New York State Education Department

2024 Request for Proposals (RFP) and Charter School Application Kit

Accepting Applications for New Operator Applicant Groups to Establish New Board of Regents-Authorized Charter Schools and

Accepting Applications for Existing Education Corporations Operating Board of Regents-Authorized Charter Schools Seeking Approval to Operate Additional Charter Schools

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New Charter School Applications

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INTRODUCTION

All applicants must carefully read each of the sections below for critical information regarding the **2024 Request for Proposals (RFP) and Charter School Application Kit** and are strongly encouraged to contact the New York State Education Department (NYSED) Charter School Office (CSO) at CharterSchools@nysed.gov with any questions or concerns about this information prior to completing a proposal.

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 New York State Charter Schools Act were made in subsequent years.

RFP DETAILS

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 2024 application cycle. This RFP kit contains information about the charter process, provides requests for applicant groups to address when constructing applications for new public charter schools, and offers evaluation criteria that reviewers will use to rate the applications.

PRIORITY SCHOOL DESIGN(S)

One or more key design elements for applications submitted pursuant to this RFP should pertain to the identified priority school design(s) as identified here and in the LOI.

Applicant groups seeking to implement one or more of the following **priority school designs** that align with New York State's Approved Every Student Succeeds Act Plan[2] and the strategic priorities of the Board of Regents will be given a strong priority in this RFP[3]:

- Bilingual and/or dual-language models[4];

[1] N.Y. Education Law § 2851(3)(c)
[2] New York State's Approved Every Student Succeeds Act Plan
[3] Board of Regents Budget and Legislative Priorities
[4] Bilingual and/or Dual-Language Models

- Innovative special education models that focus on the provision of services to a specific low incidence disability group;
- Models that will provide students with career and technical education (CTE) certification(s), or a pathway to such credentials, through a program that has or will seek NYSED CTE program approval[5];
- Models where at least two thirds of students will be identified in one or more of the following categories:
    - Court involved or adjudicated youth;
    - Gang involved youth;
    - In the foster care system;
    - Interrupted formal education;
    - Living in temporary housing;
    - McKinney-Vento eligible;
    - Over-age and under-credited; or
    - Students with mental health or substance use diagnoses.

Applicant groups not implementing one or more of these priority designs may apply under this RFP but must state in the LOI why the model being proposed cannot include one or more of the priority school designs.

In addition, applicant groups must:

- Propose a school designed to promote equity and diversity in educational leadership and staffing with individuals from historically underrepresented communities, where such proposed school would be managed by a board of trustees and school leadership team which will be primarily comprised of members who represent diversity in socio-economic status, gender, sexual orientation, ability status, and race, including but not limited to, persons who meet the definition of a minority group member set forth in New York State Executive Law Article 15-A. The criteria for meeting this requirement shall be enumerated by the applicant group in the full application; and
- Propose a school designed to promote equity and diversity in educational leadership and staffing with individuals from historically underrepresented communities, where such proposed school would maintain a teaching staff primarily comprised of members who represent diversity in socio-economic status, gender, sexual orientation, ability status, and race, including but not limited to, persons who meet the definition of a minority group member set forth in New York State Executive Law Article 15-A, with additional incentives and supports for such teaching staff such as student loan payment assistance and/or assistance with acquiring NYS teacher certification. The criteria for meeting this requirement shall be enumerated by the applicant group in the full application.

[5] NYSED CTE Program Approval

CHARTER REPLICATION INFORMATION

Among other models, NYSED welcomes applications that propose to replicate existing school models with a strong record of academic, operational, and financial success. As such, new applicant groups may seek to replicate existing high-quality school models[6] that have a track record of providing a significant educational benefit to students at-risk for academic failure as defined by Education Law § 2854(2)(a).

Although all of the criteria below are considered for all applications, **to be considered candidates for replication, candidates must meet the high-quality definition components of ESEA § 4303(8)(a) and (d), as well as at least three of the following criteria[7]:**

1. Student proficiency scores are above the district average in both English language arts (ELA) and mathematics for the past three consecutive years;
2. Student proficiency scores are above the State average in both ELA and mathematics for the past three consecutive years;
3. If operating high school grades, the school(s) has a cohort graduation rate that has exceeded the State target rate for the past three consecutive years;
4. Student enrollment has met or exceeded enrollment and retention targets for the past three consecutive years, notwithstanding exceptional circumstance;
5. The school(s) to be replicated has earned and is currently in a full-term renewal(s);
6. The school(s) demonstrates a record of timely and accurate compliance with reporting requirements; and
7. The school(s) historically operates in an operationally and fiscally responsible manner, including student safety.

Applicant groups that propose to replicate must demonstrate past and present school performance in the context of the NYSED Charter School Performance Framework to determine if programs in place have been optimized and if the education corporation currently has the capacity to operate an additional school at the same level of performance. However, all applicant groups must demonstrate a deep understanding of the NYSED Performance Framework.

Such replications shall be considered a "priority school design" under this RFP.

[6] A high-quality school model is one that meets or exceeds the standards of the NYSED Charter School Performance Framework as well as meets the definition of "high-quality charter school" pursuant to ESEA § 4310(8)(a)-(d). Applicants applying for replication must meet all criteria under ESEA § 4310(8) (i.e., 4310(8)(a) through (d)).

[7] Data for all special populations, including students with disabilities, English language learners, and economically disadvantaged students will be considered.

Existing applicant groups seeking to replicate but which already have one or more unopened charter schools in New York State that have requested to delay, or are delaying, the opening of a school or schools as of the deadline for the submission of the LOI are not eligible to apply for a new charter under the 2024 RFP.

Applicant groups that propose to replicate an existing school must address similar evaluative criteria and requests for a new school proposal. However, rather than submit a completely original plan, replication applications may incorporate material from the replicated school's existing charter application, charter agreement, school policy and procedure documents, or other resources to address relevant requests. In the context of a replication application this will not constitute plagiarism and will not disqualify the application. **If applicable, replication applications must explicitly identify and explain any differences from the original school model, which may, for example, result in different locations or anticipated student populations.**

Please note: Applicant groups for replication schools may not rely on past public outreach or outreach activities, enrollment, or application information from other charter schools and must conduct new outreach specific to the proposed school to ensure the public is fully aware of the new school proposal and has ample opportunity for input.

Applicant groups must also identify the school(s) that they plan to replicate and provide an analysis of how the school(s) being replicated provides a high-quality academic program to students. NYSED will independently examine the academic achievement of all existing schools when determining whether to authorize the proposed new school. The examination may include an assessment of whether the existing school is outperforming the district of location and trending toward the State average and whether the school enrolls comparable numbers of students with disabilities (SWDs), students who are English language learners (ELLs), and economically disadvantaged students (EDs).

In addition to addressing evaluation criteria and the requests contained in the 2024 RFP and Application Kit, existing charter school operators who intend to operate more than one school or propose a school that will be networked with other schools must also submit a strategic business or growth plan (see Appendix E). NYSED will use the business plan to assess the applicant's capacity to govern and manage multiple schools. By making the replication option available, NYSED in no way suggests that applicants attempt to apply for more charter schools than they have the capacity to manage. In fact, NYSED will conduct extensive due diligence regarding the fiscal and human capital capacity of the applicant group when considering the award of multiple charters to an existing education corporation.

While the RFP and Application Kit reference the New York State Charter Schools Act[8] (Charter Schools Act or 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 laws and is likely to improve student learning and achievement in New York State.

CHARTER SCHOOL FACTS AND TERMS

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 (NYSED) to develop and issue this RFP, to conduct an application review process on its behalf, and to recommend action on charter school applications.

Applicant Group

The term "applicant group" includes those actively 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.

Key Design Elements

Key Design Elements are the general aspects of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and critical to its success. They may be elements of the education or organizational plan and 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. Key Design Elements are not mission or vision statements. Rather, they are themes and elements woven throughout the application (narrative and budget). Applicant groups should keep in mind the operational requirements and obligations regarding Key Design Elements and the charter revision processes, as set forth in NYSED Charter Revision Guidelines, required to amend such Key Design Elements.

[8] N.Y. Education Law Article 56

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 SWDs and ELLs.

All applicants applying to this RFP shall meet the federal definition of a charter school pursuant to Every Student Succeeds Act (ESEA) § 4301(2).

Charter Schools Authorized by the Board of Regents
As of the 2023-2024 school year, there are 94 charter schools authorized by the Board of Regents serving students across New York State. A full list of all charter schools in New York State can be found at Charter School Directory.

Among the portfolio of Board of Regents-authorized charter schools are schools with a particular focus on: ELLs; unique learning needs of students on the autism spectrum; over-age and under-credited students; CTE programs; the arts; social-emotional development of students through intensive coaching or community development; environmental/ecology programs; single gender schools; and intensive foreign language instruction. **The variety of school models within the Board of Regents charter portfolio speaks to its deep commitment to equity and access for all students and innovation in education.**

Furthermore, the expectation for all Board of Regents-authorized charter schools is a strong demonstrated commitment to fostering high-quality independent options for all students, including ELLs, SWDs, and EDs. Successful applicants will demonstrate thorough consideration of each category of students throughout all programmatic elements.

Governance
Charter schools are overseen by a governing board of trustees. High performing charter schools are characteristically governed by a board with a mixture of backgrounds and expertise relevant to a public, not-for-profit educational organization. While boards that do not possess each of the following skill sets are not explicitly precluded from authorization, CSO staff strongly encourage applicants to be thoughtful in sourcing potential trustees with relevant experience to oversee and govern the school during the incubation, start up, and ongoing operation phases.

Such experience optimally includes:

- K-12 teaching;
- School administration;
- Legal expertise;
- Real estate and facilities;
- Financial management, budgeting, and accounting;
- Fundraising and development;
- Community engagement;
- Family involvement; and
- Charter school experience.

