New York State Education Department

2016 Request for Proposals (RFP) and Charter School Application Kit

For Applicant Groups to Establish New Charter Schools and
For Education Corporations Seeking to Operate Additional Schools

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INTRODUCTION

LEGISLATIVE HISTORY

In 1998, the New York State Legislature established the opportunity for the creation of new, performance-based public schools, including conversions[1] of existing traditional public schools, through the charter process. In May of 2010, the State Legislature increased the number of charter schools that may be authorized under the law, created a clear pathway for existing education corporations to operate multiple charter schools, and required charter entities to solicit new charter school applications through a competitive Request for Proposals (RFP) process. Additional changes to the Charter Schools Act were made in 2014 and 2015.

Accordingly, the Department has updated the *Request for Proposals (RFP) to Establish New York State Charter Schools Authorized by the Board of Regents* for the 2016 application cycle. The RFP and Application Kit contain information about the charter process and provide the evaluation criteria or "prompts and questions" for applicant groups to address when constructing applications for new public charter schools in New York State.

While the RFP and Application Kit reference the New York State Charter Schools Act[2] (the "Act") and other relevant statutory citations, it is not a guide to charter school law and other laws that govern the operation of public charter schools. It is the sole responsibility of the applicant to fully understand and address the requirements of all relevant laws and to present a coherent and viable school design that both complies with the laws and is likely to improve student learning and achievement in New York State.

CHARTER SCHOOL FACTS

Tuition-Free Public Schools

Charter schools are secular, tuition-free public schools that operate as independent education corporations. New York's charter school legislation offers students, families, and educators more choices in public education, allows schools autonomy and flexibility in how they operate, and requires performance-based accountability standards.

Authorizers

Charter schools are created by application to a designated charter entity (also known as a charter school authorizer). The Board of Regents of The University of the State of New York (Board of Regents) is a designated charter entity under State law. The Board of Regents has directed the Commissioner of Education and the New York State Education Department to develop and issue this RFP, to conduct an application review process on its behalf, and to recommend action on charter school applications.

[1] N.Y. Education Law §2851(3)(c)
[2] N.Y. Education Law Article 56

Governance
Charter schools are overseen by a governing board of trustees. High performing charter schools characteristically are governed by a board with a mixture of backgrounds and expertise relevant to a public, not-for-profit educational organization. Such experience optimally includes teaching, administration, legal expertise, real estate and facilities, financial management and accounting, fundraising and development, community engagement, and family involvement.

Autonomy
Charter schools operate with substantial autonomy and flexibility in comparison to traditional public schools. Charter school operators have the opportunity and responsibility to decide the best ways to allocate resources, like time, people and money, to best meet the needs of their students within the bounds of New York State's Charter Schools Act, and are free of some of the legal constraints that apply to other public schools.

Accountability: Charter School Performance Framework
Performance-based accountability is a central component of charter school policy in New York State. The Charter Schools Act requires that schools have clear, measurable academic performance standards under which they will operate and be evaluated. In addition, schools must be financially accountable and comply with the same health and safety, federal special education laws, civil rights, and student assessment requirements applicable to other public schools.

In November 2012, the Board of Regents endorsed the use of a Charter School Performance Framework for Regents-authorized charter schools. The Framework, which is organized into three broad performance areas - Educational Success, Organizational Soundness, and Faithfulness to the Charter and Law - outlines ten key benchmark categories and specific performance indicators for each category. The Department and the Board of Regents use the Performance Framework to evaluate school performance over time and to inform all renewal decisions. Although the Framework is a comprehensive lens for charter school performance evaluation, student academic achievement (Benchmark 1: Student Performance) is the most important factor when determining whether to renew or to revoke a charter. All Benchmark 1 growth and achievement measures are based on New York State assessments or Regents examinations for all tested subjects at all grade levels. Charter schools are encouraged to refer to the Framework on a continuing basis to align their charter goals and to evaluate the overall health and viability of the school throughout the charter term. The Performance Framework may be viewed at http://www.p12.nysed.gov/psc/OversightPlan.html.

Federal Charter Schools Program (CSP) Grant
New York's 2011 – 2016 $113 million federal Charter School Program (CSP) grant allows new eligible charter schools to apply for a CSP Planning and Implementation sub-grant with a base amount of $500,000 over a three year period (planning year, implementation year 1, and implementation year 2). The grant period has been formally extended to July 2017 and will

support start up and implementation of new schools authorized in 2016. Consistent with the priorities articulated in New York's CSP grant, NYSED encourages applications for new charter schools with certain specific key design features that may qualify for enhanced CSP funding of up to $750,000 total. These would include schools specifically designed:

- to serve high-need student groups such as students with disabilities, students who are English language learners, students who are over-age, under-credited or at risk of not graduating from high school, and students who are at-risk of academic failure because they would otherwise be served by a low-achieving district school;
- to serve students who live in underserved rural communities;
- to promote racial, ethnic and linguistic diversity;
- to improve productivity and effectiveness through the use of technologies (including blended instructional programs); and
- to replicate existing high-quality charter school models.

Using the 2016 application kit, all applicants are simultaneously applying for a public school charter and a CSP Grant, as the eligibility requirements of the grant application are integrated into the overall application process for a public school charter. (See Appendix C: Federal Charter Schools Program (CSP) Grant for additional information).

In the *2016 Request for Proposals* (RFP), the State Education Department will provide two opportunities for applicants to submit applications to establish new charter schools to open in 2017. The Department's online portal for submission of application materials will open for the submission of Round 1 Letters of Intent in mid-February with a deadline of February 29, 2016 as outlined below and in the **Application Review Process and Timeline** section of the RFP and Application Kit.

2016 Application Cycle[3]			
Submission Rounds	Letter of Intent Due	Full Application Due	Regents Action
Round 1 Charter School Applications	February 29	April 7	June 13-14
Round 2 Charter School Applications	June 28	August 16	November 14-15

Applicant groups seeking to establish new charter schools and existing education corporations seeking to replicate an existing, high quality school model may submit a Letter of Intent in either Round 1 or Round 2. Applicant groups whose Letter of Intent is not accepted into the Full Application stage of either Round 1 or Round 2 may begin the process again with the submission of a Letter of Intent in a future round. Simultaneous submissions to multiple authorizers are permitted at the Letter of Intent stage only. If an applicant group is invited to

[3] This timeline is subject to change.

submit a full application to the Board of Regents and to the Trustees of the State University of New York, the applicant group must formally withdraw from the process of one authorizer to participate in the process of the authorizer with whom they wish to complete the application process. (Note: Applicant groups may withdraw for this or any other reason at any time prior to a determination by the Board of Regents).

Formal action by the Board of Regents to approve applications and issue charters will occur in June for Round 1 submissions, and in November for Round 2 submissions. Applications submitted in either Round 1 or Round 2 must address the criteria set forth in this *2016 Request for Proposals to Establish Charter Schools Authorized by the Board of Regents and Charter School Application Kit.* Charter schools that are authorized by the Board of Regents in 2016 will open for instruction in the fall of 2017.

The remainder of this Application Kit is dedicated to the specific steps and requirements that charter school applicant groups and existing operators must follow to submit an application to establish a new charter school to the Board of Regents for consideration. All necessary forms, requirements, and deadlines related to the initial application process are contained within this Application Kit. Local school districts or applicant groups interested in converting an existing public school into a charter school should contact the **NYSED Charter School Office at (518) 474-1762**.

Please note: *The Board of Regents will only approve applications that clearly demonstrate a strong capacity for establishing and operating a high-quality charter school. This standard requires a sound educational program, organizational plan, and financial plan, as well as a strong governing board capacity to implement the proposal effectively and in compliance with State and Federal laws. The Department and staff look forward to reviewing your proposal to launch a new, high-quality, public charter school in New York State.*

OVERVIEW OF THE APPLICATION PROCESS

The NYSED charter school application process is designed to ensure that any charter school application presented to the Board of Regents for consideration demonstrates that the applicant groups possess a clear understanding of the New York State Charter Schools Act and what it means to comply with the Act, the applicant groups' proposed school is clearly aligned with the purpose and objectives of the Act, the applicant groups present a coherent and practical design for the proposed school, and the applicant groups and the proposed boards of trustees demonstrate the necessary experience, skill, and will to manage the challenging and dynamic process of opening and operating public charter schools.

To assess application quality, NYSED will review and evaluate the Letter of Intent and the Full Application against the criteria outlined in this RFP. On the strength of the full application, NYSED may conduct a Capacity Interview with members of the applicant group, including the initial proposed board of trustees. In addition, NYSED will invite and consider the comments of the public relative to the potential fiscal and programmatic impact of the proposed new school. This process will include a call for public comment, submitted directly to the Department, as well as public hearings conducted by the school district of location. At the conclusion of the process, NYSED will prepare a formal recommendation to the Board of Regents.

Whether the application is from a new or existing education corporation, all application submissions must address the statutorily required elements to establish new charter schools, as outlined in the 2016 RFP and Application Kit. Any additional requirements are noted throughout the application.

Some applications may not meet the required criteria to complete all phases of the process. Due to the competitive nature of the process, NYSED cannot extend an opportunity for applicant groups to address any deficiencies at any stage of the process during a single application cycle. All decisions are final. Applicants may correct any deficiencies and resubmit their application by the due date of a subsequent application round or cycle. **For a list of common application deficiencies, please refer to the Frequently Asked Questions document on the NYSED website: http://www.p12.nysed.gov/psc/startcharter.html**

Important Note for Existing Charter School Operators: NYSED is interested in applications that propose to replicate an existing school model. Existing charter school operators should address the evaluation criteria contained in the 2016 RFP and Application Kit, and may submit a strategic business or growth plan (optional Attachment 10) if it intends to operate multiple schools as part of an existing network of schools.

The following is a brief description of each phase, evaluation criteria that applicants must meet to continue on to the next phase of the application process, and corresponding dates/timelines for submission and review.[4]

Phase I: Letter of Intent. The Letter of Intent is designed to solicit basic school design information about the applicant group, school mission and model, and target population. The Letter of Intent requires applicant groups to address questions that directly align to some, but not all, of the requirements stated in the Act. Applicants will be required to address all the requirements stated in the Act in detail in the Full Application. In the Letter of Intent, the applicant must provide: a brief description of the mission and school design, a description of the proposed student population (including plans to meet enrollment and retention goals for target populations), proposed grade levels and the number of students to be enrolled, initial evidence of community outreach efforts and community support, a proposed location and/or proposed facility, and background information about the applicant group and anticipated members of the Board of Trustees. The Letter of Intent may not exceed **5 pages excluding all attachments**, and must be submitted to the NYSED Charter School Office **by 3:00 p.m. EST on the due date specified in the timeline for the applicable RFP cycle.** Please see Submission Instructions for full details, and refer to the Frequently Asked Questions guidance located on the NYSED website for additional information.

NYSED staff will review all submitted Letters of Intent to ensure that each requested component is included and that the Letter of Intent is complete, provides thorough and robust information, and is likely to address the rigorous standards in the Full Application. Letters of Intent that are incomplete and do not provide the requested information will not be accepted, and applicant groups will not be invited to submit Full Applications in that round. The information provided in the Letters of Intent will be used by NYSED staff to plan and coordinate peer review panels with appropriate expertise to evaluate Full Applications.

Phase II: Full Application. The Full Application requires applicant groups to fully address a set of questions and prompts that directly align to all of the requirements and priorities stated in the Charter Schools Act and allow the Department to assess the will, skill, and capacity of the proposed board to launch and sustain a quality public school in New York State. Applicant groups must demonstrate educational alignment and operational compliance with the requirements and educational priorities of the Act.

Applicants must submit the Full Application by **3:00 p.m. EST on the due date specified on the timeline for the applicable RFP cycle.** The Full Application narrative to establish a charter school may not exceed **65 pages** and the required attachments may not exceed **an additional 75 pages**, with certain exceptions outlined in the attachment information. Upon submission, NYSED staff will screen the Full Applications for compliance with submission requirements. ***Those applications that exceed the established page limits; those that are missing sections;***

[4] This timeline is subject to change.

those that do not follow formatting requirements; and/or those that are received after the established deadline will not be evaluated or advanced for action by the Board of Regents. Please see Application Submission Instructions and Frequently Asked Questions document for full submission details.

All Letters of Intent and Full Applications will be posted at the NYSED Charter School Office website at http://www.p12.nysed.gov/psc/startcharter.html. Personal information will not be posted; however, designated public contact information for each submission will be posted separately.

