

PHASE II

NEW CHARTER SCHOOL

 APPLICATION

**Office of Educational Opportunity**
Van Hise Hall, 1220 Linden Drive
Madison, WI 53706
608-262-8887 | [www.wisconsin.edu/oeo](http://www.wisconsin.edu/oeo)

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| **New Charter School Application Content** |

The application can be no more than 100 pages in length. Please convert all documents to one PDF file and submit the entire file and required attachments via email to cynthia.gonzalez@wisconsin.edu. Any applications submitted after 5:00 p.m. CST on the last day of the application cycle will be rejected. Applicants must use the template below. Reference the application guide for full submission requirements.

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| Name of proposed school: |  |
| Name of non-stock corporation (board): |   |
| Primary contact person: |  |
| Email: |   |
| Phone: |   |
| Mailing address: |   |

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| Organization leadership team and board members, including organization affiliation and position with proposed school. |
| Full Name | Current Job Title and Employer | Position with Proposed School |
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| Opening year: *Earliest school can open under this application cycle is Fall 2026* |  |
| Grade levels to be served by the proposed school: |   |
| Opening grades:  |  |
| Geographic location of the school: |  |
| Projected number of students to be served at capacity: |  |
| Does the school expect to contract with a charter management organization or educational management organization for school management or operation? □ Yes □ No  | If yes, identify the charter management organization: |

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| **Authorization Status**  |
| Does the applicant team have charter school applications under consideration by any other authorizer(s)?**□** Yes □ No **If yes, complete the table below.**  |
| Authorizer |  |
| Application Due Date  |  |
| Status |  |

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| **EXECUTIVE SUMMARY** |

The Executive Summary should outline the application's elements and give an overview of the proposed school. This grounds and guides the entire application.

An executive summary should include the following:

* State the proposed school’s name, grade levels, number of students to be served by the proposed school and the proposed location of the school. Provide a brief rationale for selecting the school location.
* Note the unique aspects of the school and explain why the community needs this school.
* State the Vision and Mission statements including a brief explanation of how they were created, including specific reasons if they have changed since the prospectus was approved.
* The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term.
* The mission and vision statements, taken together, should: identify the students and community to be served; illustrate what success will look like; and alignment with the OEO priorities.
* State the core beliefs driving the school.
* Provide a basic overview of the proposed school, including how the school would increase educational equity, incubate instructional or curricular innovations, and/or increase the types of best instructional practices available to students. Explain the specific research or demonstrated best practices that supports the school’s plan.
* Briefly describe the educational philosophy, instructional methodology, and key programmatic features the school will implement to accomplish its vision and mission. Include unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.
* Describe the major aspects of the strategic plan and provide a timeline for implementation.

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| **Section I: COMMUNITY ENGAGEMENT AND FAMILY ENGAGEMENT** |

1. Explain how the community and parents have been involved in developing the proposed school. Provide a description of the various forms of community support garnered to date, including the strategies used to solicit and review community input regarding the educational and programmatic needs of students and how the input was incorporated into this charter school application.
2. Provide a description and evidence of the need and demand for a school of this grade configuration in the location identified. Need refers to the reason(s) existing schools are insufficient or inadequate. Demand refers to the desire from prospective families to attend the proposed school.
3. Based on the identified need and demand, describe the new and unique characteristics this school would provide to students that distinguish it relative to other education options available to students in the area.
4. Includeas an attachment,evidence of parent and community interest in the school. This could include letters/emails of support from parents and community organizations, feedback from the Community Input Meeting and how it was incorporated into application, survey information that includes a sample survey and results, and sign-in sheets from community information sessions. Include evidence of community support for, and interest in, the proposed charter school sufficient to allow the school to reach its anticipated enrollment.
5. Include as an attachment any partnerships the school has developed or hopes to cultivate with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.
6. Explain how the community and parents will be involved in the life of the school after opening.

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| **Section II: STUDENT RECRUITMENT AND ENROLLMENT**  |

1. Identify the number of students expected to attend the school each year by grade level (add additional columns to the table if it will take more than five years to reach full enrollment).