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, such as time, people, and money to best meet the needs of their studentswithin the bounds of New York State's Charter Schools Act and are free of some of the legal and regulatory constraints that apply to other public schools**. In exchange for this increased autonomy, charter schools are held to specific performance standards, as discussed in more detail in the following section.**

Accountability: Charter School Performance Framework

Performance-based accountability is a vital component of charter school policy in New York State, and all charter schools must apply to renew their charter contract at least every five years. 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, with an update in 2018, the Board of Regents endorsed the use of a NYSED Charter School Performance Framework ("the Framework") for Board of 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 as well as specific performance indicators for each category. The State Education Department and the Board of Regents use the Framework to evaluate school performance over time and to inform all charter renewal decisions. Although the Framework is a comprehensive lens for charter school performance evaluation, not all benchmarks are given equal weight; 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 applicable 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. All Board of Regents-authorized charter schools will also report on their progress toward meeting the Framework benchmarks in annual reports as well as during formative mid charter term site visits. All charter applicants are expected to demonstrate familiarity with the NYSED Charter School Performance Framework and its measures at both the application and capacity interview stage, if applicable.

APPLICANT ELIGIBILITY

NYSED will only consider applications if charters are available for issuance in the applicant group's proposed district of location, pursuant to State Education Law, at the time the Full Application is due. If at any point during the RFP cycle charters become unavailable for issuance in the district of location requested by the applicant group, NYSED reserves the option to immediately terminate the application. **NYSED anticipates that no charters will be available in New York City at the time the Full Application is due.**

Additional Application Round

One new school RFP application round is scheduled for 2024. While not anticipated, NYSED reserves the right to schedule an additional application round in 2024 at its discretion. In the event that another RFP round is scheduled, information will be posted on the NYSED website at Starting a Charter School - 2024.

OVERVIEW OF THE APPLICATION PROCESS

NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. We hope to see evidence of community voice, as well as a commitment to the principles of diversity, equity, and inclusion, throughout the applications received through this RFP, as well as in the portfolio of existing Board of Regents-authorized charter schools.

Education Law § 2851(1) states, "An application to establish a charter school may be submitted by teachers, parents/guardians, 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 actively 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.

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 group:

1. Possesses a clear understanding of the New York State Charter Schools Act and what it means to comply with the Act;
2. Proposes a school that is clearly aligned with the purpose and objectives of the Act;
3. Has conducted outreach to inform the community about the charter school proposal and solicited and incorporated input from the community;
4. Proposes a coherent and practical design for the proposed school; and
5. Demonstrates the necessary capacity, experience, skill, and will to manage the challenging and dynamic process of opening and operating a public charter school(s).

To assess application quality, NYSED will review and evaluate LOIs and invited Full Applications against the criteria outlined in this RFP. 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 related specifically to the proposed school. 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 2024 RFP and Application Kit. Any additional requirements are noted throughout the application.

Some applications may not meet the required criteria to advance through each stage of the application (i.e., LOI, full application, and capacity interview). NYSED reserves the right, and sole discretion, to end the review of an application that does not meet the minimum statutory requirements in whole or in part. Such applicants will be considered terminated. Please note: 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 and made at the sole discretion of NYSED and/or the Board of Regents. There is no appeal of an adverse determination at any stage of the process.

Unsuccessful applicants will receive feedback on the most significant deficiencies in their application after the active RFP round has concluded so that they may revise 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 Appendix F.

Public Outreach

Education Law § 2852(9-a) (b)(ii) states that the Board of Regents shall not consider any applications that 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**.** Applicants should record and present evidence of their attempts to engage with each of the following groups:

1. Students, families, and community members (please do not submit petitions);
2. Existing district and charter schools;
3. Community based organizations and stakeholders; and
4. Elected and/or appointed officials.

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

1. **Informing the community, including but not limited to the community as defined by the applicant in Section H of this RFP, 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**. This should include reasonable notice to stakeholders in the community, and may be achieved through several 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;
2. **Providing stakeholders in the community the opportunity to submit comment on the proposed charter school**. 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;

3. **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; and
4. **Addressing comments received from the impacted community concerning the educational and programmatic needs of students**. This may be achieved through discussions at community and stakeholder meetings, interviews, written responses to written comments received, as well as other means employed by the applicant.

Charter Application Cycles

In 2024, NYSED has scheduled one opportunity for applicants to submit applications to establish new charter schools to open in 2025. NYSED's online portal for submission of application materials will open for the submission of required materials as outlined below and in the **Application Review Process and Timeline** section of the RFP and Application Kit.

2024 Application Cycle[9]			
Submission Rounds	LOI Due	Full Application Due	Proposed Regents Action
Round 1	04/22/24	07/05/24	November 2024
Additional Rounds	There is one new school RFP application round scheduled for 2024 although NYSED reserves the right to schedule an additional round in 2024 at its sole discretion. Should another round be scheduled, the timing and RFP requirements will be publicized at Starting a New BOR-Authorized Charter School.		

Applicant groups whose submission materials are not accepted may begin the process again in a future round. Simultaneous submissions to multiple authorizers in New York State is not permitted under the terms of this RFP. Applications submitted to multiple authorizers can be terminated at any stage of the RFP process.

The CSO anticipates that formal action by the Board of Regents to approve/reject applications and issue charters will occur in November 2024, subject to change. Applications submitted in Round 1 must address the requests and criteria set forth in this *2024 RFP 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 2024 should plan to open for instruction in the fall of 2025.[10]

[9] This timeline is subject to change at the discretion of NYSED and/or the Board of Regents. Any adjustments will be communicated via the CSO website as early as possible.

[10] Board of Regents-authorized charter schools can request a planning year after authorization if needed but the applicant group should plan to commence instruction in the fall of 2025.

Plagiarism

Applicants seeking authorization to utilize public funds to educate public school students must be held accountable to the highest standards of academic integrity. The reproduction of content from other charter applications or sources in response to requests that require original narrative (e.g., the education plan) will result in the immediate disqualification of the application from consideration, evaluation, or advancement for action to the Board of Regents. Accommodation is provided for applications replicating existing charter schools and application sections where boilerplate information is reasonable for inclusion, such as by-laws, discipline policies, etc. Applications found to contain plagiarism can be terminated at any stage of the RFP process at the sole determination and discretion of NYSED.

The following provides a more detailed explanation of each phase of the application process:

Phase I: Letter of Intent

All applicants—new applicant groups or existing education corporations seeking to replicate—must submit a LOI. The LOI is designed to solicit basic school design information about the applicant group, school mission and model, and target population. The LOI requires applicant groups to address questions that directly align to some, but not all, of the requirements stated in the Act. Applicants invited to the next phase will be required to address all the requirements stated in the Act in the Full Application.

In the LOI, applicants must provide:

- If a previous application was denied by NYSED and/or the Board of Regents, a list of changes the applicant group has made to the LOI and plan to make to the Full Application since an LOI or application was last submitted;
- A brief description of the mission and school design and how the proposed school design includes one or more of the priority school designs enumerated in the Introduction section of this RFP - applicant groups not implementing one or more of these priority designs shall state why the model being proposed does not allow implementation of one or more of the priority school designs;
- 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, practices used or to be used, and community support;
- A proposed location and/or proposed facility[11]; and
- Background information about the applicant group and anticipated members of the board of trustees.

[11] Note that there is a heightened standard of evaluation for school districts in which the total number of students enrolled in charter schools exceeds 5% of the total public school student enrollment; that the school provide a significant educational benefit to the students served. This determination is made by the Board of Regents. NYSED operationalizes this heightened standard as exceeding the Charter School Performance Framework standards in Benchmark 1 of the Performance Framework.

The LOI may not exceed six pages, excluding all attachments, and must be submitted to the NYSED CSO **by 3:00 p.m. ET on the due date specified in the timeline for the applicable RFP cycle.** Please see Submission Instructions for full details.

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

Phase II: Full Application

All applicant groups invited to submit a Full Application are expected to fully address the set of requests and evaluation criteria that directly align to the requirements and priorities stated in the Charter Schools Act. These applications allow the Department to assess the capacity, experience, skill, and will of the proposed board to launch and sustain a quality public charter school in New York State and demonstrate educational alignment and operational compliance with the requirements and educational priorities of the Act. This information becomes part of the approved charter and sets the conditions under which an education corporation may operate a school.

Applicant groups must submit the applications by **3:00 p.m. ET on the due date specified on the timeline.** The application narrative to establish a charter school may not exceed **85 pages,** and the required attachments may not exceed **an additional 85 pages**, with certain exceptions outlined in Section IV: Table of Required and Optional Attachments. Upon submission, NYSED staff will screen the Full Applications for compliance with submission requirements.

Note: Applications will not be evaluated or advanced for action to the Board of Regents if they:

- *Exceed the established page limits;*
- *Omit sections;*
- *Do not follow formatting requirements;*
- *Plagiarize or duplicate the narrative[12] from the submission of another applicant group or source; and/or*
- *Are received after the established deadline.*

Please see Application Submission Instructions for full details and refer to Appendix F for additional information.

[12] This does not apply to replications of existing schools or boilerplate attachments for by-laws, code of ethics, etc.

All LOIs and Full Applications will be posted at Starting a Charter School - 2024. Personal information will be redacted; however, designated public contact information for each submission will be posted separately.

Evaluation of Applications: Review panels (referred to as peer reviewers) with expertise in charter school operations 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 **Meets the Standard, Approaches the Standard, or Does Not Meet the Standard**, 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.

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 NYSED and/or the Board of Regents if a concern is noted. **The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background checks via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for denying a charter recommendation, and termination of the application.**

Phase III: Capacity Interview

Applications that are considered to substantially meet the evaluation criteria and demonstrate the required skills to operate a high-quality charter school will be invited to a Capacity Interview in Albany, New York. NYSED officials conduct the Capacity Interview foremost to assess the capacity of the applicant group to effectively launch and oversee the proposed charter school. NYSED staff use the 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. The interview also provides the applicant group (and specifically the proposed board of trustees) with the opportunity 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 anticipates it will conduct the Capacity Interviews in Albany, New York.

The Board of Regents may consider the background, history, moral character, affiliations, professional experience, and other areas to demonstrate community connection or representation of individual applicant group members as part of the evaluation of applicant group capacity.

Note Regarding Capacity Interviews: Applicant groups that cannot obtain the in-person participation of all proposed board members at the Capacity Interview **in Albany, New York**, may be disqualified from further consideration.

Phase IV: Request for Modifications[13]

For applicant groups that the Department recommends to the Board of Regents for authorization, 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 and/or comply with relevant laws and regulations. Please see the applicable RFP timeline for the dates during which NYSED will request modifications and during which applicants will submit responses. Other than modifications of a technical nature as determined by NYSED, applicants are not given the opportunity to substantially revise or augment their application once it has been submitted.