Please note: The Full Application will **not** require applicants to create all of the documents that the school will need once it becomes operational (e.g. full curriculum or a human resources handbook). When a charter is issued, NYSED staff will work with the initial board to establish the timeline for completion of such documents as well as required policies and pre-opening actions. The NYSED pre-opening requirements and procedures are outlined in the Opening Procedures Checklist available online at http://www.p12.nysed.gov/psc/OversightPlan.html.

Application Reviewer Ratings and Evaluation. Review panels with expertise in charter school operations (referred to as peer reviewers), and when appropriate, knowledge that is relevant to the proposed school design, will evaluate Full Applications. Each reviewer will independently evaluate and rate how well the applicant group's responses address the evaluation criteria articulated in each section of the application. Reviewers will rate the response to each criterion as **Inadequate**, **Approaches**, **Meets**, or **Exceeds**, as defined in the sample evaluation rubric in Appendix A. The review panelists will develop a summary rating for each application section, as well as for the Full Application as a whole. Applications that are considered to substantially meet or exceed the evaluation criteria will be invited to a Capacity Interview. (See Phase III: Capacity Interview).

The Department will only advance to the Capacity Interview phase of the review cycle those applications that substantially meet the evaluation criteria outlined in the Charter School Application Kit. The Department will notify applicants by the date specified for the applicable RFP timeline as to whether the applicant group will be invited to the Capacity Interview with NYSED staff, who will further assess the capacity of the members of the applicant group and the initial board of trustees to launch and govern the proposed school.

Senior staff at the Department will recommend that the Board of Regents disapprove applications that do not demonstrate a clear plan and compelling capacity to launch and sustain a quality public school in New York State. Prior to a determination by the Board of Regents, applicants may choose to withdraw an application at for any reason.

NYSED will further evaluate the applications recommended for charter issuance by the Board of Regents to determine whether eligibility to receive an enhanced federal Charter Schools Program (CSP) Planning and Implementation Grant. See Appendix C for full details. In the event

that the number of applications meeting the evaluation criteria in this RFP exceeds the total maximum number of charters available or the maximum available within New York City in this RFP cycle, the application will also be reviewed and scored by NYSED on the eight priority objectives set forth in the Charter Schools Act,[5] outlined in Appendix B, to determine which charters will be recommended.

Note Regarding Criminal Background Check/Fingerprint Scan. All members of the applicant group will be required to undergo criminal background checks via fingerprint scans. After submission of the Full Application, but prior to the Capacity Interview, NYSED will contact the members of the applicant group to arrange for the required fingerprint scans. The result of the background check may be shared with senior managers at the Department and/or the Board of Regents if a concern is noted.

Phase III: Capacity Interview. Where Full Applications are determined to have met or exceeded the evaluation criteria in each of the three major sections outlined in the application, applicant groups will be invited to participate in a Capacity Interview. NYSED officials conduct the Capacity Interview to evaluate the applicant group and initial board members' understanding of academic and operational accountability as well as the characteristics of the community where the proposed school will be located. Equally as important, NYSED assesses the capacity of the proposed board to effectively launch and oversee the school's academic program, organizational viability, and finances. The interview provides opportunities for the applicant group (and specifically the proposed board of trustees) to present and elaborate on the information provided in the Full Application, and respond to any technical questions that may have been generated by peer reviewers during the application review process as well as other questions that may have emerged during the public hearing and comment process. Please see the applicable RFP timeline for the dates during which NYSED will conduct the Capacity Interviews.

Phase IV: Request for Modifications.[6] The Department may require that applicant groups make technical modifications to their applications following the Capacity Interviews. Such requests would be made to technically align the information contained in the Full Application with the NYSED initial charter agreement template. Please see the applicable RFP timeline for the dates during which NYSED will request modifications and during which applicants will submit responses.

NYSED Recommendation for Approval or Denial of the Application. On the basis of the review of the Full Application, Capacity Interview (if applicable), as well as information collected by NYSED during a public comment process, NYSED will determine whether to recommend approval or denial of the charter application to the Board of Regents. An application that is

[5] N.Y. Education Law § 2852(9-a)(c)(i-viii)
[6] N.Y. Education Law § 2852(3)(a)

recommended to the Board of Regents for approval will provide a detailed and complete school design plan that:

- Includes clear strategies to meet or exceed enrollment and retention targets for students with disabilities, students who are English language learners, and students who are eligible to participate in the federal free and reduced-price lunch program;
- Provides evidence of public outreach that conforms to the process prescribed by the Regents for the purpose of soliciting and incorporating community input regarding the proposed charter school;
- Meets all requirements set forth in the Charter Schools Act as well as all other applicable laws, rules, and regulations;
- Demonstrates the ability to operate the school in an educationally and fiscally sound manner;
- Is likely to improve student learning and achievement and materially further the purposes of the Act; and
- Would have a significant educational benefit to the students expected to attend the proposed charter school.

In addition to all the above, the applicant group and proposed board of trustees must demonstrate appropriate knowledge, capacity, and ability to effectively create, maintain, and oversee a high-quality charter school. For applications that meet all these conditions, NYSED will recommend that the Board of Regents issue the charter.

If recommended for approval, NYSED will provide the applicants and proposed board members with an opportunity to review the terms and conditions of the initial charter agreement (contract) between the proposed school and the Board of Regents. This will occur in preparation for the Board of Regents meeting at which the Regents will act to approve or deny new charters. Please see the applicable RFP timeline for specific dates.

If the application is not recommended for approval by the Board of Regents, NYSED will provide the applicant group with a summary of the areas in which the application is considered to be deficient. In some cases, the applicant group may be encouraged to address deficiencies discovered during the application review process and re-submit the application in a subsequent application cycle.

Board of Regents Action to Approve or Deny the Application. Although informed by NYSED evaluations and recommendations, all final charter issuance decisions are made by the Board of Regents. At the Board of Regents meetings in June and November 2016, the Regents will act to approve or deny charter school applications, and in the case of those approved, issue a provisional charter (i.e., a certificate of incorporation) for the school.

Opening the School for Instruction. The issuance of the charter by the Board of Regents does not indicate final authorization to open the school. During the start-up (or pre-opening) phase

of the school, NYSED will work closely with the charter school's proposed board and school leaders to ready the school program and facility to serve students. This work will be guided by the terms of the charter agreement and the *Pre-Opening Procedures for New York State Charter Schools Authorized by the Board of Regents* (which may be found on the Department website at http://www.p12.nysed.gov/psc/OversightPlan.html). New charter schools will be authorized to open for instruction only upon the issuance of a *Consent to Commence Instruction* letter.

SUBMISSION INSTRUCTIONS

Format	**Both** the Letter of Intent and the Full Application must be submitted via upload to the Charter School Office web portal in .PDF format suitable for reproduction on 8 1/2 x11 inch paper showing: • one-inch margins • 12-point or larger font size using Times New Roman or Calibri font • page numbers in the bottom right hand corner of each page Full Applications must include a table of contents identifying page numbers for each section and all attachments.
Page Limits	The **Letter of Intent is limited to 5 pages of text**, excluding all attachments. The **Full Application is limited to no more than 65 pages**, excluding the Application Summary, Certification and Assurances Statement, and the required attachments. **Attachments are limited to 75 pages**, with certain exceptions outlined in the attachment information. Brevity, specificity, and clarity are strongly encouraged.
Submit Via Web Portal Only **-----** **Do Not Submit Via Email, Postal or Special Delivery Mail**	All submissions for both the Letter of Intent and Full Application must be submitted via upload to https://nysed-cso.fluidreview.com. Note: The Letter of Intent and Full Application, when submitted to the State Education Department, will be made available to the public. **Successful submission of the Letter of Intent and Full Application using the web portal will automatically generate an email to the applicant. If a confirmation email is not received, the applicant should conclude that the submission was not received.**
Deadlines	All application materials must be submitted via upload to the Charter School Office web portal at https://nysed-cso.fluidreview.com by **3:00 PM** on the specified due date. Materials submitted via email or by postal or special delivery carriers will not be accepted.

FAILURE TO COMPLY WITH THESE SUBMISSION INSTRUCTIONS
WILL DISQUALIFY THE APPLICATION FROM FURTHER CONSIDERATION

2016 APPLICATION REVIEW PROCESS AND TIMELINE

2016 Application Review Process Activity	Timeline	
Draft 2016 Request for Proposals (RFP) and Application Kit posted for comment at the NYSED-CSO website at http://www.p12.nysed.gov/psc/startcharter	DRAFT RFP and Application Kit—January 15, 2016	
Final 2016 Request for Proposals (RFP) and Application Kit posted on the NYSED-CSO website at http://www.p12.nysed.gov/psc/startcharter	FINAL RFP and Application Kit—February 1, 2016	
The Department will solicit applications from charter applicant groups or existing operators seeking to open new charter schools in 2017 during Round 1 and Round 2 of the competitive Request for Proposals (RFP) process.	**Applications from Applicant Groups and Existing Education Corporations Seeking to Open New Charter Schools**	
	Review/Approval Round 1	**Review/Approval Round 2**
Phase I: Letter of Intent Submission is by upload to https://nysed-cso.fluidreview.com. Letters of Intent that do not provide all requested information and meet submission requirements will not be accepted.	Deadline February 29 3:00 p.m.	Deadline June 28 3:00 p.m.
Review of Letter of Intent All Letters of Intent are reviewed prior to being accepted. A designated member of the applicant group is notified. Applicant groups with accepted Letters of Intent are invited to submit a Full Application for consideration by the Department and Regents.	By March 7	By July 15
Phase II: Full Application Submission is by upload to http://nysed-cso.fluidreview.com. Each Full Application submitted must adhere to page and formatting limitations and must be uploaded before 3:00 p.m. EST. The Certification and Assurances Statement must include the electronic signature of a designated member of the applicant group.	Deadline April 7 3:00 p.m.	Deadline August 16 3:00 p.m.

2016 Application Review Process Activity	Timeline	
Public Comment The public may submit comments on applications by email to charterschools@nysed.gov or by mail to NYSED Charter School Office, 89 Washington Ave., Albany, NY 12234.	Throughout review process	
Public Hearings Public hearings on charter school applications must be conducted by the districts of location within 30 days of notification of receipt of an application by the NYSED Charter School Office.	April – May	August – October
Panel Review of Full Application The Full Application will be screened by NYSED for completeness before being accepted and sent for full evaluation by review panels. (*Incomplete applications will not be accepted*).	April	August – September
Background Checks via Fingerprint Scans NYSED will contact the applicant group members to arrange for the required fingerprint scans.	April	September – October
Phase III: Capacity Interviews NYSED conducts interviews with qualified applicant groups and proposed boards of trustees.	May 3 – May 13	September 26 – October 7
Phase IV: Request for Modifications Following the capacity interviews, NYSED may request that applicant groups/proposed boards make technical modifications to charter applications.	May	October
Reviewer Feedback to Applicants NYSED prepares written recommendations to the Board of Regents and provides applicants not recommended for Board of Regents approval with comments and summative feedback from reviewers.	May - June	October

2016 Application Review Process Activity	Timeline	
Charter Agreement Calls NYSED and the proposed boards of the charter schools recommended for Board of Regents approval preview/discuss the terms and conditions of the proposed charter agreement with the Board of Regents.	June	November – December
Board of Regents Action The Board of Regents will review recommendations from staff and vote to approve or deny the application at its regularly scheduled meeting. Only those applicant groups whose applications are approved by the Board of Regents will be issued a charter.	June 13 – 14	November 14 – 15

Letter of Intent Evaluation Criteria

LETTER OF INTENT TO APPLY

Education Law §2851(1) states "An application to establish a charter school may be submitted by teachers, parents, school administrators, community residents or any combination thereof." An application for a new charter school must be submitted by one or more of these eligible individuals. The term "applicant group" includes those participating in the planning of the application to establish the proposed charter school; those individuals who will comprise the initial board of trustees; and those individuals (if any) who will become school employees. Organizations and entities cannot serve as applicants for charter school education corporations, though, if eligible, not-for-profit entities with federal tax-exempt status under Internal Revenue Code §501(c)(3), museums, colleges, universities, and educational institutions can submit a proposal in conjunction with eligible applicants.