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| **Grades** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| **PreK** |   |   |   |   |   |
| **K** |   |   |   |   |   |
| **1** |   |   |   |   |   |
| **2** |   |   |   |   |   |
| **3** |   |   |   |   |   |
| **4** |   |   |   |   |   |
| **5** |   |   |   |   |   |
| **6** |   |   |   |   |   |
| **7** |   |   |   |   |   |
| **8** |   |   |   |   |   |
| **9** |   |   |   |   |   |
| **10** |   |   |   |   |   |
| **11** |   |   |   |   |   |
| **12** |   |   |   |   |   |
| **Total** |   |   |   |   |   |

1. Explain the pattern of growth over the charter term including anticipated student attrition, the rationale of the attrition rate, and plans to replace or limit the intake of students (i.e., the proposed school’s “backfill” policy.
2. Identify the anticipated student demographic the school expects to serve. This percentage should be proportionally represented of the community you plan on serving. You may add additional line items. Explain your rationale of anticipated student demographic data.

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| **Anticipated Student Demographic** |
| % Students eligible for free or reduced-price lunch: |  |
| % Student who are identified as English Learners: |  |
| % Students with Disabilities: |  |
| % African American: |  |
| % Hispanic: |  |
| % White: |  |
| % Multiracial: |  |
| % Asian: |  |

1. Explain and provide a clear timeline of how students will be recruited for the proposed grades, including examples of activities the proposed school has and plans to use in its student recruitment efforts.
	1. Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Clearly describe how the school will achieve a racial and ethnic balance among its pupils that is reflected in the school district population that the proposed charter school will operate within; 118.40(1m)(b)9.
2. Provide, as an attachment, the school’s proposed Enrollment Policy. Include the following:
	1. lottery policy, describe strategies to be employed when, and if, more students apply for admission than there are seats available.
	2. admission policies and practices
* timeline and plan for student recruitment/engagement and enrollment.
* policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
* explanation of the purpose of any pre-admission activities for students or parents as applicable by law.

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| **Section III: SCHOOL CULTURE** |

1. Characterize the school culture desired for the school and how this culture will be established.
2. Describe how the school’s mission/vision and core values will be reflected within the envisioned school culture.
3. Describe how school leaders, teachers, staff, and students will be included in the creation and ongoing development of the school’s culture and climate.
4. Describe the plan for onboarding students to the school’s culture who enter the school mid-year.
5. Explain how the school culture will support and serve students with special needs, including students receiving special education services, English Language Learners, and any students at risk of academic failure. What systems and structures will be part of the school culture to support all learners.
6. Describe a typical instructional day for a teacher in a grade that will be served in the school’s first year of operation.

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| **Section IV: EDUCATIONAL PROGRAM PLAN** |

**OVERVIEW**

1. Provide an overview of the basic learning environment (e.g., classroom-based, small group, whole class, independent study, experiential), including class size and structure for all divisions (elementary, middle, high school) to be served and explain any differences among the divisions.
2. Describe the school calendar for the first year of operation, the number of days of instruction to be provided during that year, length of the school day, and the number of minutes of instruction per week for each subject. Describe how the calendar and schedule are designed to support the proposed educational program.

**CURRICULUM AND INSTRUCTIONAL DESIGN**

1. Describe the educational program (118.40(1m)(b)3) of the school and the instructional material (curriculum/curricula) that the school has selected. Include in the description:
	1. Explain why and how these instructional materials are believed to be the best choice to mitigate the community’s identified educational needs, are appropriate and effective for the targeted students, and engage students in culturally and linguistically appropriate, responsive, and relevant ways.
	2. Provide an overview of curriculum, and a full course scope and sequence with learning outcomes for each subject for each division (elementary, middle, high school) the school would serve.
	3. Identify how materials align with the Wisconsin State Student Academic Standards.
2. If the curriculum is not already chosen or developed, provide an overview of potential curriculum/curricula options, a plan and process for how the curriculum will be developed and chosen between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.
3. Describe the primary instructional methodology (pedagogical practices) that the school will expect teachers to use and why they are well-suited for the anticipated student population (118.40(1m)(b)4).
4. Explain the research that supports the instructional materials and methodology the school intends to implement. If the school is seeking to implement innovative instructional materials and/or methodology, describe the evaluation process, (e.g., action research and/or developmental evaluation methodologies) that determine any impact instructional materials and/or methodology have on learning and other outcomes.
5. Describe that part of the educational program that ensures students will receive a comprehensive education that includes but is not limited to the arts, physical education, 21st century skills, social emotional development, social development and health, and physical wellness.
6. Explain how the school will meet the requirements of ACT 20.