Phase V: NYSED Recommendation for Approval or Denial of the Application

Based on the review of the Full Application and Capacity Interview as well as information collected by NYSED during a public comment process, NYSED will determine whether to recommend approval of the charter application to the Board of Regents. Applications that do not meet the rigorous standards required will not receive a recommendation for Board of Regents approval. An application that is recommended to the Board of Regents for approval will provide a detailed and complete school design plan that:

- 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;
- Includes clear strategies to meet or exceed enrollment and retention targets for ELLs, SWDs, and EDs;

[13] N.Y. Education Law § 2852(3)(a)

- Provides evidence of public outreach that conforms to the process prescribed by the Board of Regents for 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; 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 approve the application and issue a charter. If the number of applications meeting the evaluation criteria in this RFP exceeds the total maximum number of charters available, the application will be reviewed and scored by NYSED on the eight priority objectives set forth in the Charter Schools Act,[14] outlined in Appendix C, to determine which charters will be recommended.

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 and to sign said agreement. 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. **The inability or unwillingness of the proposed board chair to promptly sign the initial charter agreement within the timeframe requested in advance of materials being advanced to the Board of Regents meeting shall be grounds for denying a charter recommendation.**

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 deemed 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.

Phase VI: 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 applicable meeting, the Board of Regents will act to approve or deny recommended charter school applications and, in the case of those approved, issue a provisional charter (i.e., a certificate of incorporation) for the school. In the case of those charter applications that are denied, the decisions are final and may not be appealed.

Withdrawal of Applications: Applications that do not demonstrate a clear plan and compelling capacity to launch and sustain a quality public charter school in New York State will not be recommended to the Board of Regents for approval and will not be permitted to proceed in the

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

application process. Prior to a determination by the Board of Regents, applicants may choose to withdraw an application at any time (i.e., during any phase) for any reason. NYSED has sole discretion in moving applications from phase to phase (e.g., LOI, Full Application, Capacity Interview) and may stop review of the application at any point in the process, terminating the application. To avoid termination, applicant groups are encouraged to withdraw applications that NYSED will not move forward in the review process and will not recommend to the Board of Regents for approval. There is no penalty for doing so and the decision to withdraw will not affect consideration of subsequent applications.

Some applications may not meet the required criteria to advance through the application process at various stages of the process. NYSED reserves the right, and sole discretion, to end the review of an application that does not meet the minimum statutory requirements in whole or in part. Such applicants will be considered terminated. Applications that advance to the capacity interview stage of the process will be recommended by NYSED, not recommended, or have the option of withdrawing their application.

Note: At no point does progress to a certain phase of the process ensure a positive recommendation.

Federal Charter Schools Program (CSP) Planning and Implementation Grant: Pending availability of funds from New York State's 2018 $95.5 million federal CSP grant, NYSED may award planning and implementation grants to all applicants who are issued a charter by the Board of Regents, *except those applications affiliated with Charter Management Organizations CMOs that have received federal CSP funds through the CSP Grants for Replication 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.* Receipt of a grant is contingent upon the completion of additional grant-specific budget information and other requirements that will be requested from those applicants who are issued a charter.

Using the 2024 application kit, all applicants are simultaneously applying for a public-school charter and a CSP Grant (**assuming such funds are available**), as the eligibility requirements of the grant application are integrated into the overall application process for a public school charter. NYSED will further evaluate the applications recommended for charter issuance by the Board of Regents to determine eligibility to receive, based upon the availability of funds, an enhanced federal CSP Planning and Implementation Grant. See Appendix D for full details.

Opening the School for Instruction: The issuance of the charter by the Board of Regents does not indicate final authorization to open the school. The Full Application does **not** require applicants to create all the documents that the school will need once it becomes operational (e.g., full curriculum or the human resources handbook). 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 establish key policies and 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 NYSED website at BOR Oversight Plan. New charter schools will be authorized to open for instruction only upon the issuance of a *Consent to Commence Instruction* letter issued by NYSED.

SUBMISSION INSTRUCTIONS

Format	**Both the LOI 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 **LOI is limited to 6 pages of text**, excluding all attachments. The **Full Application is limited to no more than 85 pages**, excluding the Application Summary, Certification and Assurances Statement, and the required attachments. **Attachments are limited to 85 pages**, with certain exceptions outlined in the attachment information. Brevity, specificity, and clarity are strongly encouraged. **(Please do not submit petitions; however, keep for your own records).**
Submit Via Web Portal Only --- **Do Not Submit Via Email, Postal or Special Delivery Mail**	**Both the LOI and Full Application** must be submitted to: New Charter School Applications Note: The LOI and Full Application, when submitted to the Department, will be made available to the public. **Successful submission of the LOI 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 CSO web portal at New Charter School Applications by **3:00 PM** on the specified due date. **It may take one hour or longer for all materials to successfully upload via the web portal. Applicants are strongly encouraged to upload and submit all materials the day before the deadline.** Materials submitted via email or by postal or special delivery carriers will not be accepted.

PLEASE NOTE: FAILURE TO COMPLY WITH THESE SUBMISSION INSTRUCTIONS WILL AUTOMATICALLY DISQUALIFY THE APPLICATION FROM FURTHER CONSIDERATION.

2024 APPLICATION REVIEW PROCESS AND TIMELINE[15]

2024 Application Review Process Activity	Timeline
Draft 2024 RFP and Application Kit posted for comment at the NYSED CSO website at Starting a Charter School - 2024. The public may submit comments on applications by email to charterschools@nysed.gov or by mail to NYSED CSO, 89 Washington Ave., Albany, NY 12234.	DRAFT RFP and Application Kit posted on 02/01/24 with public comments due no later than 3:00 PM ET on 02/15/24
Final 2024 RFP and Application Kit posted on the NYSED CSO website at Start a New Charter School.	FINAL RFP and Application Kit 03/29/24
Phase I: LOI Submission is by upload to New Charter School Applications. LOIs that do not provide all requested information and meet submission requirements will not be accepted.	Deadline 04/22/24 3:00 PM ET
Phase II: Full Application Submission is by upload to New Charter School Applications. Each Full Application submitted (by invitation only) must adhere to page and formatting limitations and must be uploaded before 3:00 PM ET. The Certification and Assurances Statement must include the electronic signature of a designated member of the applicant group.	Deadline 07/05/24 3:00 PM ET
Evaluation 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.)*	July - September 2024
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 CSO.	September 2024
Phase III: Capacity Interviews NYSED conducts interviews in Albany with invited applicant groups and proposed boards of trustees.	September 2024

[15] This timeline is subject to change at the discretion of NYSED and/or the Board of Regents.

2024 Application Review Process Activity	Timeline
Background Checks via Fingerprint Scans NYSED will contact the applicant group members to arrange for the required fingerprint scans. All members of the applicant group must be available to undergo a finger scan.	September – October 2024
Phase IV: Request for Modifications Following the capacity interviews, NYSED may request that applicant groups/proposed boards make technical modifications to charter applications.	September – October 2024
Phase V: Charter Agreement Conversations 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.	October 2024
Phase VI: Proposed 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. Prior to action by the Board of Regents, applicant groups will be informed of the department's recommendation. This timeline is subject to change at the discretion of NYSED and/or the Board of Regents.	November 2024
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.	After Final Regents Action for Round 1

The remainder of this Application Kit is dedicated to the specific requests that applicant groups must address to apply to establish a 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 CSO at CharterSchools@nysed.gov or (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; and a strong governing board with the demonstrated 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.

Letter of Intent

LETTER OF INTENT TO APPLY

All applicant groups seeking to establish a charter school authorized by the Board of Regents to open in 2025 must submit a Letter of Intent (LOI), not to exceed 6 pages in length (excluding any summary pages and attachments), by the specified due date. Department staff review all LOIs to assess whether the requested information is complete and indicates the applicant group is likely to meet the rigorous standards required in the Full Application. An LOI that does not thoroughly address all the information requested below will not be moved forward in the application process and the applicant group will not be invited to submit a Full Application during that application cycle. Unsolicited applications will not be accepted or reviewed under any circumstances.

Requests:

I. Applicant Group Information[16]

a. **Applicant Group:** Using Table 1, provide the name, contact information, current employment, current or prospective role, and relevant experiences, skills, and/or qualifications for each member of the applicant group, which includes those proposed as initial board of trustees and school employees.

b. **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 CSO website.

c. **Application History:** Identify whether any 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. Indicate the date on which 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 LOI and application (if applicable).

Required Attachments:

- ❒ **Table 1**: **Application Group Information**.
- ❒ **Attachment 5a**: For each member of the applicant group submit the following:
  - **New Applicant and Prospective School Trustee Background Information Form**: Include a signed Statement of Assurance and a signed Statement of Intent which is included at the bottom of the Assurance statement. See Background Information Sheet at Starting a Charter School - 2024.
  - **Resume or Curriculum Vitae:** Provide a resume that includes all experience and expertise relevant to the founding, managing, and governing of a charter school.

[16] N.Y. Education Law § 2851(2)(m)

- **Education Credentials:** If an individual has a high school diploma, GED or equivalent, an undergraduate or graduate degree from a higher education institution, or a transcript, please provide a copy of such documentation from their highest level of education attained.
- If an individual has education credentials but cannot provide such documentation, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.
- **Note:** Individuals <u>are not required</u> to have any of the above referenced education credentials to serve on a charter school's Board of trustees. To the extent available, such documentation is used for identity verification.

