referenced in the Application Guidelines. Applicants are asked to make copies of these forms and use them in the preparation of their applications.

1. Declaration of Intent to Apply Form
2. Demographic Analysis Form
3. Assurances Form
4. Conflict of Interest Form
5. Personal Background Check Consent Form

Declaration of Intent to Apply Form

The undersigned individual/organization is considering the possibility of submitting an application to establish a public charter school in Washington, D.C. We wish to participate in all forums and receive all information provided to potential applicants by the District of Columbia Public Charter School Board.

Entity Interested in Applying _____

Address _____

Name of Contact Person _____

Daytime Telephone _____ Fax _____

Email Address _____

Name of Proposed School _____

Target Population to be Served _____

You are invited to provide a one-paragraph description of the public charter school you are interested in establishing.

Please complete and mail this form to the following address:

District of Columbia Public Charter School Board
3333 14th Street, N.W.
Suite 210
Washington, D.C. 20010

The form may also be emailed to: applications@dcpcsb.org

Filing this Notice of Intent is entirely voluntary and does not obligate a potential applicant in any way.

Demographic Analysis Form

Name of Proposed School: _____

Proposed Location: _____

(Address or general location—NE, SW, NW, SE. *If no general location has been identified, provide information for top two options.*)

Projected Age Range and Number of Students Expected to Enroll by Year:

	PK3	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	Adult	TOTAL
Year 1																	
Year 2																	
Year 3																	
Year 4																	
Year 5																	
Year 6																	
Year 7																	
Year 8																	
Capacity																	

Anticipated Student Demographics

	Ethnicity		Race				Students with Disabilities				English Language Learners	Economically Disadvantaged
	Hispanic	Not-Hispanic	B	W	A	Other	1	2	3	4		
Year 1												
Year 2												
Year 3												
Year 4												
Year 5												

Similar Schools Profile

Please provide the following information for schools that serve **the same age/grades** as you propose and are located in the same location where you propose to establish your charter school, target the same students you choose to target, and/or offer a similar mission or educational program:

School Name	Enrollment 2013-2014¹	Type²	% Low Income	DC-CAS Performance (% Proficient reading and math) on most recent test

NOTES:

²Type = DCPS, public charter school, private, parochial, independent, other

Assurances Form
(This form must be submitted with the application.)

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. (School Reform Act (SRA) §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 D.C. Public Charter School Board. (SRA §38-1802.02(16))
3. Remain nonsectarian and not be affiliated with a sectarian school or religious institution. (SRA §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
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. (SRA §38-1802.06 (a), (b), (c), and (d))
6. Provide PCSB with student enrollment data required for submission to the Office of the Chief Financial Officer and the District of Columbia Public Schools Office of Categorical Programs. (SRA §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.
8. Collect and report academic and non-academic performance using technology prescribed by PCSB
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. (SRA §38-1802.04 (c)(2))
10. Establish an informal complaint resolution process no later than two months prior to the first date on which instruction commences. (SRA §38-1802.04 (c)(13))
11. Provide training to relevant school personnel and Board of Trustee members in financial management, governance and management, and other areas as deemed necessary by PCSB.
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. (SRA §38-1802.11(a)(2))13.

13. Comply with the following federal and local laws:

- a. **Health and Safety:** *See* SRA §38-1802.02(11) and §38-1802.04(c)(4); Healthy Schools Act of 2010; federal and local laws regarding background checks for all employees and volunteers working with children and referring students 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 Educational Rights and Privacy Act,
- d. **Certain Requirements of Educational 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. **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
- 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.*)
- i. **Other:** All other laws deemed applicable by PCSB (SRA §38-1802.11(a)(1)(B)).

Signature of Authorized Certifying Official	Title
Applicant Organization	Date Submitted

Conflict of Interest Form

(
*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check “yes or no” to each question in the table below. If you answer “yes” to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you or your spouse 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 educational service provider (ESP) or any other company contracting with the proposed charter school?		
3	Did or will you or your spouse lease or sell property to the proposed charter school?		
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		
5	Have you or your spouse 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 ESP 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	Title
Applicant Organization	Date Submitted

Personal Background Check Consent Form

(This form must be submitted under separate cover with the application and completed by all founding and Board of Trustee members.)

The undersigned hereby authorizes the District of Columbia Public Charter School Board (PCSB) and its agent, Manuel, Daniels, Burke International, LLC, to procure information with respect to the undersigned's criminal, litigation, credit, employment and education histories. Accordingly, the undersigned hereby authorizes all persons, schools, companies, corporations, credit bureaus, and law enforcement agencies to release such information without restriction or qualification to the PCSB and its agent, Manuel, Daniels, Burke International, LLC, and their respective officers, agents, employees, and servants. I voluntarily waive all recourse and release them from liability for complying with this authorization. I authorize that a photocopy of facsimile copy of this release shall be considered as valid as the original.

Name: _____

Other name(s) used: _____

Address: _____

If the above address is less than two years old, previous address:

Has the undersigned ever (1) been charged with any criminal offense (felony or misdemeanor), (2) had a civil judgment rendered against the undersigned for or been convicted of a commission of fraud, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion or receiving stolen property or (3) been debarred, suspended, proposed for debarment, or declared ineligible for the award of any government contracts? If so, please explain on a separate sheet of paper and attach to this form. Yes___ No___

For individuals only:

Birth date: _____ Social Security Number: _____

Driver's license number and state: _____

The undersigned hereby certifies that the information contained herein is true to the best of knowledge of the undersigned.

Signature: _____ Date: _____

Name of School: _____

For organizations, name and title of authorized signatory: _____

Budget Forms (To Be Included)