**STANDARDS, ASSESSMENT, AND ACCOUNTABILITY**

1. State the proposed school’s annual and long-term (five-year) academic achievement goals. Goals integrate multiple evidence-based measures (state assessments, nationally normed tests, competency-based evaluations, etc.)
	1. Provide rationale for the goals and the expected level of performance, including the generation of projected baseline data with explanation of how these goals are designed to promote high expectations for all students, including students identified with a disability and linguistically diverse students (English Learners).
2. State student performance goals for achieving other accountability measures such as attendance, school climate, or other appropriate aspects of the school’s proposed program (goals that measure student growth, knowledge, skill development and accomplishments in other areas related to the school’s mission and growth of the whole child).
3. Identify all internal assessments and describe how often the designated assessments will be administered and the methods by which the results will be analyzed to chart progress throughout the year and determine individual student and sub-group learning needs. Include how the analysis of student assessment data will inform the cycles of continuous improvement for instruction and school performance.

**HIGH SCHOOL GRADUATION REQUIREMENTS (HIGH SCHOOLS ONLY)**

1. Describe the requirements for high school graduation. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and a description of a sample of elective courses that will be offered.
2. If graduation requirements for the proposed school exceed the state standards, offer explanation for the additional requirements.
3. Explain how the school’s graduation requirements will ensure student readiness for college or a range of other postsecondary opportunities (trade school, military service, or entering the workforce).
4. Explain what support systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

**SUPPLEMENTAL PROGRAMMING**

1. If summer school or supplemental academic programming will be offered, describe the type of program(s) available. Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of students and the methods used to identify them. What are the anticipated resource and staffing needs for these programs?
2. Describe any extra-curricular or other student-focused activities or programming the school will offer, including how students can participate in the development of such activities and programming and if any funding is required.
3. If applicable, describe how the school will partner with Universities of Wisconsin institution(s) or other institution(s) of higher education.

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| **Section V: SUPPORTS FOR DIVERSE LEARNERS** |

1. Identify the diverse learners that the school expects to serve and explain the basis for these assumptions.
2. Detail the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs or Section 504 plans; English Language Learners (EL); students identified as intellectually gifted; and students that indicate they are more likely to fail or drop out.
3. Discuss how the educational program, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students. The applicant team is encouraged to use a framework such a Multi-Tiered System of Support (MTSS) to support your plan or another framework of your choice.

As an OEO authorized charter school, the school will be its own Local Education Agency (LEA) and will be responsible for compliance with all federal and state statutory requirements for providing services to students with disabilities.

1. For students with Special Education needs explain how the school will:
	1. Identify students who are eligible for services and programs using appropriate screeners, assessments, and methods to avoid misidentification (Describe the school’s Child Find Process);
	2. Provide adequate numbers of qualified, in-field staff (including contracted services) to meet the needs of students;
	3. Assess and monitor the progress of students including how they could be redesignated or exited from services;
	4. Provide professional development plan for special education and general education teachers, support staff, and other staff (as applicable), as it pertains to serving students with disabilities.
	5. Request and review appropriate student records (including IEP’s) from former schools/districts, to implement required services on the first day of school;
	6. Provide a continuum of services through the implementation of specific instructional programs that will ensure student’s access to the general educational curriculum;
	7. Inform and involve families in inclusive ways consistent with state and federal law, as applicable.
	8. Describe graduation and post-secondary planning for students receiving special education services (high schools only).
2. Explain how the school will meet the needs of linguistically diverse learners (English Learner students). Include:
	1. Methods for identifying EL students (and avoiding misidentification).
	2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program.
	3. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.
	4. Means of providing qualified staffing for EL students.
3. Describe how the school will offer both remediation and acceleration where appropriate based on student need. Include how the school will serve students who are not meeting grade level expectations but do not qualify for services such as Special Education, or EL supports.