Note Regarding Criminal Background Check/Fingerprint Scan: Proposed members of the board of trustees will be required to undergo criminal background checks via fingerprint scans.[17] If advanced to the Capacity Interview phase, NYSED will provide the planning team with specific background check/fingerprint information. **The inability or unwillingness of any member of the applicant group to <u>promptly</u> undergo the required criminal background checks via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for denying a charter recommendation.**

II. Proposed Charter School Information

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

b. **Proposed school mission statement**;

c. **Proposed school location** that at minimum identifies school district and may also specify a specific neighborhood or community within that district;

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

e. **Priority school design:** A description of which priority school design(s) the application meets based on the priority school designs enumerated in the Introduction section of this RFP. Applicant groups not implementing one or more of these priority designs shall state why the model being proposed is not able to implement one or more of the priority school designs;

f. **Planned grades and enrollment, using the required chart below to indicate grades, ages, and enrollment** for each of year of the initial charter term;

[17] N.Y. Education Law § 2852(4)

Projected Enrollment Table Over the Charter Term[18]						
Grades	**Ages**	**2025-2026**	**2026-2027**	**2027-2028**	**2028-2029**	**2029-2030**
K						
1st						
2nd						
3rd						
4th						
5th						
6th						
7th						
8th						
9th						
10th						
11th						
12th						
Ungraded						
Totals						

g. **Proposed management and/or partner organization(s):** If the proposed school will be affiliated with a charter management organization (CMO) or a significant partner organization, describe the organization(s) and the rationale for their selection;

h. **Replication:** An applicant group not associated with an existing operator may seek to replicate in part an existing school model. If the proposed school will replicate an existing school model, provide a brief description of the model school's success; discuss why replication of the model school is needed or provides a high-quality option for the intended population of students or community; and why this applicant group is uniquely situated to develop its proposed school based on this existing model. Provide a description and rationale as to how the model being replicated meets the definition of a high-quality school model using the following definition:

i. Meeting or exceeding the standards set forth in the Framework criteria; and
ii. Meeting the definition of "high-quality charter school" pursuant to ESEA § 4310(8)(a)-(d). Applicants applying for replication must meet all criteria under ESEA § 4310(8)(i.e., 4310(8)(a) through (d)):

(a) Shows evidence of strong academic results, which may include strong student academic growth, as determined by a State assessment;
(b) Has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;

[18] N.Y. Education Law § 2851(2)(p)

(c) Has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and

(d) Has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 6311(c)(2) of [Title 20 of ESEA], exceptthat such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

i. **School overview:** A brief description of the design of the proposed school, including Key Design Elements and any additional innovative design elements that might require specific expertise to evaluate during the review process.

III. Enrollment and Retention Strategies

a. Describe the school's strategies to recruit and enroll its students, specifically:
   i. Those identified in the school's mission;
   ii. SWDs;
   iii. ELLs; and
   iv. EDs.

b. Describe the school's strategies to retain its students, specifically:
   i. Those identified in the school's mission;
   ii. SWDs;
   iii. ELLs; and
   iv. EDs.

c. Describe the existing school's/schools' success in meeting enrollment and retention targets, and/or actions taken towards meeting targets.

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/guardian interest in and/or demand for 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 Attachments:

- ❒ **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. Stakeholders in the community were given the opportunity to provide input into the design of the proposed charter school; and
    3. At least one public meeting has been held 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.

    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/guardians, 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 DO NOT submit any signed petitions; keep all petitions for your own records.**

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 in the Full Application and at the capacity interview with additional input provided throughout the NYSED public comment period.

V. Proposed Board Chair Signature and Date

The last page of the LOI must be signed and dated by the proposed board chair of the new school before uploading the document into the portal.

Please be advised that the submitted LOI (and all other charter school application materials) is a public record, and NYSED will post all LOIs 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 limit

*__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) in School (e.g., trustee, employee, none)	Proposed Position on the Board (e.g., officer, trustee, or constituent representative)
John Smith (555) 555-5555 email@gmail.edu	NYU Education Professor	Curriculum Development Education Plan Committee	Trustee	President

Table 2: Public Outreach Information

Table 2 is not counted toward the page limit
Add more rows and/or rotate page as necessary

Date(s) of Outreach (mm/dd/yy)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
01/16/2024 meeting date	Families of SWDs, community members	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	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

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

FULL APPLICATION SUMMARY

Proposed Charter School Name[19]			
Application History (Prior Submissions)			
Existing Education Corporation Name (if applicable)			
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[20]	Initial 5-year term		
Proposed Comprehensive Management Provider[21]			
Priority School Design Elements as Identified Through the LOI			
Projected Grade Span and Enrollment for Indicated Years	**Year**	**Grades**	**Enrollment**
	1		
	2		
	3		
	4		
	5		
Mission Statement:			

Please complete the table above and provide a two-page 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. ***Describe any differences between the proposed new school and the replicated school model.***

[19] N.Y. Education Law § 2851(2)(k)

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

[21] Definition of an Entity that Provides Comprehensive Management Services

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 the 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.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name:	
Proposed District of Location:	
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 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."[22]

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 required to

[22] N.Y. Education Law § 2854(2)(a)

determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;[23]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;[24] 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.[25]
- 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 NYSED.

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:
Date:

[23] 20 USC § 7221b(b)(3)(J)
[24] 20 USC § 7221b(b)(3)(K)
[25] 20 USC § 7221b(b)(3)(N)

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

A. MISSION STATEMENT, OBJECTIVES AND GOALS

General Overview: Charter schools should be mission-driven organizations designed to accomplish the objectives established in Education Law § 2850(2):

a) Improve student learning and achievement;

b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at risk of academic failure;

c) Encourage the use of different and innovative teaching methods;

d) Create new professional opportunities for teachers, school administrators and other school personnel;

e) Provide parents/guardians and students with expanded choices in the types of educational opportunities that are available within the public school system; and

f) Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

A school's mission statement provides the foundation for the entire charter application and for the full term of the school's charter. All elements of the school design should align with and support the achievement of the proposed mission. Schools must also determine how they will evaluate and be held accountable for achievement of their mission. Schools must present the goals they intend to use to measure student achievement, the overall educational program, and the key components of the school design in alignment with the mission. Charter renewal recommendations will ultimately be based on progress toward and achievement of the benchmarks in the Framework as well as the school's mission-specific goals. Applicant groups should keep in mind that at renewal, as set forth in the 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.

The mission, vision, and key design elements of the proposed school should be woven into the entire application and are not stand-alone statements.

Requests:

1. Present the school's mission statement.
2. Explain how the school will materially further one or more of the objectives specified in the Charter Schools Act.
3. Present the school's mission-specific goals and explain the rigor and ambitiousness of those goals. At a minimum, these must include academic performance goals, but may also include operational, governance, financial, or other types of goals. Schools proposed to serve non-

State testing grades (i.e., grades K-2) must include specific academic performance goals for those grades.

Evaluation Criteria:

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

1. Present a concise mission statement, which establishes clear and measurable outcomes that are desired as a result of implementing the school program.
2. Present a mission statement that defines the purpose and key values of the proposed charter school, informs the public about the students the school intends to serve, and incorporates language regarding the priority school design(s)[26].
3. Present a mission that is consistent with high academic standards set forth in the Framework.
4. Present a mission that is reflected throughout all sections of the application.
5. Clearly demonstrate how the proposed school will further at least one of the objectives specified in Education Law §2850(2).
6. Present measurable goals that reflect the school's mission, including academic performance goals, particularly for grades K-2 if applicable, and provide compelling rationale for the rigor and ambitiousness of those goals, including evidence and/or data.

B. KEY DESIGN ELEMENTS

General Overview: Key Design Elements are those aspects of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and critical to its success. They may be elements of the education or organizational plan and 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." [27] The Key Design Elements should fit together into a cohesive school design that is supported by the proposed budget. While it is important to provide a rationale for the Key Design Elements that is grounded in research and precedent, applicants may also present and refer to supporting information in subsequent sections that focus on specific aspects of the school (e.g., curriculum and instruction, culture or management and staffing). Approved schools will be accountable for implementation of the Key Design Elements included in their charter (see the Framework Benchmark 8).

Requests:

1. Provide a list and description of the proposed school's Key Design Elements. If applicable, indicate whether the Key Design Elements are the same as that of the school being replicated. If not, explain what will be different and provide a rationale for the change.

[26] N.Y. Education Law §2851(2)(a)
[27] N.Y. Education Law §2854(2)(a)

2. Describe the rationale for selecting these Key Design Elements and provide any supporting research, evidence of effectiveness, or examples of existing programs that serve a similar target student population that support the use of these Key Design Elements in this school.
3. If applicable, 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. [28]

Evaluation Criteria:

A response that meets the standard will:

1. Provide a bulleted list of Key Design Elements.
2. Provide a concise (generally no more than 3 pages) description of critical and/or unique 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. Present evidence of success if drawing on existing models and/or present research or other information that demonstrates the efficacy of each proposed design element if it does not have a precedent.
5. Demonstrate how the Key Design Elements will serve the diverse needs of all students.
6. Ensure that the Key Design Elements are woven into all aspects of the application.

C. STUDENTS AND EDUCATIONAL MILIEU

General Overview: The characteristics and demographics of the student population to be served are key factors that inform the design of a successful charter school, ultimately driving support for student enrollment and community involvement in the school.[29] At a minimum, applicants must demonstrate a deep knowledge of the students and community that the school will serve. Applicants may also highlight narrower communities or neighborhoods within a school district or discuss plans for drawing students from across multiple school districts to the extent permitted by the Education Law. Likewise, the academic program must reflect the needs of the specific target student population to be served.

Successful charter schools are typically embedded in their community and leverage community assets to help start and sustain the school. Community support must involve inclusion of community voice in the decision making of the school as well as representation on the school's board of trustees. It may also involve student recruitment, the academic program, professional development, facility assistance, fundraising, or any other aspect of the school design. Applicant groups should cultivate deep, ongoing, and long-term community support and provide evidence of specific commitments in their charter application.

[28] 20 USC § 7221b(b)(3)(G)

[29] Additional information about the broader community to be served will be enumerated in Section H of this RFP.

Requests:

1. Describe the educational options in the community, including the number, type and academic performance of local public and private schools. 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 rates, if applicable.
2. Describe the target student population to be served within the proposed school community, including the anticipated percentages of students meeting priority key design criteria, SWDs, ELLs, and EDs.
3. Describe the educational needs of the community that will be met by the proposed school.
4. Explain the rationale for selecting the school community and target population.
5. Explain how this school will enhance, expand, or complement 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 an assessment of the depth and commitment of community support and/or opposition within the proposed sending district(s)/region for the proposed school. Explain how community assets will be leveraged and any challenges presented by opposition will be overcome.
7. Describe how the school will engage with, enroll, and retain students who meet the criteria of the school's chosen priority school design(s).
8. Discuss any connections the applicant group has made with the local school district and/or BOCES and how the proposed school will work with the local school district to disseminate and learn from effective educational practices.