All applicant groups seeking to establish a charter school authorized by the Board of Regents to open in 2017 must submit a Letter of Intent, not to exceed 5 pages in length (excluding any summary pages or attachments) by the due date specified for the selected 2016 RFP round. All Letters of Intent are reviewed by Department staff to assess whether the requested information is complete and likely to meet the rigorous standards required in the Full Application. A Letter of Intent that does not thoroughly address the evaluation criteria or provide the requested information will not be accepted, and the applicant group will not be invited to submit a Full Application during the 2016 RFP cycle.

I. **Applicant Group Information**[7]: Identify and present background information pertaining to the applicant group as defined above.

   a. Provide the name, contact information, and current employment for all members of the applicant group, which includes initial proposed board of trustees and any proposed school employees, using **Table 1**;

   b. Specify the current or prospective role that each member has or will hold in relation to the proposed charter school, and identify the relevant experience, skills, and/or qualifications each member possesses using **Table 1**;

   c. **Public contact:** Please provide a phone number and/or email address to which public inquiries about the proposed charter school may be addressed. This contact information will be public and available on the NYSED Charter School Office website.

   d. **Application History:** If you or another member of the current applicant group has ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State,

[7] N.Y. Education Law § 2851(2)(m)

please indicate the date the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this application.

Required Attachments:

- ❒ **Table 1**: Application Group Information.
- ❒ **Attachment 5a**: New Applicant and Prospective School Trustee Background Information
  - New Applicant and Prospective School Trustee Background Information Sheet and Signed Statement of Assurance. See Background Information Sheet at http://www.p12.nysed.gov/psc/startcharter.html. (Contact information and signature required for each proposed Trustee (minimum of five).
  - Signed Statement of Intent
  - Resume or Curriculum Vitae
  - Transcript from Highest Degree Granting Institution
  - Minimum of Three Letters of Reference (from non-family members and individuals not in the applicant group).

Note Regarding a Transcript Request: Each applicant group member is advised to make every effort to obtain a transcript from the institution where they received their highest degree. If the member cannot obtain a transcript after reasonable effort, they may request an official letter from the institution detailing the date of graduation, and the diploma, certification, or degree obtained from the institution. If neither a transcript nor an official letter can be obtained, the member may provide a scanned copy or photograph of the actual diploma, certification, or degree, along with proof of their efforts to obtain a transcript and official letter, and the response received from the institution. The National Student Clearinghouse offers a degree verification service at http://www.studentclearinghouse.org/verifiers/ and members may submit a watermarked report from the Clearinghouse.

Note Regarding Criminal Background Check/Fingerprint Scan: All members of the applicant group will be required to undergo criminal background checks via fingerprint scans.[8] After submission of the Full Application, NYSED will contact the members of the applicant group to arrange an appointment for the required fingerprint scans.

II. Proposed Charter School Information

a. **Proposed school name** (include the words "charter school" in the name);

b. **Proposed school location** (school district or community school district in New York City). Indicate whether the applicant group is requesting to be sited in school district facilities;

[8] N.Y. Education Law § 2852(4)

c. **Planned grades and enrollment** in each of the years of the proposed charter term;

d. **Proposed management and/or partner organization(s)**, such as a charter or educational management company or a university, academic program partner, or whole school change partner;

e. **Proposed school mission**;

f. **School overview:** A brief description of the design of the proposed school, including any innovative design elements that might require specific expertise to evaluate during the review process;

g. **Target population/community served:** Briefly describe the school's target population and the community that the school intends to serve; and

h. **Replication of high quality school models:** Replication implies the establishment of a new school that uses the educational model, corporate and governance structure, and financial and operational processes that have been effective in a replication model school and where there is an ongoing relationship between the schools. A replication may take the form of adding one or more schools to an existing education corporation or consolidating one or more schools operated by separate education corporations into a new education corporation. A replication model school must have a proven track record of success as evidenced by qualitative and quantitative data.

   In this section (h), provide a brief description of the model school's success and discuss why a replication of the model school is needed or provides a high quality option for the intended population of students or community. If invited to submit a Full Application, the education corporation must provide actual evidence documenting the success of the model school.

III. Enrollment and retention of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.

Describe the school's strategies to <u>attract and recruit</u> its students, specifically:

a. Those identified in the school's mission;
b. Students with disabilities;
c. English language learners; and
d. Students who are eligible applicants for the free and reduced price lunch program.

Describe the school's strategies to <u>retain</u> its students, specifically:

a. Those identified in the school's mission;
b. Students with disabilities;

c. English language learners; and
d. Students who are eligible applicants for the free and reduced price lunch program.

IV. Public Outreach and Community Support

a. Describe the public outreach conducted to date to solicit community input regarding the proposed school using the attached **Table 2**.
b. Describe your initial assessment of parent interest in your proposed charter school, which will allow the school to reach its anticipated enrollment. Include in your response a **description or analysis** of any data you have collected to support the initial assessment of interest.

Required Attachment:

- ❒ **Table 2**: Public Outreach Information
- ❒ **Attachment 2a**: Initial Samples of Public Outreach
  Provide **ONE** sample of evidence from **EACH** of the following categories that supports the applicant group's outreach attempts:

  1. The group has informed the community about the proposed charter school including the intended location, the target student population, the grades to be served, and a description of the educational program(s) to be offered;
  2. The group has had a public meeting with stakeholders in the school district(s) the proposed charter school may be located;
  3. Stakeholders in the community were given the opportunity to provide input into the design of the proposed charter school; and
  4. Comments received from the impacted community or communities concerning the educational and programmatic needs of students were addressed.

Samples of evidence may include, but are not limited to: a public meeting flyer with sign-in sheet and signatures; minutes of discussions with community parents, stakeholders or organizations and feedback obtained; public awareness campaigns (emails, social media postings, media, etc.) with documented results; and/or surveys distributed with statistical analysis. For a more complete list of sample evidence, refer to the Public Outreach section of the Full Application.

Please be aware that the Board of Regents will not consider an application if the applicant group does not sufficiently demonstrate that the extensive public outreach process described above has been conducted. Since public outreach activities are expected to be ongoing throughout the application review process, additional information about public outreach activities is expected at the Capacity Interview or through the NYSED public comment period.

V. Proposed Board Chair Signature and Date

The last page of the Letter of Intent must be signed and dated by the proposed board chair of the new school (or the current board chair of an existing Board of Regents-authorized

education corporation that seeks to replicate an existing school) before uploading the document into the portal.

Please be advised that the submitted Letter of Intent (and all other charter school application material) is a public record, and NYSED will post all Letters of Intent received on its website. Personal contact information of all members of the applicant group will be redacted from the document, but all other information will become public.

Table 1: Applicant Group Information

Table 1 is not counted toward the page limits

*__Minimum of 5__ members of applicant group must be designated as Trustees

Applicant Group Member Name/Phone/ Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group (key words)	Proposed Role(s) if Any (trustee, employee, or none)	Proposed Position on the Board (e.g., officer, trustee, or constituent representative)	Length of Initial Term	Voting Member? (y/n)
John Smith (555) 555-5555 email@gmail.edu	NYU Education Professor	Curriculum Development Education Plan Committee	Trustee	President	1 year	Y

Table 2: Public Outreach Information

Table 2 is not counted toward the page limits

Add more rows and/or rotate page if necessary

Date(s) of Outreach (mm/dd/yy)	Description of the Outreach	Location of Outreach	Target Stakeholder Group	Feedback Obtained	Action Taken on Feedback	Number of Attendees
01/16/2016 meeting date	Sent flyers to community based organizations serving children and families with special needs. Hosted a meet/greet to introduce team and solicit feedback on application.	ABC Community Center 1000 Avenue A NYC CSD 5	Families of students with disabilities, community members	Need for family partners	Add a family liaison to the staff who is bi-lingual	22 families of students in grades Pre-Kindergarten and Kindergarten

Full Application Evaluation Criteria

FULL APPLICATION SUMMARY

Proposed Charter School Name[9]	
Application History	
Proposed Board Chair Name	
Proposed Board Chair Email Address	
Proposed Board Chair Telephone Number	
Public Contact Name	
Public Contact Email Address	
Public Contact Telephone Number	
District of Location	
Opening Date	
Proposed Charter Term[10]	
Proposed Management Company or Partners	
Projected Enrollment and Grade Span for Indicated Years	Year 1:
	Year 5:
Mission Statement	

Please complete the table above and provide a brief summary of the proposed school. Include a discussion of the mission; objectives; key design elements; other unique characteristics of the program (if any); identification of student communities to be served or targeted; curriculum and instructional features; plan for instructional staffing and leadership/management design; plans for relationships with management or other partner organizations; and any other relevant information.

The Application Summary is intended to provide the public with a concise description of the proposed school and may be shared to respond to public inquiries and used for documents prepared for the consideration of the Board of Regents. Please limit the Summary to two pages. This section of the application will not count against Full Application page limitations. The Application Summary will not be formally evaluated by peer reviewers, but the information provided must be consistent with information provided elsewhere in the Full Application.

[9] N.Y. Education Law § 2851(2)(k)
[10] N.Y. Education Law § 2851(2) (p). Typically, the charter term requested should be five years of operation.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name _____
Proposed School Location (District) _____
Name of Existing Education Corporation (if applicable) _____
_____

I hereby certify that the applicant group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the applicant group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, "the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners."[11]

The applicant group also makes the following assurances pursuant to Section 7221b of the United States Code (USC), which will be incorporated into, and made a part of, the Charter School's charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be

[11] N.Y. Education Law § 2854(2)(a)

required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application; [12]

- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted;[13] and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.[14]

I, *Enter name of Proposed Board Chair*, hereby certify that the information submitted in this Full Application to establish *Enter Name of Proposed Charter School* is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair/Existing Education Corporation BOT Chair:

Date:

[12] 20 USC § 7221b(b)(3)(J)
[13] 20 USC § 7221b (b)(3)(K)
[14] 20 USC § 7221b (b)(3)(N)

I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY

A. Mission Statement and Objectives

General Overview: Provide a mission statement that defines the core purpose, key values, and objectives of the school and informs the public about the students the school intends to serve. It should be consistent with high academic standards set forth in the Charter School Performance Framework and be succinct and meaningful. A school's mission statement provides the foundation for the entire charter application and for the full term of the school's charter. The mission statement should be reflected throughout all sections of the application.

Briefly describe the school's objectives and how the school will implement one or more of the objectives identified in the Charter Schools Act.

Evaluation Criteria:
A response that meets the standard will**:**

1. Present a mission statement that defines the purpose and key values of the proposed charter school and informs the public about the students the school intends to serve[15];
2. Describe the objectives of the charter school[16];
3. Explain how the school will materially further one or more of the objectives specified in Education Law §2850(2); and
4. Be reflected throughout all sections of the full application.

B. Key Design Elements

General Overview: Provide a description of the educational program that implements one or more of the purposes described in Education Law §2850(2) and presents the school's key design elements. Specifically, the proposal should describe elements of the school's educational or organizational design that are innovative or unique to the school's mission and goals and are core to the school's overall design. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems. The Charter Schools Act allows, to the extent consistent with Federal Law, "the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners." [17]

- If the school is intended to operate as a <u>restart or turnaround</u> school or provide an option for students who are at risk of academic failure because they reside in a

[15] N. Y. Education Law § 2851(2)(a)
[16] 20 USC § 7221b(b)(3)(C)(i)
[17] N. Y. Education Law § 2854(2)(a)

community served by a school that is persistently low-achieving, the applicant should describe the key design elements of the model in this section.

- If applicable, please provide a request and justification for waivers of any federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise do not apply to the school.[18]

Evaluation Criteria:
A response that meets the standard will:

1. Set forth an educational program that implements one or more of the purposes described in Education Law §2850(2)[19] and which describes how the program will enable all students to meet New York State student academic achievement standards[20];
2. Describe the key features that are core to the school's overall design;
3. Demonstrate clear alignment with the school's mission and all aspects of the full application, including educational, organizational, and fiscal plans;
4. Demonstrate the group's core beliefs and values about education;
5. Identify the enrollment preference[21], if any, for students the applicant group has defined as at-risk of academic failure;
6. Demonstrate how the key design elements will serve the diverse needs of all students; and
7. Present evidence of success if drawing on existing school models, or present research or other information that supports the efficacy of the proposed school design if the school design does not have a precedent.

C. Enrollment, Recruitment, and Retention

General Overview: Provide information about the number of students and the ages and grade levels to be served in each year of the proposed charter term.[22] Discuss past efforts and future plans designed to meet or exceed the enrollment and retention targets established by the Board of Regents for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.

Required Attachment:

- ❑ **Attachment 1:** Admissions Policy and Procedures
  (Policy should state how any vacancies created during the school year will be filled and any date by which the school will no longer fill such vacancies).