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| **Section IV: STUDENT DISCPLINE POLICY AND PLAN** |

1. **As an attachment**, provide a proposed discipline policy. The proposed policy must be culturally responsive and consistent with the school’s proposed culture and climate and comply with any applicable state laws. The policy and procedures must:
	* Clearly state the types of behaviors for which discipline, including suspension and expulsion, may be administered.
	* Have a real and substantial relationship to the lawful maintenance and operation of the school including, but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning.
	* Provide for early involvement of parents in efforts to support students in meeting behavioral expectations.
	* Provide that school personnel make every reasonable attempt to involve parents and students in the resolution of behavioral violations for which discipline may be administered.
	* Identify other forms of discipline that school personnel should administer before or instead of administering classroom exclusion, suspension, or expulsion to support students in meeting behavioral expectations.
	* Identify school personnel with the authority to administer classroom exclusions, suspensions, expulsions, emergency expulsions, and other forms of discipline;
	* Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days. The procedures must, at a minimum, include an opportunity for the student to share the student's perspective and explanation regarding the behavioral violation.
	* Establish grievance procedures to address parents' or students' grievances related to the administration of classroom exclusions and other forms of discipline, including discipline that excludes a student from transportation or extracurricular activity.
	* Provide a process for students who have been suspended or expelled to petition for readmission.

### Describe how students and families will be informed of the school’s discipline policy.

### Describe how the school will comply with the Individuals with Disabilities Education Act (IDEA) protections for students receiving special education services.

### Describe how the school will review and respond to instances of disproportionality in the administering of discipline.

### Include a process for the review of discipline policies and procedures that includes participation of personnel, students, families, and the community.

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| **Section VII: EDUCATIONAL PROGRAM CAPACITY** |

1. Identify the key members of the school’s leadership team and their respective responsibilities.
2. Describe the design/planning team’s and school leadership team’s qualifications and capacity for implementing the school design successfully.
	* Describe the group’s ties to and/or knowledge of the target community.
3. Identify any community organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school’s development.
4. If the principal/head of school has been identified, explain why this individual is well qualified to lead the proposed school in achieving its mission. Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, leader’s ability to effectively serve the anticipated population, and manage a high-performing charter school.
* As an attachment, provide resume/CV for this individual.
1. If no candidate has been identified, discuss the timeline, criteria, and recruiting and selection process for hiring a strong compatible school leader.
	* provide as an attachment a proposed job description for principal/head of school.
2. For any other leadership/management positions beyond the principal/head of school not yet filled, provide a list of positions, criteria, and process for recruitment and hiring. Describe how this plan for recruitment and hiring will be inclusive.
3. Explain how principal/head of school will be supported, developed, and evaluated each school year.
	1. Describe the proposed evaluation tool for the principal/head of school. Describe the relationship between the administrator evaluation tool and their professional learning and development. Include a description of what data will be used to mark and chart growth.
	2. Explain how the school board intends to handle unsatisfactory leadership performance and leadership changes and turnover.
4. Describe strategies for recruiting and retaining school leaders that are proportionately representative of the community you plan on serving.

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| **Section VIII: ORGANIZATIONAL PLAN & CAPACITY – SCHOOL MANAGEMENT** |

1. As an attachment, submit Organization Chart(s) that show the school governance, management, and staffing structure in: a) Year 1; and b) at full build-out. If there are no anticipated changes from Year 1, submit only one Organization Chart.
	1. The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/ teacher councils), and any external organizations that will play a role in managing the school. The organization charts should document clear lines of authority and reporting within the school.
	2. Either in Organizational Chart include or as narrative describe who is responsible for: (a) personnel, (b) curriculum, (c) local assessments, (d) policy development, (e) budget and expenditures, and (f) daily operations. The applicant must demonstrate how it will ensure that the governance board maintains a high-level of autonomy and independence.
	3. If applicable, provide a draft of the school’s management agreement or other comprehensive service agreement (**as an Attachment**).

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| **Section IX: GOVERNANCE, MANAGEMENT, AND ADMINSTRATION** |

The expanded school will need a governance structure that has the capacity to effectively oversee the expansion. Applicants are required to have a governing board in place.