Attachments:

- ❑ **Required Attachment 2c: Evidence of Community Support;** Provide letters of support or other evidence of community support for the proposed school. Support must reflect the specific proposed school and should not be merely support for charter schools or education reform in general.
- ❑ **Optional Attachment 2d: 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. Demonstrate clear knowledge of the community and understanding of its needs. At minimum this must include an analysis of the CSD in which the proposed school will be located, including demographics of the community and description of local schools.
2. Demonstrate clear knowledge of the target student population and understanding of its needs.
3. Present a compelling rationale for selecting the school community and target student population and explain the applicant group's ability to serve this community.
4. Demonstrate how the proposed school increases options and innovation in the community.
5. Demonstrate concrete community support that will help to open and sustain the school (i.e., specific commitments rather than general overtures of support).
6. Identify any known opposition and demonstrate capacity to successfully overcome it.
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.
8. Describe in detail how the school will engage with, enroll, and retain students who meet the described priority school design(s).
9. Describe any connections the applicant group has made with the local school district and/or BOCES and a plan for disseminating/learning effective educational practices.

D. APPLICANT GROUP HISTORY AND CAPACITY

General Overview: 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. The applicant group must include at least one qualified applicant (teachers, parents/guardians, school administrators, community residents) and at least five proposed members of the school's board of trustees.

Requests:

1. Identify and provide a brief description of each member of the applicant group.
2. Describe the process by which the applicant group formed, any pre-existing relationships among members, how the school design and application were developed, and how public outreach was conducted.
3. Identify the primary author(s) 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.

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. Present an applicant group that includes one qualified applicant and a minimum of five proposed board members.
2. Provide all requested information about applicant group members in Table 1.
3. Present an applicant group that possesses the range of expertise necessary for successful founding of a charter school.
4. Demonstrate applicant group involvement in and ownership of the charter school proposal, including development of the application and public outreach.

Note Regarding a Criminal Background Check/Fingerprint Scan: All members of the applicant group are required to undergo criminal background checks via fingerprint scans.[30] NYSED will contact any members of the applicant group added after submission of the Letter of Intent to arrange for the required fingerprint scans.

E. PUBLIC OUTREACH

General Overview: N.Y. Education Law § 2852(9-a) (b)(ii) states that the Board of Regents shall not consider any applications that 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. Applicants should record and present evidence of their attempts to engage with each of the following groups:

1. Students, families, and community members;
2. Existing district and charter schools;
3. Community-based organizations and companies; and
4. Elected or appointed officials.

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

1. **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**. This should include reasonable notice to stakeholders in the community, and may be achieved through several 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;
2. **Providing stakeholders in the community the opportunity to submit comments 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;

[30] N.Y. Education Law § 2852(4)

3. **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; and
4. **Addressing comments received from the impacted community concerning the educational and programmatic needs of students**. This may be achieved through discussions at community and stakeholder meetings, interviews, written responses to written comments received, as well as other means employed by the applicant.

Applicants were asked to complete and submit *Table 2: Public Outreach Information* with their Letter of Intent to demonstrate initial public outreach. The Full Application should demonstrate fulfilment of all four components. **However, public outreach can and should continue after submission of the application and additional evidence may be presented during the capacity interview and through the public comment process.**

Requests:

1. Describe who participated in public outreach on behalf of the founding group.
2. Provide a summary of public outreach activities.
3. Describe any notable public input that significantly shaped the school design.
4. Describe how the applicant group has interacted with the proposed school district of location to determine how the application complements current options within the district.

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 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 flyers 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/guardian 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.

Evaluation Criteria:

A response that meets the standard will:

1. Demonstrate that the community has been well-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. Demonstrate that the public had adequate opportunity to comment on the proposed school.
3. 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.
4. Demonstrate that the applicant group was responsive to comments received from community stakeholders and ensured that those comments were considered and addressed in the school proposal.
5. The applicant group has interacted with the proposed school district of location to determine how the application complements current options within the district that include review of the district's strategic plan (if applicable).

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 thoroughly 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. Public outreach must be specific and original to the proposed school and cannot be transferred from a replicated school. Each application, even if the applicant group has previously responded to a new school RFP or currently operates a charter school, requires updated community outreach specific to each application (i.e., the community needs to be informed and provided with another opportunity to comment on the current proposal).

F. ENROLLMENT, RECRUITMENT, AND RETENTION

General Overview: Charter schools are schools of choice that are thus accountable directly to parents/guardians. Charter schools must recruit their students and retain adequate numbers to be financially viable. They must also demonstrate how the charter school will meet or exceed enrollment and retention targets set by their authorizer. 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. NYSED is unlikely to recommend for approval charters with enrollment plans that terminate in grades in the middle of logical grade spans at the end of the charter period (e.g., a Grade 6-10 school). Instead, it is recommended that applicants propose elementary, middle, and/or high school programs.

Once the school has demonstrated success, it may request to add additional grade bands at the time of renewal.

Requests:

1. Complete the Projected Enrollment Table provided below, including the number of students and the ages and grade levels to be served in each year of the proposed charter term.
2. Explain the rationale for this enrollment plan, including school and grade sizes, growth patterns, alignment with grade configurations of other local schools, and assumptions about student attrition and retention of students from grade to grade.[31] If the school plans to continue to grow after the first charter term, present the ultimate grade span goal and the year in which this would occur.
3. Describe the student recruitment plan, including how families in the community will be informed about the charter school and any community assets that will be leveraged to recruit students. Practices used, or to be used, to enroll and retain a comparable number of SWDs, ELLs, and EDs should be provided.
4. Provide evidence of interest in and demand for the proposed school.
5. Describe the proposed application, admissions, and enrollment process, including a plan for a public lottery.
6. Identify and explain enrollment preferences, including any preferences for students the applicant group has defined as at-risk of academic failure.
7. 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.
8. Complete the **Enrollment and Retention Targets Table** provided **below** using the Charter School Enrollment and Retention Targets resources on the NYSED webpage.
9. Describe the school's plans to meet or exceed the enrollment and retention targets established by the Board of Regents for SWDs, ELLs, and EDs.

[31] 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 reasonable and sustainable enrollment plan that aligns with other application sections, including the education, staffing and budget plans.
2. Provide a student recruitment plan that specifically addresses SWDs, ELLs, and EDs, is likely to achieve the school's enrollment targets, and demonstrates how students will be given an equal opportunity to attend the charter school. Practices used, or to be used, that have demonstrated success with comparable populations, or in the school(s) being replicated, should be included.
3. Provide a fair and equitable admissions process with a clear rationale for any enrollment preferences.
4. Provide evidence of adequate demand for and interest in the charter school sufficient to reach its anticipated enrollment.
5. Provide a reasonable approach to meeting enrollment and retention targets.
6. Provide a clear plan for filling vacancies and/or provide a strong rationale for leaving seats vacant.

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).*

Projected Enrollment Table Over the Charter Term[32]						
Grades	**Ages**	**2025-2026**	**2026-2027**	**2027-2028**	**2028-2029**	**2029-2030**
K						
1st						
2nd						
3rd						
4th						
5th						
6th						
7th						
8th						
9th						
10th						
11th						
12th						
Ungraded						
Totals						

[32] N.Y. Education Law § 2851(2)(p)

Enrollment and Retention Targets		
	Enrollment # / %	**Retention # / %**
Economically Disadvantaged		
Students with Disabilities		
English language learners		

G. PROGRAMMATIC AND FISCAL IMPACT

General Overview: The Charter Schools Act requires applications to include "Evidence of… an assessment of the projected programmatic and fiscal impact of the school on other public and nonpublic schools in the area." Applicants should use this section to describe the possible positive and negative impact of their proposed school on local schools during the charter term.

Requests:

1. Provide an assessment of the projected programmatic impact of the proposed school on other public and nonpublic schools in the area.
2. Provide an assessment of the projected fiscal impact of the proposed school on other public and nonpublic schools in the area using the **Fiscal Impact Table** below.

Required Table:

- ❑ **Fiscal Impact Table:** Complete the fiscal impact table below and include it in the narrative.

Evaluation Criteria:

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

1. Demonstrate a reasonable assessment of the programmatic impact on other public and non-public schools in the area.
2. Demonstrate a reasonable assessment of fiscal impact on other public and nonpublic schools in the area **(Please footnote your sources and assumptions).**

Projected Fiscal Impact upon District of Location							
Year	**Number of Enrolled Students**	**Charter School Basic Per Pupil Tuition Rate**	**Total Charter School Per Pupil Cost to District**	**Estimated Additional Costs to District (e.g., SPED funds)**	**Total Projected Funding from District**	**Total District General Fund Budget**	**Projected Impact on District Budget**
2025-26							
2026-27							
2027-28							
2028-29							
2029-30							

H. COMMUNITY

General Overview: The Board of Regents is a community-based charter school authorizer with a commitment to diversity, equity, and inclusion. Applicant groups should be familiar with and incorporate aspects of the Board of Regents Diversity, Equity, and Inclusion Framework and Policy Statement throughout their application[33]. As such, all applicant groups and charter schools authorized by the Board of Regents should:

1. Define the community being served (community is more than just the students, staff, and families the school serves). Community includes all the people and groups who are affected by your school activities and outcomes, who have influence or power over the school's direction, or have an interest in its successful or unsuccessful outcomes;
2. Ensure that the perspectives, input, and "voice" of that community are authentically solicited and included in school-level decision making, including on the school's board of trustees; and
3. The school design, both academic and social-emotional, supports the needs of, and is responsive to, the community. This should be a dynamic and ongoing, not static, process.

Requests:

1. Provide a definition of community to be served that includes proposed students who may be enrolled in the school and their parents/guardians but also includes a larger definition of community to be served. This definition should be inclusive of stakeholders in the area in which the proposed school will be located.
2. Describe the processes, practices, and policies by which community input and "voice" will be included in school-level decision making and be represented on the school's board of trustees. Such processes, practices, and policies shall ensure a diverse set of voices are included in the operation of the proposed school and adhere to the principles of diversity, equity, and inclusion.
3. Discuss how the school design, both academic and social-emotional, supports the needs of, and is responsive to, the community and how input to determine and respond to changing community needs will be determined and implemented. This design should be from a strengths-based perspective where the school is aware of, and responsive to, leveraging the inherent strengths and assets of the community.
4. If the proposed school plans to partner with a community-based organization, applicants must describe how that partnership will bolster or deepen student learning, both academic and social-emotional.
5. Describe how the proposed school will evaluate community partnerships.