[18] 20 USC § 7221b(b)(3)(G)
[19] N.Y. Education Law § 2852(2)(a)
[20] 20 USC §7221b(b)(3)(a)(i)
[21] N.Y. Education Law § 2854(2)
[22] Please note N.Y. Education Law § 2854(3)(b-1) requirements regarding negotiating unit representation for employees in a charter school that enrolls more than 250 students at any point during the first two years after the charter school commences student instruction.

Evaluation Criteria:

A response that meets the standard will:

1. Provide a projected enrollment table that presents the number of students to be served by the school (the minimum number of students shall be at least fifty at a single site, or, if less than fifty students are to be served by the school, the response must include a compelling justification for the enrollment projection)[23], and the ages and grade levels[24] to be served by the proposed school (use the Projected Enrollment Table Template on the following page);
2. Describe the proposed application, admissions, and enrollment process, including a plan for a public lottery. Include a description of the proposed policy for addressing any vacancies (attrition) created during the school year;
3. Describe how any vacancies created during the school year will be filled (backfilling) and any date by which the school will no longer fill such vacancies;
4. Explain in detail the rationale for selecting the particular enrollment size as well as the growth strategy for the proposed school;
5. Present evidence to indicate that the enrollment projections by grade and school-wide for each year of the charter will meet or exceed the enrollment and retention targets established by the Board of Regents for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program;
6. Describe the school's recruitment and retention plan, including how the school will publicize its education program to a broad cross-section of prospective students;
7. Describe the school's specific plan to recruit and then retain students with disabilities, English language learners, students who are eligible applicants for the free and reduced price lunch program, and students whose families may be less informed about available options; and
8. Describe how the proposed school will ensure adequate enrollment and allow for full accessibility of the school for all eligible students.

[23] N.Y. Education Law § 2851(2)(i)

[24] N.Y. Education Law § 2851(2)(l) and 20 USC § 7221b(b)(3)(A)(ii)

Projected Enrollment Table Over the Charter Term[25]						
Grades	**Ages**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
K						
1st						
2nd						
3rd						
4th						
5th						
6th						
7th						
8th						
9th						
10th						
11th						
12th						
Ungraded						
Totals						

D. Community to be Served

General Overview: Describe the community to be served by the proposed school and discuss how the school will offer educational opportunities to students and families in the community. The characteristics and demographics of the community to be served are essential factors that inform the design of a successful charter school, ultimately driving support for student enrollment in the school. Also, provide evidence of adequate community support for and interest in the charter school sufficient to reach its anticipated enrollment.[26] If applicable, discuss how the school will partner with low performing public schools in the area to share best educational practices and innovations.[27]

Evaluation Criteria:
A response that meets the standard will**:**

1. Describe the community to be served by the proposed school;
2. Describe the student population that the proposed charter school would serve, including identification of student needs and how the school will address those needs;
3. Discuss briefly the reason for the selection of the community and the applicant group's ability to serve this particular community;
4. Speak to the value of the school in the identified community;

[25] N.Y. Education Law § 2851(2)(p)
[26] N.Y. Education Law § 2851(2)(q)
[27] N.Y. Education Law § 2852(9-a) (c) (vi)

5. Provide a specific rationale for how this school will enhance or expand the educational options, including whether the educational program or innovative methods to be used by the proposed school differ from the district or districts from which the charter school is expected to enroll students;
6. Provide a description of how the applicant group has assessed family and community support within the proposed sending district(s)/region for the proposed school and evidence that this community support for and interest in the charter school is sufficient to reach its anticipated enrollment[28]; and
7. If applicable, discuss how the school will partner with low performing public schools in the area to share best educational practices and innovations.[29]

E. Public Outreach

General Overview: N.Y. Education Law Section 2852(9-a)(b)(ii) states that the Board of Regents shall not consider any applications which do not rigorously demonstrate that the applicant has conducted public outreach, in conformity with a thorough and meaningful public review process prescribed by the Board of Regents, as outlined below, to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students. Although appropriate to include general letters of support for the charter school from community leaders and members, such letters of support alone are not sufficient.

The public review process should include, but is not limited to, the following components:

- **Informing the community about the proposed charter school including the intended location, the target student population, the grades to be served, and a description of the educational program(s) to be offered and evidence to support the dissemination of this information**. This should include reasonable notice to stakeholders in the community, and may be achieved through a number of means, including but not limited to: community letters and flyers, news and/or web articles, advertisements, community meetings, meetings with stakeholders, and other means employed by the applicant;
- **At least one public meeting with stakeholders in the community in the school district in which the proposed charter school is to be located.** Reasonable public notice should be provided to community stakeholders;
- **Providing stakeholders in the community the opportunity to submit comment on the proposed charter schoo**l. This may be achieved through the means listed above, the provision of an email or website for comment submission, as well as other means employed by the applicant; and
- **Addressing comments received from the impacted community concerning the educational and programmatic needs of students**. This may be achieved through

[28] N.Y. Education Law § 2851(2)(q)
[29] N.Y. Education Law § 2852(9-a)(c)(vi)

discussions at community and stakeholder meetings, interviews, written responses to written comments received, as well as other means employed by the applicant.

Required Table and Attachments:

- ❑ **Table 2: Public Outreach Information.** Resubmit Table 2 from the Letter of Intent and update the information contained therein to include outreach conducted to date.

- ❑ **Attachment 2b: Evidence of Public Review Process.** This attachment should provide a sampling of documentary evidence related to the public review process. Attachments should be limited to documents that provide meaningful and relevant information about the community outreach and public input. Please do not submit photocopied form letters of support or petitions containing signatures and addresses. Include any evidence that the school informed the community about the proposed charter school and invited comments and input, and provide evidence that comments/input were addressed. Examples of evidence may include, but are not limited to:

  - Attendance lists from meetings and events;
  - Public meeting flyer with sign-in sheet and signatures;
  - Minutes or summaries of public meetings and meetings with stakeholders (school boards, school district administrators, elected officials, community leaders, parent organizations, etc.);
  - Surveys distributed and resulting statistical analysis;
  - Public awareness campaigns (emails, social media postings, media, etc.) with documented results;
  - Responses sent to members of the public who submitted comments/input concerning the proposed charter school;
  - Copies of received letters or emails;
  - Invitations sent for meetings and events; and
  - Media announcements or articles.

- ❑ **Attachment 2c: Evidence of District Support for Restart/Turnaround.** Proposed charter schools that are intended to operate as a restart or turnaround school or to provide an option for students who are at risk of academic failure because they reside in a community served by a school that is persistently low-achieving must provide a Letter of Support from the school district.

Evaluation Criteria:

A response that meets the standard will**:**

1. Describe the means employed and provide evidence to demonstrate that the community has been informed about the proposed charter school, including the intended location (whether in private or public building space), the target student population, the grades to be served, and a description of the educational program(s) to be offered;

2. Include evidence that the applicant group held at least one public meeting with stakeholders in the community in the school district in which the proposed charter school is to be located, and that reasonable public notice was provided to community stakeholders;
3. Describe the means employed and provide evidence to demonstrate that the applicant group solicited community public input or comment on the educational and programmatic needs of students;
4. Describe how the applicant group responded to comments received from community stakeholders and ensured that those comments were considered and addressed[30];
5. Describe the ongoing approach the applicant group is taking to continue to engage with the community and to solicit public input about the educational and programmatic needs of students, and how the applicant group has or is using this input to shape the application;
6. Describe how students in the community will (i) be informed about the charter school and (ii) be given an equal opportunity to attend the charter school[31]; and
7. Include a letter of support from the school district if the proposed charter school is intended to operate as a restart or turnaround school or is intended to provide an option for students who are at risk of academic failure because they reside in a community served by a school that is persistently low-achieving.

Please be aware that the Board of Regents will not consider an application that does not sufficiently demonstrate that the public review process described above has been conducted. Since public outreach activities are expected to be ongoing throughout the application review process, additional information about public outreach activities is expected at the Capacity Interview and/or through the NYSED public comment period.

F. Programmatic and Fiscal Impact

General Overview: Provide an assessment of the projected programmatic and fiscal impact of the proposed school on other public and nonpublic schools in the area.

Evaluation Criteria:
A response that meets the standard will**:**
1. Identify the number and type of public and nonpublic schools in the area;
2. Discuss the projected programmatic impact of the proposed school on other public and non-public schools in the area[32]; and
3. Present a projected assessment of the fiscal impact of the proposed school on other public and nonpublic schools in the area.[33]

[30] N.Y. Education Law § 2852(9-a)(b)(ii)
[31] 20 USC § 7221b(b)(3)(I)
[32] N.Y. Education Law § 2851(2)(q)
[33] N.Y. Education Law § 2851(2)(q)

II. EDUCATIONAL PLAN

The Educational Plan[34] should define what students will achieve, how they will achieve it, and how the school will evaluate student performance.

A. Curriculum and Instruction

General Overview: The application must include a description of the school's proposed curriculum and instructional practices. [35]

Evaluation Criteria:
A response that meets the standard will:

1. Present a clear and coherent framework for teaching and learning -- particularly in the core academic areas of English language arts, mathematics, science and social studies -- and will ensure alignment with New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program;
2. Explain how the curriculum will further the school's mission and key design elements, when it will be reviewed, how teachers will know what to teach and when to teach it, and the curriculum resources to be used;
3. Describe the curriculum, the resources, and instructional strategies the charter school proposes to use, including how often it will be reviewed and by whom;
4. Describe how the curriculum will address the needs of special populations;
5. Discuss the specific instructional strategies and practices that will be used for successful implementation of the curriculum, particularly for special student populations, and any research or existing models that support the use of these instructional methods; and
6. Describe how the school will meet Benchmark 1 of the Charter School Performance Framework as found on the Charter School Office website.

B. Special Student Populations and Related Services

General Overview: Describe the implementation of the school's programs and services for special student populations such as students who are at-risk of academic failure, students who are English language learners, students with disabilities, and students who are academically advanced or gifted within the context of the proposed school design. Please discuss programs and services separately for each special student population.

Evaluation Criteria:
A response that meets the standard will:

1. Discuss how special student populations will be provided with full and meaningful access to participate and progress in the general education curriculum. Explain how the school

[34] 20 USC § 7221b(b)(3)(A) and N.Y. Education Law § 2851(2)(b)
[35] 20 USC § 7221b(b)(3)(A)(iii)

will ensure that after school and other extra-curricular programming will be accessible to all students including special student populations;

2. Discuss how the classroom environment and instructional approach will be responsive to the needs of special student populations;
3. Describe the processes and procedures that the school will employ to identify, assess, and serve special student populations in compliance with all applicable federal laws and regulations. Include a description of support services to be offered, the settings in which these required services will be implemented, the qualifications of individuals who will implement these services, and how the programs will be evaluated;
4. Provide a description of the screening process to be used for those students suspected of having a disability, the incorporation of the Child Find process, and teacher participation in CSE meetings[36];
5. Describe the supports, programs, resources, and personnel (including qualifications) that will be used to assist special education students both inside and outside of the general education classroom;
6. Describe the processes and procedures that the proposed school will use to provide specialized instruction to each student in need of special education services[37] that are consistent with the IEP developed by the CSE of the student's school district of residence.[38]
7. Describe the process by which the school will work with the districts of residence to ensure that eligible students receive services consistent with their IEPs and comparable to services provided in other public schools in the district, and ensure fair financing for those services;
8. Describe how the school will manage IEP record-keeping, including the processes for providing copies of the IEPs to teachers and service providers;
9. Describe the process by which general education teachers and those providing supports to special student populations will coordinate and communicate;
10. Describe any ancillary and support services the school expects to offer students and families, for example, counseling, family outreach, and/or relationships with community organizations or service agencies; and
11. Describe the process used to evaluate the effectiveness of the programs employed to support special student populations and how the school will ensure that it is meeting the needs of these students.

C. Achievement Goals

General Overview: Provide a detailed description of the proposed school's progress goals used to measure student achievement, the overall educational program, and the key components of the school design.

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[36] 20 USC § 7221b(b)(3)(L)
[37] N.Y. Education Law § 2851(2)(s)
[38] N.Y. Education Law § 2853(4)

Applicant groups should keep in mind that at renewal, as set forth in the New York State Charter School Performance Framework Benchmark 1: Student Performance, the school is expected to meet or exceed growth and progress/achievement goals based on the New York State assessments (elementary and middle school) or Regents examinations (high school), as well as college and career readiness measures.