1. Fill out the table below with current board members and include competencies of seats you are still seeking to fill.

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| --- | --- | --- | --- |
| **Board Member Name** | **Competency**  | **Board Position** | **Term**  |
|  | Ex. K-12 Education  |  |  |
|  | Ex. Legal |  |  |
|  | Ex. Finance  |  |  |
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1. For each board member provide a brief narrative:
* of their experience/involvement with K-12 education, and the design and operation of a charter school.
* other relevant experience in areas of management, finance, human resources, legal compliance, etc.
* expected role and responsibilities during the expansion planning period.
* whether they intend to apply for employment at the new school.
* As an attachment,include the resumes of any new board members added from Phase I Prospectus.
1. Describe how the existing governing board was formed and how members were identified. Please be sure to address:
	1. the size, currentand desired composition of the governing board.
	2. how the governance of the school will embody principles of democratic management, including but not limited to parental involvement (118.40(1m)(b)6).
	3. describe the extent to which the board reflects the community and students the school intends to serve.
2. Provide a plan to recruit board members with identified competencies for any vacant positions. For applicants with a filled board, please discuss this in terms of when a board seat comes open.
	1. Describe the level of authority the governing board will convey to the school’s administrator/leader or administrative/leadership team. Include a description of the relationships and separation of duties between the Board of Directors and the School Leadership.
	2. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as an Attachment, the board’s proposed Code of Ethics and Conflict of Interest policy.
	3. Identify any existing relationships of board members that could pose actual or perceived conflict of interest. Discuss steps the board will take to avoid actual conflicts and mitigate perceived conflict.
3. Describe the governance structure/model of the proposed school (i.e., Carver Policy Governance Model also known as Policy Governance Model, Consensus Governance) that will guide the board, including the primary roles of the governing board. Explain in detailed how the proposed governance structure will:
	1. Ensure the school will be an educational, financial and operational success.
	2. Evaluate the success of the school, school leader and board itself.
4. Describe the plan for initial and ongoing training of board members. The plan for training and development should include: a timetable, specific topics to be addressed, requirements for participation.
	1. If there will be a network-level board, identify any board development requirements relative to the organization’s proposed growth and governance needs.
5. Describe what the dashboard or other tool(s) will look like for the board to monitor its academic, mission-related, and other goals across the course of the contract (Example: Board on Track).
6. Explain how the board will comply with Open Meetings and Open Records laws.
7. Explain how the founding and ongoing governing board will create and adopt board policies and work with the staff to promote the goals of the program.
8. Explain the provisions detailing the corrective measures the charter school governing board will take if the charter school fails to meet performance standards.
9. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.
10. Include a discussion of the potential start-up challenges, and how you plan to address these challenges.
11. **As attachments**, include board bylaws, and articles of incorporation as defined by Wisconsin law.

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| **Section X: STAFFING PLANS, HIRING, MANAGEMENT, AND EVALUTION** |

1. Describe the school’s overall strategy, plans, and timeline for recruiting, retaining and hiring licensed/certified, mission-aligned teaching staff (including paraeducators, support staff, and teachers with special education and ELL certification) meeting the requirement that all instructional staff hold a license or permit to teach issued by the Department of Public Instruction (118.40(1m)(b)7) and conduct criminal background checks.
	1. If the school intends to hire newly certified teachers, teachers with conditional or emergency certifications, or those with less than three years of teaching experience, describe the plan to provide additional support to those teachers.
2. Explain how teachers will be supported, developed, and evaluated each school year. Provide a description of teacher evaluation tool(s) the school plans on incorporating. Describe the relationship between the teacher evaluation tool and their professional learning and development. Includes a description of what data will be used to mark and chart growth.
3. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Outline the school’s procedures for hiring and dismissing school personnel.
4. Explain how the school intends to handle unsatisfactory teacher performance and teacher changes and turnover.
5. Describe how the work environment will foster a community of learning and collaboration amongst teachers and principal/head of school.