[33] Board of Regents Diversity, Equity and Inclusion Framework and Policy Statement

Evaluation Criteria:

1. Applicant groups demonstrate familiarity with, make mention of, and incorporate aspects of the Board of Regents Diversity, Equity, and Inclusion Framework and Policy Statement throughout their application, not just in Section H.
2. A detailed definition of community is provided that demonstrates a clear understanding and connection to the milieu that the school will be situated in and demonstrates a clear picture of the stakeholders to be included. Stakeholders in the community are defined as all the people who are affected by your school activities and outcomes, who have influence or power over the school's direction, or have an interest in its successful or unsuccessful outcomes.
3. The definition of community provided encompasses a community larger than just the school staff, students expected to enroll in the proposed school, and their parents/guardians.
4. Processes, practices, and policies by which community input and "voice" demonstrate inclusion of the community in school-level decision making are detailed in how such input will impact decision-making and represent ongoing and inclusive consultation with the defined community.
5. Measures of community partnership evaluation are included in the application.
6. The application includes community representation on the school's board of trustees as well as processes, practices, and policies to continue such representation post-authorization.
7. Aspects of the school's design, both academic and social-emotional, that demonstrate that the proposed school will support the needs of, and be responsive to, the community are enumerated. This school design identifies and builds upon the inherent strengths and assets of the community from a strengths-based perspective.
8. Plans for processes, practices, and policies are provided to ensure that academic and social-emotional supports are available to students expected to enroll in the school, are responsive to community needs, and are responsive to changing stakeholder needs.
9. Principles of diversity, equity, and inclusion are defined and incorporated in the responses to this section.

I. DISSEMINATION

General Overview: An important fundamental aspect of charter schools is implementing educational innovations that can inform the practices of other organizations in service of promoting positive educational opportunities for all students. Keeping in line with the community-based approach that NYSED and the schools authorized by the Board of Regents adhere to, a key element inherit in all Board of Regents-authorized charter schools is to connect with other district, charter, and non-public schools to share and learn effective practices as part of the larger educational community across the State.

Requests:

1. Provide a plan to disseminate effective academic and social-emotional support practices from other educational organizations such as district, charter, and non-public schools on an ongoing basis.

2. The applicant group's plan should set forth how the entity will share effective educational practices with the school district of location, neighboring school districts, other charter schools, and other educational entities on an ongoing basis.
3. Other areas of collaboration should be discussed. Points of contact and high-level summaries of conversations to enact such plans with the entities enumerated above should be provided.

Evaluation Criteria:

1. A detailed and realistic plan to disseminate effective academic and social- emotional support practices from other educational organizations such as district, charter, and non-public schools on an ongoing basis is provided.
2. Potential partners in the dissemination of effective academic and social-emotional support practices on an ongoing basis are provided.
3. The applicant group's plan to share effective educational practices is inclusive of the school district of location, neighboring school districts, other charter schools, and other educational entities is described in detail.
4. The applicant group presents other areas of collaboration with the school district of location, neighboring school districts, other charter schools, and other educational entities.
5. Points of contact and high-level summaries of conversations to enact such plans with the entities enumerated above are included.
6. The applicant group demonstrates that they have started the process of collaboration with the entities listed above.

II. EDUCATIONAL PLAN

Please note: Applicants replicating an existing Board of Regents-authorized charter school can and should provide succinct responses to all requests in Section II; applicants can provide narrative responses from previous applications and/or renewal application or annual report responses as appropriate.

A. EDUCATION PHILOSOPHY

General Overview: Undergirding the academic program design should be a set of beliefs about teaching and learning that inform choices about curriculum, instruction, and assessment.

Requests:

1. Briefly describe the applicant group's education philosophy, including core beliefs and values about teaching and learning.
2. Provide a short summary of research or theories, or school performance results that substantiate this philosophy.

Evaluation Criteria:

A response that meets the standard will:

1. Present a clear and coherent education philosophy that informs the design of the academic program.
2. Provide specific research and theories that support the school's approach to teaching and learning.

B. CURRICULUM

General Overview: The application must include a description of the school's proposed curriculum and how, if at all, it differs from that of the replicated school.[36]

Requests:

1. Describe the school's processes for selecting and/or developing curriculum.
2. Describe the school's processes for horizontally aligning curriculum across subjects and vertically aligning curriculum across grades, and for reviewing and revising curriculum. In this response, please include timelines, who will be involved, and the role of teachers in these processes. Explain how these processes will ensure that the curriculum is aligned to State standards and tests and meets the needs of all students, including SWDs, ELLs, students below grade level, and advanced students.
3. Describe how the school's curriculum will be organized and the curriculum resources that will be used to determine what teachers should teach and when they should teach it (e.g.,

curriculum maps, scope, and sequences, pacing guides, etc.). Explain who will create/select, evaluate, and revise these resources.

4. Describe the materials that will be used to deliver the curriculum, including any textbooks, commercial programs, software and/or teacher developed materials. Explain who will create/select, evaluate, and modify these resources.
5. Describe any unique or innovative aspects of the curriculum and explain how the proposed curriculum aligns with the school's educational philosophy and furthers the school's mission and applicable key design elements.
6. Describe any research or existing models that support the use of the proposed curriculum.
7. Explain how the proposed curriculum will allow the school to meet Benchmark 1: Student Performance of the Charter School Performance Framework.
8. Describe any supplemental curriculum that will be developed and/or selected for interventions, students meeting the identified priority school design criteria, special populations, and/or social emotional development or character education that will meet the needs of all students, including special populations.

Attachments:

- ❑ **Required Attachment 3: Course Descriptions;** Provide brief course descriptions for each subject at each grade level the school would serve within the initial charter term, including both core and non-core subject areas. These should include an overview of content and skills addressed by each course and any known curriculum programs or materials planned for the course. For high school proposals, provide an outline of course sequences leading to graduation.
- ❑ **Required Attachment 3a: Student and Teacher "Day in the Life";** Provide a brief narrative no more than 4 pages total describing a typical student and teacher day.
- ❑ **Optional Attachment 3b;** *Please note:* Applicants have the option to submit up to **10 pages** of curricular documentation for consideration. All supplemental material must relate directly to the Curriculum response and be labeled as **Attachment 3b** in the appendix. Such material can include, for example, framework or scope and sequence documents, unit or lesson plan templates, pacing calendars, or other means of cross-walking various curricula that may be essential to reviewers' understanding of the proposed school model.

Evaluation Criteria:

A response that meets the standard will:

1. Present a comprehensive curriculum that is consistent with the school's mission, target population, identified priority school design, key design elements, approach to serving at-risk students, staffing plan and other relevant components of the proposal and will meet the needs of all students, including special populations.
2. Present a reasonable plan for developing and implementing the school's curriculum, particularly in the core academic areas of ELA, mathematics, science, and social studies.
3. Ensure curriculum alignment with New York State Learning Standards and the New York State Testing Program;
4. Ensure the curriculum meets the anticipated needs of all students in the school, including special populations.
5. Present credible research and models that demonstrate the efficacy of the proposed curriculum design.
6. Ensure the curriculum will generate academic results that meet Benchmark 1: Student Performance of the Performance Framework.

C. INSTRUCTION

General Overview: The application must include a description of the school's proposed instructional practices. [34]

Requests:

1. Describe the specific instructional strategies and practices that will be used to deliver the curriculum and explain how these instructional methods will meet the needs of all students, including SWDs, ELLs, and those at risk of academic failure.
2. Describe fully any unique or innovative aspects of the school's pedagogical approach and explain how the proposed instructional methods align with the school's educational philosophy and further the school's mission and applicable key design elements.
3. Explain how the school will define, support, and ensure rigorous and engaging instruction.
4. Describe any research or existing models that support the use of these instructional methods.

[34] 20 USC § 7221b(b)(3)(A)(iii)

Evaluation Criteria:
A response that meets the standard will:

1. Describe instructional methods that align with the school's education philosophy, mission, and goals.
2. Describe instructional methods that are likely to meet the needs of the school's target population.
3. Provide precise definitions of instructional rigor and engagement and present a plan that is likely to ensure rigorous and engaging instruction.
4. Explain how the proposed instructional methods will provide special student populations with full and meaningful access to the curriculum.
5. Present credible research and models that demonstrate the efficacy of the proposed instructional methods.

D. SPECIAL STUDENT POPULATIONS AND RELATED SERVICES

General Overview: Charter schools have enrollment and retention targets for at-risk students and must demonstrate the capacity to identify and meet the needs of special student populations, which include the identified priority school design population, SWDs, ELLs, struggling students, and gifted/advanced students. **Please respond to questions in Attachment 13 to provide specific information about the school's ELLs.**

Requests:

1. Unless covered in Attachment 13, describe the proposed school's specific processes, methods, strategies and/or programs for identifying and serving students who are struggling academically and are at risk of academic failure, those who qualify for the identified priority school design, SWDs, ELLs, and gifted and advanced students.
2. Unless covered in Attachment 13, provide a rationale for these approaches, and explain how they align with the school's mission and education philosophy.
3. Unless covered in Attachment 13, provide any research or evidence that supports the appropriateness of the school's approach to serving special populations.
4. Unless covered in Attachment 13, describe the staff members who will be responsible for meeting the needs of special populations and their responsibilities and qualifications.
5. Explain how services for special populations will be coordinated with general education instruction.
6. Unless covered in Attachment 13, describe any ancillary and support services the school expects to offer students and their families, such as counseling, family outreach, and/or relationships with community organizations or service agencies.
7. Unless covered in Attachment 13, 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.

Attachments:

- ❑ **Required Attachment 13:** ELLs Plan: Please provide more specific information including the school's vision of support and instruction for ELLs by responding to questions in Attachment 13.