Evaluation Criteria:
A response that meets the standard will:

1. Describe the incoming student population, including the anticipated percentages of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program as referenced in Section I.C. of the RFP;
2. Provide academic data about the sending district's performance for the grade levels the proposed school will serve, including relevant NYS assessment outcomes and graduation rate, if applicable;
3. Describe the school's goals for student achievement and for the overall educational program as well as for key components of the school design;
4. Describe the chosen methods and timeline for evaluating whether students are progressing toward meeting the student achievement goals set forth in the Performance Framework[39];
5. Explain how the school determined this method of evaluation will best measure student progress, deficits and strengths;
6. Describe how the school leadership will communicate and use goal-specific evaluation data with teachers, support staff, students, parents, and community; and
7. Describe how the school will monitor the progress toward meeting the achievement goals and the Charter School Office Performance Framework and how adjustments to these goals will be made.

D. Assessment System

General Overview: Describe the school's approach to assessment and the use of formative, interim, diagnostic, and summative assessments to evaluate academic progress.

Evaluation Criteria:
A response that meets the standard will:

1. Align with the school's mission, objectives, and overall educational priorities, and provide a description of the methods by which the proposed charter school will determine its progress toward achieving its goals[40];
2. Provide information about the reliable and valid assessments the school will use to gather screening, diagnostic, and proficiency information about student skills and

[39] N.Y. Education Law § 2851(2)(b)
[40] 20 USC § 7221b(b)(3)(C)(ii)

knowledge in core areas. Include a rationale for the selection of the assessment instruments as well as a timetable for the administration of the assessments.

3. Describe clearly the processes of administering assessments and analyzing assessment information. Include how assessment information will be collected and made available to teachers, administrators, the school's board of trustees, students, parents and community; and discuss how resultant action plans will be managed within the school;
4. Explain how the school will use assessment data to inform key decisions aimed at improving academic outcomes;
5. Demonstrate understanding of and commitment to assessment requirements applicable to all public schools consistent with state law[41] and relevant policies of the Board of Regents including the New York State Testing Program; and
6. Present a clear and credible plan for measuring and reporting[42] the educational performance and progress of individual students, cohorts, and the charter school as a whole including valid and reliable measures of student outcomes.

E. Performance, Promotion, and Graduation Standards

General Overview: To assure that the proposed school will meet the same performance standards and assessment requirements set by the Board of Regents for students in other public schools, provide sample promotion or exit standards for English language arts, mathematics, and one other subject area for each level the school intends to operate (upper and/or lower elementary, middle, high). If a school intends to serve the twelfth grade, provide the school's requirements to obtain a high school diploma.

Evaluation Criteria:

A response that meets the standard will:

1. Demonstrate that the promotion and graduation standards are aligned with the school's mission, educational program, and assessment system;
2. Describe the proposed school's policies and standards for promoting students to the next grade, achievement level, or grouping level;
3. Provide sample promotion/exit standards for each of the school's grade-level groupings (e.g., lower and upper elementary, middle, high school) in mathematics, English language arts, and one other subject area that is critical to the school's mission. These standards should provide a clear sense of what students will know and be able to do at the end of each grade level; and
4. Provide diploma[43] requirements, if applicable, for high school graduation.

F. School Schedule and Calendar

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[41] N.Y. Education Law § 2854(1)(b)

[42] Field memos containing information about Teacher Student Data Linkage and required data reporting are posted to http://www.p12.nysed.gov/psc/

[43] N.Y. Education Law § 2851(2)(u)

General Overview: In addition to the information included in the narrative as per the evaluation criteria, three attachments are required for this section.

Required Attachments:

- ❑ **Attachment 3a**: Sample Weekly Student Schedule - Provide a sample weekly student schedule for at least one grade that is representative of each level the school intends to operate (lower elementary, upper elementary, middle, and/or high school). If scheduling structures are unique to each grade, please provide a sample schedule for each grade.

- ❑ **Attachment 3b:** Sample Weekly Teacher Schedule - Provide a sample weekly teacher schedule for at least one grade that is representative of each level the school intends to operate. If scheduling structures are unique to each grade, please provide a sample schedule for each grade. Present a typical week of instruction, including:
    - Length of the teacher's work day;
    - Supervisory time;
    - Planning periods;
    - Professional development; and
    - Any other duties the teacher performs in a given day.

- ❑ **Attachment 3c:** Proposed First Year Calendar - Provide a copy of the proposed school calendar for year one of the school's operations that clearly demonstrates:
    - Days that school is in session;
    - Holidays, days off, and half days;
    - Professional development days;
    - Summer programming and/or instruction;
    - First and last days of class; and
    - Organization of the school year (quarters, semesters, trimesters) including the beginning and ending for each segment.

Evaluation Criteria:

A response that meets the standard will:

1. In the narrative, describe a student's typical school day from their entry into the building to their exit. Discuss all components of the schedule including, but not limited to:
    - Core classes;
    - Non-core classes;
    - Intervention programs;
    - Remediation programs;
    - Electives; and
    - Relevant key design elements.

2. Present clear information about how teachers' work will be organized on a weekly and annual basis, including teacher planning time and professional development;

3. Describe any differences that may occur in teacher schedules and any other information about a teacher's workday that may not be apparent in the teacher schedule attachment;
4. Present clear information about the length of the school day and year, including summer school and time allocated for teacher professional development;
5. Present a school calendar and student schedule which provides at least as much core instructional time during a school year as required of other public schools[44]; and
6. In the narrative, explain any aspects of the school year that are not evident on the calendar or would benefit from further elaboration.

G. School Culture and Climate

General Overview: Describe the strategies the school will employ to develop and sustain a safe and orderly school climate that supports the achievement of the educational goals.

Required Attachment:

- ❑ **Attachment 4**: Student Discipline Policy - Provide a student discipline policy that reflects the mission and culture of the school.

Evaluation Criteria:

A response that meets the standard will:

1. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs;
2. Provide a student discipline policy that is reasonably likely to promote a safe and orderly learning environment and addresses student behavior and discipline for the general student population and for students with disabilities. The policy should include rules and procedures by which students may be disciplined up to and including expulsion or suspension from the school, which are consistent with (a) the requirements of due process and with federal laws and regulations governing the placement of students with disabilities[45], and (b) the requirements of the Dignity for All Students Act (Education Law Article 2) relating to the creation of policies intended to create a school environment that is free from discrimination or harassment; [46]
3. Describe the culture of the school, specifically how the school's discipline policy will be implemented by administrators, teachers, and parents starting from the first day of the school's operation, and the methods by which the school will evaluate that the environment is safe and conducive to learning; and
4. Explain how the school will encourage family involvement and communication to support student learning, and how it will gauge satisfaction with school climate.

[44] N.Y. Education Law § 2854(1)(b)
[45] N.Y. Education Law § 2851(2)(h)
[46] N.Y. Education Law Article 2

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicant Group Capacity

General Overview: Identify and provide information (as described below) about the applicant group and the process by which the school design and application were developed. The applicant group consists of those participating in the planning of the application to establish the proposed charter school, those individuals who will comprise the initial board of trustees, and those individuals who will become school employees.

If not previously identified in the Letter of Intent, please present background information pertaining to any new additions to the applicant group in the form of an updated Table 1, as described in the Letter of Intent section of the RFP.

Required Attachments:

- ❒ **Table 1: Applicant Group Information.** If any applicant group members have been added between the Letter of Intent and Application phases, please update and resubmit Table 1 to reflect the additional members.

Evaluation Criteria:
A response that meets the standard will:

1. Identify and present background information pertaining to members of the applicant group.[47] Such information should include the name, current employment, and relevant experience and/or qualifications for each member;
2. Specify whether each individual member of the applicant is a proposed board member, proposed school leader, or proposed for any other position or role, and indicate the process used to determine that the individual is the best candidate for the position;
3. Describe briefly how the applicant group came together to develop this proposed school;
4. Describe briefly how often the applicant group met and how the planning and writing process of the application occurred; and
5. Identify the primary author of the final application. Provide the names of any paid consultants or organizations that were involved in the development, fiscal planning or writing of the application.

[47] N.Y. Education Law § 2851(2)(m)

B. Board of Trustees and Governance

General Overview: The proposed initial board as identified in Table 1 must consist of a minimum of five members and no more than 25 members.[48] In this section, define the roles, responsibilities, backgrounds, and governance structure of the board and its officers as requested below in the Evaluation Criteria section.

Required Attachments: Please provide the following information for all members of the Board of Trustees, if you haven't already done so in the Letter of Intent:

- ❒ **Table 1: Applicant Group Information.** If any Board of Trustee members have been added between the Letter of Intent and Application phases, please update Table 1 to reflect the addition of these members.
- ❒ **Attachment 5a**: New Applicant and Prospective School Trustee Background Information
  - New Applicant and Prospective School Trustee Background Information Sheet and Signed Statement of Assurance. See http://www.p12.nysed.gov/psc/startcharter.html for Sheet. (Contact information and signature required for each proposed Trustee);
  - Signed Statement of Intent;
  - Resume or curriculum vitae;
  - Transcript from highest degree granting institution; and
  - Minimum of three letters of reference (from individuals not in the applicant group).

Note Regarding a Criminal Background Check/Fingerprint Scan: All members of the applicant group are required to undergo criminal background checks via fingerprint scans.[49] NYSED will contact any members of the applicant group added after submission of the Letter of Intent to arrange for the required fingerprint scans.

Evaluation Criteria:
A response that meets the standard will:

1. Describe and demonstrate a clear understanding of the administrative relationship between the charter school and the Board of Regents as the chartering entity[50];
2. Describe the proposed governance structure of the school, including a list of members of the initial board of trustees, a description of the qualifications (including previous charter school board or employment experience), terms, and method of appointment or election of trustees, the organizational structure of the school, a procedure for conducting and publicizing monthly board of trustee meetings to be held at the charter school, and the processes to be followed by the school to promote parental and staff

[48] N.Y. Education Law §226(1)
[49] N.Y. Education Law § 2852(4)
[50] 20 USC § 7221b(b)(3)(D)

involvement in school governance.[51] The experience and qualifications of proposed board members should demonstrate the capacity to found and sustain a high-quality charter school; to manage public funds effectively and responsibly; and to develop and strengthen ties to a broad and diverse community from which the school will draw students;

3. Demonstrate a clear understanding of the roles and responsibilities of a charter school board of trustees and its officers, including a clear understanding of the administrative relationship between the charter school governing board and the Board of Regents as the chartering entity;
4. Present proposed by-laws that meet the requirements of Education Law and all applicable laws and regulations governing education corporations in the State of New York. **See Attachment 5b**;
5. Present a proposed Code of Ethics for the charter school, setting forth the standards of conduct expected of the school's trustees, officers and employees, including standards with respect to disclosure of conflicts of interest regarding any matter brought before the board of trustees[52]. **See Attachment 5c**; and
6. Describe recruitment, selection, and development plans for members of the Board of Trustees and information about any critical board seats to be filled in the future (such as a parent representative).

C. Management and Staffing

General Overview: Provide a management and staffing plan that presents a thorough understanding of how the school will be operated and managed,[53] and provides a clear picture of the school's operating structure and priorities, delegation of responsibilities or staffing, and relationships with key stakeholders. The response should also provide a clear plan for staffing across the years of the charter term and a narrative that explains the rationale for the staffing structure and numbers.

Required Attachments:

- ❑ **Attachment 8a:** Hiring and Personnel Policies and Procedures of the school, which should include qualifications used in the hiring of teachers, school administrators and other school employees, and a description of staff responsibilities.
- ❑ **Attachment 8b:** Resume for Proposed School Leader if one has been identified.