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| **Section XI: PROFFESIONAL DEVELOPMENT** |

1. Describe the school’s professional development expectations and opportunities, plan should:
* Identify the person or position responsible for professional development.
* Discuss the core components of professional development and how these components will support effective implementation of the educational program.
* Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
1. Describe a brief overview of the onboarding that will take place before school starts for all staff.
2. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school’s calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

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| **Section XII: FACILITIES** |

1. Describe the requirements for the school’s facility, including learning spaces and other characteristics that are designed to meet the unique needs of the school and students to be served by the school (including, but not limited to playgrounds, large common spaces, number of classrooms, square footage per classroom, common areas, and overall square footage).
2. Explain specialty classroom needs, including the number of each type and the number of students to be accommodated at one time, Wis. Stat. § 118.40(1m)(b)14. Specialty needs may include, but are not limited to, the following: equitable space to deliver services for students receiving special education or other support services, science labs, art rooms, computer labs, a library/media center, performance/dance rooms, auditorium, etc.
3. Describe the school’s plan, including the timeline, process, and milestones to secure a suitable facility as described above. Include:
	1. any potential facilities identified and proposed lease or ownership arrangement of the facility.
	2. including any potential conflicts of interest that exist between board/school leadership and facility arrangements.
	3. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment **as an Attachment**. Charter school facilities must comply with applicable state, local and authorizer health and safety requirements.

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| **Section XIII: TRANSPORTATION, SAFETY, AND FOOD SERVICE** |

**Transportation**

1. Describe how the proposed public charter school has considered and planned for the transportation needs of students. If the school does not or will not provide transportation, explain how the proposed public charter school will ensure access for students without means of transportation, particularly transportation needs of students with disabilities and students experiencing homelessness.
	1. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.

**Food Services**

1. Describe the school’s planned food service program.

**Health Services**

1. Provide the school plan for the health and safety of students, the facility, and property (118.40(1M)(B)8).
2. Describe the methodology for maintaining pupil records and ensuring accurate record keeping in regard to student attendance, achievement, health, activities and emergency contacts.

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| **Section XIV: FINANCIAL PLAN AND CAPACITY** |

1. Identify the individuals and their level of expertise who were involved in developing the school’s financial plan.
2. Identify the position(s) and the level(s) of expertise of the individual(s) responsible for managing the school's business aspects.
3. Identify how capital required to plan and open the school will be obtained. If funds are going to be borrowed, identify potential lenders and the amount and terms of the loan required.
4. Describe the plan for annually auditing the school’s finances and identify potential firms which will conduct the audit (if selected) (118.40(1M)(B)11).
5. Present a plan for raising funds needed beyond the per-pupil allocation provided under state law.
6. Identify the critical levels of enrollment and revenue required to ensure sufficient cash flow for program operation.
7. Provide revenue and expenditure budget for the first five years of operation and planning year. Use the Revenue and Expense Worksheet template provided. The template provided should be seen as a template starter, applicant team should edit to best represent all expenditures and revenue of the proposed school.
	1. Provide an explanation of the costs related to opening and preparing for the operation of the proposed public charter school and how it supports the proposed school model. For planning year, clearly indicate which costs pertain to that time on template.
8. In the Revenue and Expense Worksheet, include a “Staffing Chart” for the school. This task will help create an accurate representation of school expenditures. All applicants must submit a final staffing plan with an updated budget before charter approval. In the Revenue and Expense spreadsheet include a proposed staffing chart, identify the following:
	1. Planning year positions and positions for year 1-5
	2. Administrative, instructional, and non-instructional personnel
	3. The number of classroom teachers, paraprofessionals, and specialty teachers needed
	4. Operational and support staff
	5. Contract Positions
	6. Proposed school’s salary ranges and employment benefits, salary increase schedules for all employees and any incentives or reward structures that may be part of the compensation system.

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| **Section XIV: EXISTING OPERATORS OR CMO’S PLANNED GROWTH** |

Applicants who already operate one or more schools, including charter management organizations (CMOs), must respond to the following:

1. Describe how the applicant has assessed the performance of its current school(s) and determined it is capable and ready to open another school. Describe the methods, tools, assessments, or indicators that the applicant has used to determine that it will likely be an academic, operational, and financial success in the community it plans to serve.
2. Provide a detailed description of any school(s) managed by the organization that has voluntarily closed or ceased operations. Include the closed school’s most recent performance data with an explanation as to why the decision was made to close the school.
3. Disclose any school(s) that have been subject to enforcement action by its authorizer including but not limited to: Corrective action; Revocation/non-voluntary closure; or non-renewal of a charter contract.