Evaluation Criteria:

A response that meets the standard will:

1. Unless covered in Attachment 13, provide specific plans for meeting the needs of special populations both within general education classrooms and in other settings.
2. Unless covered in Attachment 13, provide specific plans for meeting the needs of special populations that align with other application sections, including target population, curriculum, instruction, assessment, staffing and budget.
3. Unless covered in Attachment 13, describe a Response to Intervention (RTI) process for identifying and meeting the needs of struggling students.
4. Demonstrate a clear understanding of law and regulations regarding identification and services for special populations, including the role of the Committee on Special Education (CSE) and Individualized Education Programs (IEPs).
5. Describe the specific special education services that will be offered with a compelling rationale for selecting those services.
6. Explain how 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.
7. Describe how the school will manage IEP record-keeping, including the processes for providing copies of the IEPs to teachers and service providers.
8. Unless covered in Attachment 13, demonstrate how the general education classroom environment and instructional approach will be responsive to the needs of special student populations and explain how they will be effectively coordinated with other interventions and services for special populations.
9. Unless covered in Attachment 13, provide compelling research or evidence that demonstrates the appropriateness and effectiveness of the school's approach to serving special populations.

E. ASSESSMENT SYSTEM

General Overview: Successful charter schools are data-driven organizations that regularly assess performance, in both academic as well as social-emotional domains, and make adjustments as part of a process of continuous improvement. Assessment of student progress is not just a once-a-year endeavor. Rather, assessment should be:

- Authentic;
- Have a benchmark;
- Be ongoing;
- Lead to targeted supports/interventions; and
- Aligned to State standards.

Requests:

1. Describe the school's use of diagnostic, formative, interim, and summative assessments to evaluate academic progress and achievement, including each assessment's purpose, design, and format.
2. Describe the school's use of diagnostic, formative, interim, and summative assessments/instruments to evaluate the social-emotional well-bring and growth of students expected to enroll in the proposed school.
3. Ensure all assessments are authentic, embedded in teacher practice, ongoing, lead to targeted supports/interventions, and aligned to State standards.
4. Explain how both the academic and social-emotional assessments/instruments will be selected and/or created and who will be involved in this process.
5. Provide an annual assessment calendar to demonstrate the frequency of both academic as well as social-emotional assessments.
6. Explain how the school will ensure the validity and reliability of all of its assessments and how the school will benchmark the results of such assessments against local, State and/or national norms.
7. Describe the school's processes for administering all assessments and collecting, storing, and analyzing data.
8. Explain how the following stakeholders will use data: teachers, mental health/social work professionals, administrators, board members, families, and students.
9. Explain how individual student, student cohort, and schoolwide results will be used for both academic as well as social-emotional measures.
10. Explain any goal-setting practices for students, teachers, and administrators.
11. Describe how the school will inform families and students about academic and social-emotional progress and achievement/growth.

Evaluation Criteria:

A response that meets the standard will:

1. Present a comprehensive academic and social-emotional assessment plan likely to meet the needs of all stakeholders.
2. Present an assessment plan that aligns with the school's mission, goals, and education philosophy.
3. Present an assessment plan that is authentic, embedded in teacher practice, ongoing, that leads to targeted supports/interventions, is aligned to State standards or assessments, and is aligned with the calendar, curriculum, staffing, budget, and other sections of the application.
4. Demonstrate the ability to ensure valid and reliable assessments.
5. Demonstrate understanding of and commitment to assessment requirements applicable to all public schools consistent with State law[35] and relevant policies of the Board of Regents, including the New York State Testing Program.
6. Present a clear and credible plan for sharing relevant data with students, families, and the school community.

[35] N.Y. Education Law § 2854(1)(b)

F. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS

General Overview: Charter schools must meet the same performance standards and assessment requirements set by the Board of Regents for students in other public schools but may also set their own unique promotion and graduation requirements in line with their mission and goals.

Requests:

1. Describe the proposed school's policies and standards for promoting students to the next grade, achievement level, or grouping level.
2. Explain what the school will do for students who do not meet its promotion and/or graduation standards.
3. If the proposed school serves the grade 12 students, provide the school's requirements to obtain a high school diploma.

Required Attachment:

- ❑ **Attachment 3c: Exit Standards;** Provide sample exit standards for ELA, mathematics, and one other subject area for each level (i.e., elementary, middle, high) that the school intends to operate.

Evaluation Criteria:

A response that meets the standard will:

1. Demonstrate that promotion and graduation standards are aligned with the school's mission, goals, educational program, and assessment system.
2. Demonstrate adequately rigorous performance standards that will allow the school to achieve the benchmarks in the Performance Framework and mission-specific goals.
3. For high schools, demonstrate that the school's graduation standards are aligned with State requirements for obtaining a high school diploma.
4. Describe a viable plan for meeting the needs of failing students.

G. SCHOOL CULTURE AND CLIMATE

General Overview: School culture is critical not only to the academic success of charter schools, but to student and staff retention as well. Applicant groups must have a clear vision of their school culture and a detailed plan for realizing that vision. The school may employ schoolwide, grade-wide, or class-based strategies and applicants should address the social-emotional development of their students as well as their approach to behavior management and discipline.

Requests:

1. Present a vision of school culture that aligns with the school's mission and education philosophy.
2. Provide any research or proof of effective existing models that support the proposed approach to school culture and discipline.
3. Explain who has primary responsibility for school culture and discipline.

4. Describe the strategies and staff the school will employ to develop and sustain this school culture.
5. Explain how the school will establish a safe and orderly school environment that is conducive to learning.
6. Explain how the school will promote, monitor, and assess the social-emotional development of its students.
7. Explain the school's approach to student behavior management and discipline for both the general student population and for SWDs.
8. Explain how the school will monitor and evaluate the efficacy of school culture and discipline.

Required Attachment:

- ❑ **Attachment 4**: **Student Discipline Policy;** Provide a student discipline policy that includes 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 SWDs[36], 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.[37]

[36] N.Y. Education Law § 2851(2)(h)
[37] N.Y. Education Law Article 2

Evaluation Criteria:

A response that meets the standard will:

1. Present a clear and detailed vision of school culture.
2. Present a credible plan for creating and sustaining a school culture that aligns with the school's mission and education philosophy and supports academic achievement and social-emotional development.
3. Present a reasonable plan for establishing a school environment that is safe and conducive to learning and describes specific and age-appropriate behavior management strategies that are either schoolwide, grade-wide, or class-based.
4. Present age-appropriate strategies for the social-emotional development of its students with a reasonable plan for monitoring and assessing student growth.
5. Provide a student discipline policy that reflects the mission and culture of the school. The discipline policy must specify: the substantive acts for which a child may be disciplined, the consequences (or range of consequences) resulting from committing each such act, the due process procedures that the school will follow in applying its discipline policy (in accordance with federal law), and the individuals responsible for carrying out the discipline policy and any appeals.
6. Describe practices to be used that will promote retention and reduction in discipline practices that remove students from the classroom.
7. Demonstrate a clear understanding of the law regarding due process and procedures for disciplining SWDs.
8. Provide compelling research or evidence that demonstrates the appropriateness and effectiveness of the school's approach to school culture and discipline.

H. SCHOOL SCHEDULE AND CALENDAR

General Overview: The Charter Schools Act requires applicants to submit "The school calendar and school day schedule, which shall provide at least as much instruction time during a school year as required of other public schools." In addition to the information included in the narrative as per the evaluation criteria, three attachments are required for this section.

Requests:

1. Provide a brief explanation of the school calendar, noting any unique or innovative aspects and how it aligns or differs from the district calendar. Address the number of instructional days, organization of the school year (e.g., quarters, semesters, trimesters), professional development days, and summer programming and/or instruction for students and/or teachers.
2. Provide a brief account of the instructional day, from three student perspectives: on-grade level, at risk for academic failure, and above grade level.
3. Provide a brief explanation of the student weekly schedule, noting any unique or innovative aspects and how it supports implementation of the academic program and school culture. Address core and non-core classes, intervention and remediation programs, electives, and other relevant key design elements.

4. Provide a brief explanation of the teacher weekly schedule, noting any unique or innovative aspects and describing the length of the teacher's workday, supervisory time, planning periods, professional development, and any other duties the teacher performs in each day.
5. Provide any research or other evidence that supports the school's calendar and schedules.

Required Attachments:

- ❑ **Attachment 4a**: **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 (elementary, middle, and/or high school). If scheduling structures are unique to each grade, please provide a sample schedule for each grade.

- ❑ **Attachment 4b: 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.

- ❑ **Attachment 4c: 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. Demonstrate how the proposed daily instructional schedule will meet the needs of students of all levels and abilities.
2. Present a calendar that demonstrates the required number of instructional days and aligns with the school's mission and school design.
3. Present student and teacher schedules that align with each other and the proposed education program.
4. Present student schedules that provide adequate time to achieve the school's academic performance and other goals.
5. Present teacher schedules that provide adequate time for instruction, planning, and professional development.
6. Present compelling research or models that demonstrate the efficacy of the school's calendar and schedules.

III. ORGANIZATIONAL AND FISCAL PLAN

A. ORGANIZATIONAL STRUCTURE

General Overview: Charter schools are unique institutions that must be effectively structured and organized to support their education, operations, and financial plans. Applicants should present an organizational chart that clearly outlines how they will structure their school to meet the myriad needs of stakeholders and achieve their mission and goals. An effective organizational chart does not need to represent all individual staff members, and instead should focus on the types of positions the school will employ. In addition, the organizational chart should show how the school's structure will change over time to reflect growth in student and staff sizes. This can be accomplished with multiple charts or a single chart with footnotes indicating when specific positions are added to the organization.

Requests:

1. Provide an organizational chart that shows the staffing structure and lines of reporting for the board, administration, and staff over the charter term. Include management and/or partner organizations, if applicable.
2. Explain and provide a rationale for the organizational structure of the school.

Evaluation Criteria:

A response that meets the standard will:

1. Present an organizational chart with clear lines of accountability and reasonable supervision responsibilities over the course of the charter term.
2. Present an organizational chart that aligns with the school's mission, program design, staffing plan, budget, and other relevant sections of the application.
3. Demonstrate a clear understanding of the administrative relationship between the charter school and the Board of Regents as the chartering entity.