Evaluation Criteria:

A response that meets the standard will:

1. Provide an Organizational Chart that shows the staffing structure and reporting responsibilities for the board, administration, and staff;

[51] N.Y. Education Law § 2851(2)(c)
[52] N.Y. Education Law § 2851(2)(v)
[53] 20 USC § 7221b(b)(3)(B)

2. Describe the organizational structure of the school and its day-to-day operation demonstrating an understanding of management needs and priorities;
3. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs;
4. If a school leader has been identified, discuss the roles, responsibilities, and actual qualifications of that individual. If a school leader has not yet been selected, discuss the desired qualifications and any plans for the recruitment and selection of that individual;
5. Present a staffing plan that is viable and adequate for effective implementation of the proposed educational program and that includes the number of teachers to be employed at the school in the first year of operation[54] and over the proposed charter term;
6. Discuss how the school has budgeted and staffed to meet the needs of the English language learner and special education student population;
7. Provide the hiring and personnel policies and procedures of the school, including the qualifications (experience, professional preparation, training and skills) to be used in the hiring of teachers, school administrators, non-certified instructional personnel and other school employees, and a description of staff responsibilities[55];
8. Present strategies for recruiting and retaining effective teachers that are realistic and reasonably likely to be effective;
9. Demonstrate a sound understanding of staffing needs that are aligned with the mission, key design elements, education plan, budget and the school's anticipated enrollment and growth;
10. Present a plan that is reasonably likely to attract and retain effective staff including information pertaining to the school's working conditions and compensation package(s) that will attract highly qualified staff;
11. Explain how individual base salaries and increases will be determined;
12. Describe how the school will address potential human resource challenges as the school grows to scale over the course of the charter term; and
13. Describe how the school will use student assessment data to drive key decisions aimed at the recruitment, evaluation, retention and support of the leaders and teaching staff.

If the applicant group intends to enter or the Education Corporation has entered into a contract with another entity to provide substantially all of the educational or management services for the proposed school(s), such as a charter or educational management organization please submit relevant information in the next section, <u>C1: Charter Management Organization</u>.

[54] N.Y. Education Law § 2851(2)(i)
[55] N.Y. Education Law § 2851(2)(g)

C.1. Charter Management Organization

General Overview:
Select the statement that is applicable and proceed as directed:

☐ We **intend to contract/have contracted** with a charter management organization. *Continue with completion of this section*.

☐ We **do not intend to contract** with a charter management organization. *Skip to the next section*.

Pursuant to recent amendments to the Charter Schools Act, for-profit business or corporate entities are not eligible to operate or manage a charter school created pursuant to this RFP.[56] If the school expects to contract for services with a non-profit charter management organization (CMO), the applicant group should discuss the school's decision to work with a CMO in general, and the selected CMO in particular. Detail the contracted services the CMO will provide and the role the CMO will play in the school, as outlined in the Evaluation Criteria.

Required Attachments (if applicable):

- ❑ **Attachment 6a:** CMO information, including:
  - A list of any other schools managed by the CMO in New York and in other states with contact information;
  - Academic performance data from schools managed by the CMO for the past three years;
  - A summary of the CMO's fiscal performance for the past three years and a description of the CMO's current financial plan;
  - A description of CMO-level services to be provided; and
  - A description of the CMO management structure and a summary of key personnel at the CMO.
- ❑ **Attachment 6b:** Proposed Management Contract with CMO

Evaluation Criteria:
The response should present a clear picture of the contractual relationship and accountability between the CMO and the school's governing board that is consistent with the school's mission and educational program. A response that meets the standard will present:

1. A persuasive explanation of the reasons for contracting with a charter management organization, in general, and this provider, in particular;
2. A sense of how the proposed relationship with the CMO will further the school's mission and program;
3. A clear description of the services to be provided by the CMO;

[56] N.Y. Education Law § 2851(1)

4. A coherent delineation of the roles and responsibilities between the school's governing board, management and the CMO;
5. Evidence of the capacity of the Board to conduct a thorough and independent evaluation of the CMO that is consistent with the school's accountability requirements; and
6. Performance expectations for the CMO and the means by which the board will hold the CMO accountable for meeting those expectations.

If the applicant group is submitting the proposed application in conjunction or jointly with a college, university, museum, educational institution, another not-for-profit entity, or any other partner, please provide specific information requested in the next section, C2. Partner Organization.

C.2. Partner Organization

This section should be completed if this application is being submitted in conjunction with a college, university, museum, educational institution, or not-for-profit corporation exempt from taxation under paragraph 3 of subsection (c) of section 501 of the internal revenue code. Applicants that do not plan to have such an affiliation should proceed directly to the next section. Please note that this section is intended only for affiliations with organizations that are committed to providing a substantial benefit to the charter school. It is not necessary to list as institutional partners organizations that will provide the same services to the charter school as the organization provides to other public schools and/or the general public. Please also note that due to recent amendments to the Charter Schools Act, this application may not be filed in conjunction with a for-profit business or corporate entity.[57]

General Overview: The statute permits an application to establish a charter school to be submitted by teachers, parents, school administrators, community residents or any combination thereof. Such application may be filed in conjunction with a college, university, museum, educational institution, or not-for-profit corporation exempt from taxation under paragraph 3 of subsection (c) of section 501 of the internal revenue code.[58] If this application is being filed in conjunction with one of the entities described above, please complete this section in its entirety for ***each*** organization.

Required Attachment (if applicable):

- ❑ **Attachment 7:** Letter of intent or commitment from a bona fide representative of the partner organization indicating that the organization is undertaking the affiliation and the terms and extent of the undertaking, including evidence that the organization has legal standing to do business in New York and has tax-exempt status under Internal Revenue Code section 501(c)(3).

[57] N.Y. Education Law § 2851(1)
[58] N.Y. Education Law § 2851(1)

Evaluation Criteria:
A response that meets the standard will:

1. Include complete information about each affiliated partner including:
   a. Name of the organization;
   b. Public contact information (name, address, phone number, and e-mail address) for a contact person at the affiliated organization;
2. A description of the nature and purpose of the proposed affiliation including the specific purpose(s) for the affiliation (e.g., teacher training and staff development, curriculum and assessment, access to physical facilities, etc.);
3. Provide documentation regarding the terms of the partnership (including fees);
4. Describe the rationale for the affiliation;
5. Describe the benefit that the school expects to receive from the affiliation;
6. Disclose any associated fees that will be assessed to the school; and
7. Present persuasive evidence that the plan for the affiliation is sound and that the purpose(s) is/are likely to support achievement of the school's mission.

C.3. Strategic Business/Growth Plan (Optional)

General Overview: The existing education corporation or Charter Management Organization that seeks to operate multiple charter school and/or add to a network of existing charter schools has the option of including a strategic business/growth plan with the full application. The submission (or lack thereof) of a strategic growth plan will have no bearing on the acceptance or advancement of the charter school application.

Optional Attachment:

- ❑ **Optional Attachment 10**: **Strategic Business/Growth Plan** should include the following information:

A. Education Corporation or CMO Information:

1. Name of Education Corporation or Charter Management Organization;
2. Role of Education Corporation or Charter Management Organization;
3. State of incorporation;
4. State(s) in which Education Corporation or Charter Management Organization operates;
5. Year founded; and,
6. Primary contact name, address, phone number, and email address.

B. Education Corporation or CMO Overview of Growth Plan:

7. Describe the Education Corporation or Charter Management Organization's mission, strategic vision, and desired impact.
8. Describe the Education Corporation or Charter Management Organization's five-year growth plan for developing new schools in New York and other states.

9. Provide a rationale for the proposed five-year growth plan; for example, how the organization determined the appropriate pace and scope of the proposed growth and why the organization is well-positioned to implement the growth plan.
10. Specifically identify the key risks associated with this growth plan and describe the steps the organization is taking to mitigate these risks. Respondents should demonstrate an understanding of the challenges of replication in general and as they relate specifically to their organization's growth plans. The response should detail specific risks and explain how the organization will minimize the impact of each of these risks, and ideally provide contingency plans for them. Examples may include:
    - Inability to secure facilities/facilities financing;
    - Difficulty raising philanthropic funding;
    - Insufficient leadership pipeline/difficulty recruiting school leaders; and
    - Ambiguous student performance outcomes and the need to curtail expansion if performance drops.
11. Discuss lessons learned during past replication efforts, for example: identify particular challenges encountered and how the organization addressed them, as well as how the organization would minimize such challenges for the proposed schools.

C. Performance of Existing Schools:

12. Provide an overview of prior performance across all schools ever operated by the organization including closed schools and schools that merged away from the organization.
13. Select one or more of the consistently high-performing schools that the organization operates and discuss the school's academic performance.
14. Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's academic performance.

D. Market Analysis and Selection of Target Communities:

15. Describe how the target communities in New York State were identified and selected as attractive markets to the Education Corp or CMO. If the existing portfolio does not include schools in New York, provide the rationale for entering New York.
16. Discuss the Education Corp or CMO's competition for students and staff in the target communities, assess student demand, and describe the organization's competitive advantages.

D. Evaluation

General Overview: Describe the evaluation systems that will be put into place for the educational, operational, and fiscal soundness of the proposed school.

Evaluation Criteria:
A response that meets the standard will:

1. Present the school's requirements and procedures for a programmatic audit, at least annually[59];
2. Describe the approach that will be taken for the review and evaluation of the performance of school leaders, administrators, teachers, and the board of trustees.[60] Include how they will be evaluated and by whom;
3. Discuss the data and process that will be used to evaluate the educational programs, the methods by which the charter school will determine its progress toward achieving its objectives,[61] and how the school will use this information to improve instruction, student learning and teacher performance;
4. Discuss the information and process that will be used to evaluate the school's operational effectiveness and fiscal soundness;
5. Present a plan for the evaluation of teaching that is aligned with the State's approach to incorporating student status and growth data in the evaluation and support of teachers[62];
6. Describe how family and student satisfaction will be gauged and the process for gathering and publicizing family and student satisfaction results; and
7. If relevant, discuss how the school will evaluate the effectiveness of organizational partnerships or management service agreements.

E. Professional Development

General Overview: Describe the school's professional development plan and how the plan will address the diverse needs of administrators and teachers from year to year. Discuss how this plan will be implemented within the context of the proposed charter school's design.

Evaluation Criteria:
A response that meets the standard will:

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[59] N.Y. Education Law § 2851(2)(f)
[60] N.Y. Education Law §3012-c: While not subject to the technical requirements of Education Law §3012-c, the Board of Regents strongly encourages all applicants for new public charters to design and implement a comprehensive annual evaluation system for the performance of classroom teachers and building principals.
[61] 20 USC § 7221b(b)(3)(C)(ii)
[62] Information related to teacher and leader support and evaluation is posted at http://www.engageny.org/tle-library and http://usny.nysed.gov/rttt/teachers-leaders/.

1. Describe a high-quality professional development and training plan that is likely to support effective development and implementation of the education program and effectively address the needs of administrators and teachers;
2. Describe how the professional development and training plan will be evaluated and reviewed;
3. Describe how the school will ensure that administrators and teachers (new to teaching or experienced) will be prepared to address the needs of all students, particularly those students identified as at-risk of academic failure, students with disabilities, and English language learners;
4. Describe how the school intends to establish a professional climate that results in purposeful teaching and learning and leads to reasonable rates of retention for school administrators and teachers;
5. Describe any opportunities and the frequency of such opportunities for teacher planning and collaboration; and
6. Describe plans to build organizational capacity, share resources, and best practices.

F. Facilities

General Overview: Provide information regarding the facility to be used by the school, including the location of the school, if known. If the facilities to be used by the proposed school are not known at the time the application is submitted, the applicant shall notify the Board of Regents within ten business days of acquiring facilities for such school. However, the charter school must obtain a certificate of occupancy for such facilities prior to the date on which instruction is to commence at the school.[63] If the applicant group is proposing to incubate or locate in NYCDOE public space, the applicant group must provide an alternate plan to secure private facilities.

Evaluation Criteria

A response that meets the standard will:

1. Demonstrate a sound understanding of facilities needs and present information regarding the facilities to be used by the school, including the location of the school, if known;
2. Discuss the school's facility needs based on the educational program and anticipated enrollment. If the applicants have identified a facility, provide a description including, at a minimum, the number and size of the classrooms, common areas, administrative areas, recreational space, and any community facilities necessary to implement the program as described;
3. Describe any residential facilities to be provided by the charter school[64];
4. Explain how the facility will meet the needs of students and provide an assurance that it will be accessible for students and adults with disabilities;

[63] N.Y. Education Law § 2851(2)(j)
[64] N.Y. Education Law § 2851(2)(w)

5. Include evidence that the proposed facility will be adequate, or present a plan for securing a facility that is appropriate and adequate for the school's educational program, anticipated location, and target population;
6. Demonstrate knowledge of facilities costs including, as applicable, cost of purchasing, leasing, building, or renovating an educational facility that conforms to applicable health, safety, and occupancy requirements and demonstrate that the school's plan for acquisition of a facility is financially viable. To the extent that the facility will require renovation or "build out," describe those plans including anticipated timing and cost;
7. Present evidence to support facilities-related budget assumptions;
8. If the school intends to lease facilities from a school district or co-locate in an existing public school building pursuant to statute, discuss the status of those plans, provide evidence of any district commitment, and provide the school's alternate plan to secure a facility should public space and/or co-location in the school district be unavailable; and
9. If a facility has not been identified, specify potential locations that are under consideration and discuss the process and timeline for selecting, acquiring, renovating (if appropriate), and taking occupancy of a suitable facility.

G. Insurance

General Overview: Provide information that demonstrates a solid plan to acquire insurance for the school including the types required, the costs involved, and the proven ability to get it.

Evaluation Criteria:
A response that meets the standard will:

1. Present information as to the types and amounts of insurance coverage to be obtained by the school, which shall include adequate insurance for liability, property loss and the personal injury of students [65];
2. Provide evidence of ability and preparation to obtain the appropriate insurance coverage; and
3. Include evidence to support the budget expense assumptions related to insuring the school.

H. Health, Food, and Transportation Services

General Overview: Charter schools must meet the same health and safety, civil rights, and student assessment requirements applicable to other public schools, except as otherwise specifically provided in the Charter Schools Act. Provide a description of the health services and food services to be provided to students attending school. Additionally, discuss the school's plans for transportation of students, including how the school will arrange for transportation

[65] N.Y. Education Law § 2851(2)(o)

for students who do not qualify for public school transportation under Education Law Section 3635, and any other supplemental transportation arrangements.[66]

Evaluation Criteria

A response that meets the standard will:

1. Describe the health services the school plans to provide students attending the school[67];
2. Describe the food services[68] the school plans to provide to students attending the school, including whether the school will provide breakfast and/or snack in addition to lunch;
3. Indicate whether the charter school will participate in the Federal school lunch or school breakfast programs and/or whether the charter school will participate in the local school district's food service programs and whether food will be prepared on or off site;
4. Describe the means by which all students will be transported to and from the school, including how the school will arrange for transportation for students who do not qualify for public school transportation under Education Law Section 3635[69];
5. If the school <u>will</u> provide transportation to students, present a thorough, realistic, and cost-effective transportation plan; provide specific evidence of third party readiness and terms for providing transportation services consistent with the school's budget assumptions, including an assurance that it will provide special transportation and accommodations that are included in a student's IEP or 504 plan; and
6. If the school will <u>not</u> provide transportation to students, present a clear statement of the school's intent not to provide transportation services; describe viable transportation options for students; and describe contingency plans to provide transportation services that are included in a student's IEP or 504 Plan.

I. Family and Community Involvement

General Overview: Discuss the extent to which family and community members will be involved in the planning, implementation, and design of the school.

Evaluation Criteria:

A response that meets the standard will:

1. Present a vision and strategy for family and community involvement that is reasonably likely to further the school's mission and program;
2. Provide a description of how parents[70] and other members of the community will be involved in the planning, implementation, and program design of the charter school;
3. Describe your plans for cultivating family and community involvement and any specific steps you have already taken;

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[66] N.Y. Education Law § 2851(2)(j); 2853(4)(b);
[67] N.Y. Education Law § 2851(2)(r)
[68] N.Y. Education Law §2851(2)(r)
[69] N.Y Education Law §2851(2)(j)
[70] 20 USC § 7221b(b)(3)(E)

4. Identify specific organizations with which the school is either already working or likely to partner; and
5. Provide evidence that anticipated partnerships are realistic and achievable.

J. Financial Management

General Overview: Describe the systems and procedures in place to maintain the financial health of the school.

Evaluation Criteria:
A response that meets the standard will:

1. Describe the systems and procedures for managing the school's finances and identify the staff position(s) that will be responsible for financial oversight and management;
2. Describe how the school's finances will be managed and who will be responsible for the protection of student and financial records;
3. Describe the school's process for conducting independent fiscal audits at least once annually, with such audits being comparable in scope to those required of other public schools[71];
4. Demonstrate understanding of the school's financial management obligations;
5. Present evidence that the school is prepared to adhere to generally accepted accounting practices; and
6. Present evidence that the school will have or has capacity to develop adequate policies and processes for tracking enrollment and attendance eligibility, eligibility for free- and reduced- priced lunch, and special education services and other services for special populations of students.

K. Budget and Cash Flow

General Overview: The statute requires the applicant to include a proposed budget and fiscal plan for the school, including supporting evidence that the fiscal plan is sound and that sufficient start-up funds will be available to the charter school. The plan should provide an understanding of how the applicants intend to develop and manage the school's infrastructure and finances. The plan should present a clear picture of the school's revenue projections, expenditure requirements, facility needs, transportation and food service plans, and pre-opening plan.

Use the Budget and Cash Flow Template to detail the school's estimated revenues and expenditures for the proposed term of the charter including the pre-operational start-up year, as well as a cash flow analysis for the start-up year. An active version of the template (including accompanying worksheets) may be downloaded from NYSED's website at http://www.p12.nysed.gov/psc/startcharter.html. Templates may not be modified.

[71] N.Y. Education Law § 2851(2)(f)

Include an explanation and discussion of key budget assumptions underlying the budget projections and explain how the budget aligns with and supports implementation of the educational program. If the school anticipates incurring debt for any reason, such as for acquisition of its facility, the budget must address the schedule for debt repayment and the budget discussion should elaborate on the repayment assumptions and plan.

As discussed in the Overview of the Application Process, applicants are eligible, upon Board of Regents approval and issuance of a charter and based upon the availability of funds, to receive a ***Charter School Program (CSP) Planning and Implementation Grant***. The charter authorization process serves as the substantive review process for CSP grant funds. Applicants, except *those affiliated with CMOs that have received federal CSP funds through the Charter Schools Program (CSP) Grants for Replication and Expansion of High-Quality Charter Schools (CFDA 84.282M) (accessing both CSP funding streams is not permitted by the U.S. Department of Education)*, may include a grant amount of between $500,000 and $750,000 over a three year period (planning year, implementation year 1, implementation year 2) in the overall charter school budget and cash flow template. **Inclusion of CSP grant amounts greater than the $500,000 base award should be considered carefully, as enhanced funding levels are not guaranteed.**

Discuss the school's contingency plans for cash flow challenges, a budget shortfall, lower than expected student enrollment or other financial challenges that you may foresee in the early years of operation.

Required Attachment:

- ❑ **Attachment 9**: Budget and Cash Flow Template. Microsoft Excel Template can be found at http://www.p12.nysed.gov/psc/startcharter.html.

Evaluation Criteria:

A response that meets the standard will:

1. Present a proposed budget and fiscal plan for the school, including supporting evidence that the fiscal plan is sound and that sufficient start-up funds will be available to the charter school[72];
2. Present budget priorities that are consistent with and support key parts of the plan, including the school's mission, educational program, staffing and facility;
3. Provide for the establishment of an escrow account of no less than $75,000 to pay for legal and audit expenses that would be associated with dissolution should it occur. The school may provide for the full amount in its first-year budget, or provide for a minimum of $25,000 per year for the first three years of its charter term[73];
4. Present realistic, evidence-based revenue and expenditure assumptions, including any plan to incur and repay debt;

[72] N.Y. Education Law § 2851(2)(e)

[73] This escrow account is a requirement included in the charter agreements with the Board of Regents.

5. Present viable strategies for meeting potential budget and cash flow challenges, particularly for the first year of operation;
6. Demonstrate a commitment to maintaining the financial viability of the school; and
7. Describe the school's plan for sustainability beyond the start-up period and demonstrate understanding of the funding environment and the authorizer's role for charter schools in New York State.[74]

L. Pre-Opening Plan

General Overview: Provide a Pre-Opening Plan with a timeline that documents key tasks to be completed between approval of the application and the opening of the school.

Evaluation Criteria:
A response that meets the standard will:

1. Demonstrate understanding of key pre-opening responsibilities consistent with the school's education, organizational and financial plans; and
2. Include a schedule for initiation, development and completion of those tasks, identify primary responsibility by individual or position, and document anticipated resource needs.

M. Dissolution Plan

Application Instructions: Discuss the procedures to be followed in the event of closure or dissolution of the school.

Evaluation Criteria:
A response that meets the standard will:

1. Identify procedures to be followed in the case of the closure or dissolution of the charter school, including provisions for the transfer of students and student records to the school district in which the charter school is located and for the disposition of the school's assets to the school district in which the charter school is located or another charter school located within the school district[75]; and
2. Provide assurance that the school will follow any additional procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Education Law §§2854(2)(t), 219 and 220 and any Closing Procedures specified by SED.

[74] 20 USC § 7221b(b)(3)(F)
[75] N.Y. Education Law § 2851(2)(t)

IV. TABLE OF REQUIRED ATTACHMENTS

Note: Attachments are limited to 75 pages, excluding those marked with an asterisk (*). Page limits are suggested for each attachment to help applicants keep within the total 75 page limit.

Attachment #	Title	Suggested Page Limits
Attachment 1	Admissions Policies and Procedures	5 pages
Attachment 2a	Initial Samples of Public Outreach	15 pages
Attachment 2b*	Evidence of Public Review Process	No limit, excluded from total attachment page limit
Attachment 2c*	Evidence of District Support for Restart/Turnaround	No limit, excluded from total attachment page limit
Attachment 3a	Sample Weekly Student Schedule (ES, MS, and/or HS)	3 pages
Attachment 3b	Sample Weekly Teacher Schedule (ES, MS, and/or HS)	3 pages
Attachment 3c	Proposed First Year Calendar	2 pages
Attachment 4	Student Discipline Policy	5 pages
Attachment 5a*	New Applicant and School Trustee Background Information Sheet (including educational, employment history or attached resume, Statement of Intent, and Statement of Assurance)	No limit, excluded from total attachment page limit
Attachment 5b	By-Laws	10 pages
Attachment 5c	Code of Ethics	5 pages
Attachment 6a*	If applicable: CMO Information	No limit, excluded from total attachment page limit
Attachment 6b*	If applicable: Proposed Management Contract with CMO	No limit, excluded from total attachment page limit
Attachment 7*	If applicable: Partnership Information	No limit, excluded from total attachment page limit
Attachment 8a	Hiring and Personnel Policies and Procedures	15 pages
Attachment 8b	Resume for Proposed School Leader, if identified	5 pages
Attachment 9*	Budget and Cash Flow Template	No limit, Excel Template
Attachment 10*	Optional Strategic/Business Growth Plan (Existing Education Corporations)	No limit, excluded from total attachment page limit
Table 1*	Applicant Group Information	No limit, excluded from total attachment page limit
Table 2*	Public Outreach Information	No limit, excluded from total attachment page limit

APPENDIX A: REVIEWER EVALUATION GUIDANCE AND RUBRIC

Reviewer Information: The evaluation rubric is designed to guide the review of charter school applications submitted to the Board of Regents. The evaluation rubric is aligned to each section and subsection of the application, and list the criterion by which the reviewers are to evaluate each section and sub-section. Throughout the evaluation, reviewer will be asked to rate how well the applicant's responses address the evaluation criterion. Reviewers are to rate the responses as **Inadequate**, **Approaches**, **Meets**, or **Exceeds**. These ratings are defined as follows:

Rating Definitions

Inadequate	The response lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.
Approaches	The response addresses most of the selection criteria, but lacks some meaningful detail and requires important additional information in order to be reasonably comprehensive.
Meets	The response indicates solid preparation and grasp of key issues that would be considered reasonably comprehensive. It contains many of the characteristics of a response that excels even though it may require additional specificity, support or elaboration in places.
Exceeds	The response reflects a thorough understanding of key issues and indicates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

At the end of each sub-section, reviewers will note key strengths and concerns, and will identify questions that are important to getting a full understanding of the plan. Reviewers are directed to explain and elaborate on their respective ratings. Reviewers will also be asked to provide summative ratings and comments regarding each section of the application and the application as a whole. Reviewer comments are essential and will be used to prepare feedback to the applicants, to prepare for the Capacity Interviews, and to inform final recommendations.

Reviewer Instructions:

- Read the relevant sub-section of the application and the corresponding evaluation criteria and mark the box that best fits your assessment of the response (*Inadequate*, *Approaches*, *Meets* or *Exceeds*). In those instances where the criteria are *bulleted*, you are expected to evaluate the criteria as a whole.
- Use the appropriate text boxes to identify key strengths and concerns and to identify questions that are important to getting a full understanding of the plan. Reference specific sections, page numbers, and evaluation criteria.
- Use the summary boxes at the end to highlight the key strengths and concerns that you have for that section of the application.

- At the end of the application, provide an overall rating for the application. Provide comments in the text boxes to support the rating, referencing sections, page numbers, and attachments where appropriate.

Evaluation Rubric

Each section and its corresponding evaluation criteria will appear as follows on the reviewer evaluation rubric.

Proposed School Name: _____

Reviewer Name: _____ **Review Date:** _____

A. Mission Statement and Objectives

General Overview: Provide a mission statement that defines the core purpose and key values of the school and informs the public about the students the school intends to serve. It should be consistent with high academic standards and be succinct and meaningful. A school's mission statement provides the foundation for the entire charter application and for the full term of the school's charter. The mission statement should be reflected throughout all sections of the application.

Briefly describe the school's objectives and how the school will implement one or more of the objectives identified in the Charter Schools Act.

Evaluation Criteria:

A response that meets the standard will**:**

1. Present a mission statement that defines the purpose of the proposed charter school;
2. Describe the objectives of the charter school;
3. Explain how the school will materially further one or more of the objectives of the Charter Schools Act; and
4. Be reflected throughout all sections of the full application.

Inadequate	Approaches	Meets	Exceeds

Strengths	Reference	Concerns & Questions	Reference

APPENDIX B: NEW YORK STATE STATUTORY PRIORITY SCORING RUBRIC

Priority Objective (1 – 4 Points Each)	Weight	Key Indicators	Primary Evidence Sources
1. The school will increase student achievement and decrease student achievement gaps in reading/language arts and mathematics. [76]	2	• The academic program (curriculum, instructional design, and pedagogy) has strong potential to build student mastery in reading, literacy and mathematics concepts and skills. • The academic program explicitly defines strategies to identify and accelerate the achievement of students who are below-level in reading and mathematics. • The school's assessment framework supports the implementation of accelerated instruction with valid and reliable information about student need and progress. • The organizational structure of the school provides strong student support services.	I. EDUCATIONAL PLAN A. Achievement Goals C. Curriculum and Instruction D. Assessment
2. The school will increase high school graduation rates and focus on serving specific high school student populations including, but not limited to, students at risk of not obtaining a high school diploma, re-enrolled high school drop-outs and students with academic skills below grade level. [77]	2	• Recruitment and retention strategies are specific to students who are at risk of dropping out or have dropped out of school. • The core content and pedagogy of the academic program has the potential to meet the learning needs of at risk high school students. • The school culture and student support services have the strong potential to engage and meet the needs of at risk high school students.	IA. Mission IB. Key Design Elements IC. Enrollment, Recruitment II. EDUCATIONAL PLAN III.C. Management and Staffing III.E. Professional Development III.I. Parent and Community Involvement
3. The school will focus on the academic achievement of middle school students and prepare them for a successful transition to high school. [78]	1	• The school will serve middle school students. • The academic program (curriculum, instructional design and pedagogy) has strong potential to engage and increase the academic achievement of middle-school students. • The school culture and program supports the social-emotional needs of young adolescents. • The proposal includes explicit programs and approaches that are likely to support the effective transition to high school.	IA. Mission IB. Key Design Elements IC. Enrollment, Recruitment II. EDUCATIONAL PLAN III.C. Management and Staffing III.E. Professional Development
4. The school will use high-quality assessments designed to measure a student's knowledge, understanding of and ability to apply critical concepts through the	1	• The school's assessment framework is comprehensive and includes a variety of screening, diagnostic, formative and summative measures of student learning. • The assessments selected are valid and reliable measures. • The proposal describes how assessments will provide student and classroom level information to teachers and administrators and how this information will be used to inform instruction.	II.A. Achievement Goals II.D. Assessment II.E. Performance, Promotion, and Graduation Standards

[76] N.Y. Education Law § 2852(9-a)(c)(i)
[77] N.Y. Education Law § 2852(9-a)(c)(ii)
[78] N.Y. Education Law § 2852(9-a)(c)(iii)

Priority Objective (1 – 4 Points Each)	Weight	Key Indicators	Primary Evidence Sources
use of a variety of item types and formats.[79]		• The proposal describes how assessment information will be used to evaluate the effectiveness of the educational program by school leaders.	
5. The school will acquire, adopt and use local instructional improvement systems that provide teachers, principals and administrators with the information and resources they need to inform and improve their instructional practices, decision-making and overall effectiveness. [80]	1	• The proposal describes a process for review and revision of curriculum. • The proposal describes a systematic process by which student achievement information will be presented, analyzed and reviewed at classroom, grade and school levels. • The proposal describes a process for teacher and administrative performance evaluations based on objective information about instructional effectiveness. • The proposal describes the process for the development and ongoing evaluation of a professional development plan, on the basis of objective student and school performance information. • The proposal describes an objective process for evaluation of progress toward achievement of school mission and goals.	II.A. Achievement Goals II.C. Curriculum and Instruction II.D. Assessment III.D. Evaluation III.E. Professional Development
6. The school will partner with low-performing public schools in the area to share best educational practices and innovations. [81]	2	• Low-performing public schools in the geographic area are identified. • The applicant demonstrates understanding of factors that contribute to low academic performance including feeder school patterns. • The proposal describes concrete partnership initiatives to share best practices and innovations. • Evidence is provided that plans to share best practices and innovations have been collaboratively developed with the low-performing public school.	I.D. Community to be Served III.E. Professional Development III.I. Parent and Community Partnerships
7. The school will have the management and leadership techniques necessary to overcome initial start-up problems to establish a thriving, financially viable charter school.[82]	1	• Applicant group and proposed trustees provide evidence of experience in charter school launch and operation. • Applicant group and proposed trustees provide evidence of expertise in charter school finance. • A qualified school leader is identified to launch and lead the school. • The board by-laws embed a systematic approach by which the board of trustees will oversee school leadership and operation.	III.A. Applicants Group Capacity III.B. Board of Trustees and Governance III.J. Financial Management III.K. Budget and Cash Flow
8. The application demonstrates that the school has the support of the school district in which the school will be located and the intent to establish an ongoing relationship with such district.[83]	2	• Concrete evidence of school district support is provided. • Promising efforts and plans to establish an ongoing relationship with the school district are described.	I.D. Community to be Served I.E. Public Outreach III.I. Parent and Community Partnerships

[79] N.Y. Education Law § 2852(9-a)(c)(iv)
[80] N.Y. Education Law § 2852(9-a)(c)(v)
[81] N.Y. Education Law § 2852(9-a)(c)(vi)
[82] N.Y. Education Law § 2852(9-a)(c)(vii)
[83] N.Y. Education Law § 2852(9-a)(c)(viii)

APPENDIX C: NEW YORK STATE CSP GRANT PRIORITIES

As part of New York State's $113 million federal CSP grant award, NYSED may provide grant funds to all applicants who are issued a charter by the Board of Regents, *except those applications affiliated with CMOs that have received federal CSP funds through the Charter Schools Program (CSP) Grants for and Expansion of High-Quality Charter Schools (CFDA 84.282M), since accessing both funding streams is not permitted by the U.S. Department of Education.* All successful applicants may expect to receive a base amount of $500,000 over the planning period and first two implementation years of the school's first charter term, contingent on the completion of additional grant-specific budget information and other requirements that will be requested from those applicants who are granted a charter. For reference, information about the current CSP Implementation and Planning Grant can be found at: http://www.p12.nysed.gov/psc/funding/2016-2108CSPPlanningImplementationGrants.html.

In addition, New York State encourages the development of high-quality charter schools that meet specific needs, especially those of educationally disadvantaged students, and will make available the award of significantly increased start-up funding amounts for such programs. NYSED may provide enhanced awards for charters schools that meet two types of incentive priorities:

1. **Underserved student populations priority.** New York State will provide awards of up to $625,000 total to those charter schools that, by the October Basic Education Data System (BEDS) student data reporting date in their first year of operation, have met one or more of the enrollment targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program prescribed the by Board of Regents as required by §2852(9-b) of the Act.

2. **Authorizer program design priority.** As part of the integrated charter authorization and grant review process, NYSED may provide awards of up to $750,000 total to charter schools meet one or more program design priorities specified below. (Schools that meet more than one incentive priority may not receive more than $750,000 of total CSP grant funding). Continuation funding at the enhanced incentive level during the implementation years of the 3-year start-up grant will be dependent on NYSED's assessment of the school's success in implementing the program design priority. Applications which meet one of the following program design priorities outlined below will be considered for the $750,000 enhanced CSP funding level.

Design Priority	Indicators
1. The school is specifically designed to meet the learning needs and raise the achievement of students who are English language learners.	• The mission is specific to the needs of English language learners. • Recruitment and retention strategies are specific to families of students who are English language learners. • The academic program (curriculum, instructional design, pedagogy) has strong potential to accelerate learning for English language learners. • The staffing plan, including teacher qualifications and skills, is likely to support the learning needs of English language learners.
2. The school is specifically designed to meet the learning needs and raise the achievement of students with disabilities.	• Mission is specific to the needs of students with identified or probable disabilities. • Recruitment and retention strategies are specific to students with identified or probable disabilities. • The academic program (curriculum, instructional design, pedagogy) has strong potential to be effective with the target population(s). • The staffing plan, including teacher qualifications and skills, is likely to support the learning needs of the target population(s).
3. The school is specifically designed to meet the learning needs and raise the achievement of over-age, under-credited students.	• The school's mission is specific to the needs of over-age, under-credited students. • Recruitment and retention strategies are specific to over-age, under-credited students. • The academic program (curriculum, instructional design, pedagogy) has strong potential to be effective with the target population(s). • The staffing plan, including teacher qualifications and skills, is likely to support the learning needs of the target population(s). • The school is designed to offer an individualized learning environment; rigorous academic standards; student-centered instruction; support to meet students' academic and developmental goals; and explicit connections to college and career readiness.
4. The school will serve students who are at-risk of academic failure because they reside in a community that is served by a persistently low-achieving school.	• The applicant identifies persistently low-achieving schools in the targeted community. • The application includes a letter of support from the school district indicating support of the proposed school as a high-quality educational option for students in at least one of the district's low performing schools. • The school's enrollment and retention plan targets students who are at-risk of academic failure because they are attending a low-achieving school. • The academic program (curriculum, instructional program, pedagogy) is designed to meet the learning

Design Priority	Indicators
	needs of students who are likely to have below-level mastery in reading/ELA, mathematics and academic core subjects.
5. The school is approved by the public school district to operate as a turnaround or restart school.	• The school will serve as a successor to a low-achieving school that is being phased out, closed, transformed, turned around or restarted by the district. • The application includes a letter of verification from the superintendent of the district of location.
6. The school will provide an educational option for students in rural geographic areas.	• The school will be located in a rural community with limited educational options. • The school will provide a program that is distinctive from other educational options in the area.
7. Improving productivity through innovative use of technology to provide blended learning.	The school provides evidence of a carefully designed blended or online program that: • Outlines how students will complete a unit of study and demonstrate mastery of the learning outcomes for the subject, including passing the Regents examination in the subject or other assessment required for graduation, if applicable. • Demonstrates that: (a) courses are aligned with the applicable New York State Learning Standards for the subject area, (b) courses provide for documentation of student mastery of the learning outcomes for the subjects, (c) instruction is delivered by and/or under the direction/ supervision of a qualified teacher with appropriate expertise in both the subject area and the instructional modality, and (d) the program includes regular and substantive interaction between the student and the teacher providing direction and/or supervision.
8. The school's program will promote a racially, ethnically, and linguistically diverse student population.	• The school demonstrates a comprehensive outreach plan, using multiple languages and strategies, to fully and deliberately inform families of diverse racial, ethnic and linguistic groups about the school. • The school will provide specialized program designs (e.g., arts-infused, democratic education) likely to promote a racially diverse student population, by appealing to a variety of racial, ethnic and linguistic groups. • The school provides a compelling demographic and geographic analysis that supports the likelihood that the proposed school location is likely to promote a racially diverse student population. • The school provides a plan for an organizational or transportation model that would encourage students to cross boundaries of racially distinct neighborhoods (more robust and more specific beyond the statutory

Design Priority	Indicators
	requirements in the Charter Schools Act).
9. The school will replicate an existing, high-quality school model.	• The application includes information about the market need for the new school and the impact on the existing school. • The school to be replicated has met student achievement indicators for academic growth, proficiency and college and career readiness on State standards and achievement goals outlined in the school's charter over the initial or prior charter term. • The governance, staffing, operational and financial plan for the proposed school supports the likelihood that the proposed school and the existing school will have the capacity to open and meet performance expectations.