B. BOARD OF TRUSTEES AND GOVERNANCE

General Overview: The board of trustees of the charter school education corporation has final authority for policy and operational decisions of the school, but the board may delegate decision making authority to officers and employees of the school in accordance with the provisions of the charter. The proposed initial board as identified in Table 1 must consist of a minimum of five members and no more than 25 members.[38]

Requests:

1. Describe the roles and responsibilities of the school's board of trustees.
2. Describe the proposed governance practices of the school, including:
    - Board size;
    - Qualifications for board membership;

[38] N.Y. Education Law § 226(1)

- Board member recruitment and selection;
- Board member appointment or election, including the role of the CSO;
- Member terms;
- Ex officio and/or representative positions;
- Structure of the board, including officers and committees;
- Conduct of board and committee meetings;
- Process to govern multiple schools under one educational corporation (if applicable);
- Process to promote parental/guardian and staff involvement in school governance;
- Adherence to Open Meetings Law; and
- Board training and development for new and veteran members.

3. Describe the expertise and backgrounds of the proposed members of the initial board of trustees and any vacant positions that will be filled between charter approval and school opening.
4. Describe what authority the board of trustees will retain and what authority it will delegate to school employees or others.
5. Explain how the board of trustees will hold school management (and management or partner organizations, if applicable) accountable for achieving the school's mission and goals.
6. Describe how the board of trustees will incorporate the principles and practices of diversity, equity, and inclusion in their policies and practices as well as board membership and in framing the academic and social-emotional supports for students and the community the proposed school seeks to serve.
7. Describe the training and supports the proposed board of trustees will engage in. Identify a professional learning provider and include an evaluation as to why this entity will be able to meet the professional learning goals of the board of trustees.
8. Describe how the board of trustees will evaluate its capacity and identify the need for additional expertise to serve on the board of trustees, if applicable.
9. Describe the supports the applicant group is putting into place to familiarize itself with effective board governance practices, applicable laws, Board of Regents expectations, the dichotomy between governance and management, and other areas integral to the operation of a high performing charter school board of trustees.

Required Attachments:

- ❒ **Table 1: Applicant Group Information;** If any Board of Trustee members *have been added or removed* between the Letter of Intent and Application phases, please update in Table 1 to reflect these changes.
- ❒ **Attachment 5a**: For each new member or proposed trustees of the applicant group, please submit the following:
  - **New Applicant and Prospective School Trustee Background Information Form**: Include a signed Statement of Assurance and a signed Statement of Intent which is included at the bottom of the Assurance statement. See Background Information Sheet at Starting a Charter School - 2024.
  - **Resume or Curriculum Vitae:** Provide a resume that includes all experience and expertise relevant to the founding, managing, and governing of a charter school.

- **Education Credentials:** If an individual has a high school diploma, GED or equivalent, an undergraduate or graduate degree from a higher education institution, or a transcript, please provide a copy of such documentation from their highest level of education attained.
  - If an individual has education credentials but cannot provide such documentation, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.
  - **Note:** Individuals <u>are not required</u> to have any of the above referenced education credentials to serve on a charter school's board of trustees. To the extent available, such documentation is used for identity verification.

❒ **Attachment 5b: By-Laws;** Submit a draft of proposed by-laws for the board of trustees.

❒ **Attachment 5c: Code of Ethics;** Submit a draft of a proposed Code of Ethics for the charter school.

Evaluation Criteria:

A response that meets the standard will:

1. Demonstrate a clear understanding of the key roles and responsibilities of a charter school board of trustees and its officers, including the administrative relationship between the charter school governing board and the Board of Regents as the chartering entity.
2. Present governance practices likely to produce effective oversight and accountability for the school, including effective recruitment of members with relevant expertise, conduct of monthly meetings at the school, ongoing board training and development, and reasonable delegation of authority to school employees.
3. 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.
4. Present a proposed code of ethics for the charter school that sets rigorous standards of conduct for 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.
5. Incorporates principles and practices of diversity, equity, and inclusion into board policies and membership. A plan to ensure ongoing commitment to diversity, equity, and inclusion in board policies and membership is included in the application. The application outlines how diversity, equity, and inclusion will frame the academic and social-emotional supports provided to students and the community the proposed school seeks to serve.

C. MANAGEMENT AND STAFFING

General Overview: Charter schools have flexibility in deciding how to manage and staff their organization and many use innovative roles and structures to meet the needs of staff, students, and families.

As outlined in the LOI, applicant groups are required to propose a school designed to promote equity and diversity in educational leadership and staffing with individuals from historically underrepresented communities, where such proposed school would be managed by a board

of trustees and school leadership team which will be primarily comprised of members who represent diversity in socio-economic status, gender, sexual orientation, ability status, and race, including but not limited to, persons who meet the definition of a minority group member set forth in New York State Executive Law Article 15-A. In addition, applicant groups are required to propose a school designed to promote equity and diversity in educational leadership and staffing with individuals from historically underrepresented communities, where such proposed school would maintain a teaching staff primarily comprised of members who represent diversity in socio-economic status, gender, sexual orientation, ability status, and race, including but not limited to, persons who meet the definition of a minority group member set forth in New York State Executive Law Article 15-A, with additional incentives and supports for such teaching staff such as student loan payment assistance and/or assistance with acquiring NYS teacher certification.

Requests:

1. Complete and include in the narrative the staffing table below for all positions employed over the first charter term.
2. Explain the staffing plan, including delegation of responsibilities and relationships with key stakeholders, and provide a rationale for the proposed staffing plan.
3. Describe the roles, responsibilities, and desired qualifications of the school leader (i.e., the person who is responsible for management of the school and who reports to the board of trustees).
4. If a proposed school leader has been identified, describe that person's experience and qualifications. If a school leader has not yet been selected, describe the plans for the recruitment and selection of that individual.
5. Explain the management roles and responsibilities of key administrators with respect to the education program, school operations, and finance.
6. Describe management and staffing plans for identifying and serving SWDs and ELLs.
7. Explain how the school will recruit and retain high quality teachers, including plans for compensation and benefits.
8. Explain how the school will promote equity and diversity in educational leadership and staffing with individuals from historically underrepresented communities, where such proposed school would be managed by a board of trustees and school leadership team which will be primarily comprised of members who represent diversity in socio- economic status, gender, sexual orientation, ability status, and race, including but not limited to, persons who meet the definition of a minority group member set forth in New York State Executive Law Article 15-A.
9. Explain how the school is designed to promote equity and diversity in educational leadership and staffing with individuals from historically underrepresented communities, where such proposed school would maintain a teaching staff primarily comprised of members who represent diversity in socio-economic status, gender, sexual orientation, ability status, and race, including but not limited to, persons who meet the definition of a minority group member set forth in New York State Executive Law Article 15-A, with additional incentives and supports for such teaching staff such as student loan payment assistance and/or assistance with acquiring NYS teacher certification.

Required Attachments:

- ❑ **Attachment 8a: Hiring and Personnel Policies and Procedures**; Present a hiring plan and complete the proposed staffing chart. The hiring plan should include:
  - Job descriptions, including qualifications and responsibilities, used in the hiring of school administrators, teachers, and other school employees.
  - Hiring processes for administrators, teachers, and other staff members.
  - Evaluation processes for administrators, teachers, and other staff members.
  - Complaint process for staff.
- ❑ **Attachment 8b: Resume for Proposed School Leader** if one has been identified.

Proposed Staffing Chart						
Positions	**Avg. Starting Salary**	**FTE**				
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
e.g., Principal	$100,000	1	1	1	1	1
e.g., Director of Operations	$90,000	1	1	1	1	1
e.g., English Teachers	$65,000	2	4	6	6	6

Evaluation Criteria:

A response that meets the standard will:

1. Present a comprehensive staffing plan that is aligned with the school's enrollment projections, key design elements, education plan, and budget and is likely to achieve the school's mission and goals. The staffing plan should present a thorough understanding of how the school will be operated and managed and provide a clear picture of the school's operating structure and priorities.
2. Describe a proposed school leader with the qualifications to effectively manage the school or, if a leader has not been proposed, describe an effective process for identifying and recruiting such a leader.
3. Demonstrate an understanding of management needs with respect to curriculum and instruction, assessment, special populations, teacher development and evaluation, operations, finance, facility, health services, food services, transportation, and security.
4. Describe an effective plan for administration and implementation of special education and ESL programs.
5. Present job descriptions of all key positions, including qualifications and responsibilities, that align with the school's mission, design, and education philosophy.
6. Provide a recruitment and hiring plan that is likely to yield high quality teachers in all subjects, especially hard-to-fill subjects (e.g., special education) and positions requiring unique expertise (e.g., co-teaching, blended learning, dual language).
7. Present personnel policies that address background checks, discrimination, harassment, code of ethics, and other key responsibilities of employers.
8. Present a plan that is reasonably likely to retain effective staff, including information pertaining to the school's working conditions and compensation packages and increases.
9. Describe how the school will address potential human resource challenges as the school grows to scale over the course of the charter term.
10. Explain how the school will promote equity and diversity in educational leadership and staffing with individuals from historically underrepresented communities, where such proposed school would be managed by a board of trustees and school leadership team which will be primarily comprised of members who represent diversity in socio-economic status, gender, sexual orientation, ability status, and race, including but not limited to persons who meet the definition of a minority group member set forth in New York State Executive Law Article 15-A.
11. Explain how the school is designed to promote equity and diversity in educational leadership and staffing with individuals from historically underrepresented communities, where such proposed school would maintain a teaching staff primarily comprised of members who represent diversity in socio-economic status, gender, sexual orientation, ability status, and race, including but not limited to persons who meet the definition of a minority group member set forth in New York State Executive Law Article 15-A, with additional incentives and supports for such teaching staff such as student loan payment assistance and/or assistance with acquiring NYS teacher certification.

C.1. COMPREHENSIVE MANAGEMENT SERVICE PROVIDERS[39]

General Overview: New schools may contract with a not-for-profit comprehensive management service provider or charter management organization (CMO) to provide substantially all the educational and/or management services for the proposed school. Pursuant to amendments to the Charter Schools Act, for-profit business or corporate entities are not eligible to operate or manage a charter school created by way of this RFP.[40] If the applicant group is **not** part of an existing education corporation but still intends to contract with a CMO, please continue. Otherwise, write "Not Applicable" and skip to the next section.

Note: Schools that intend to employ a comprehensive management services provider/CMO but have not yet identified one are unlikely to be able to provide sufficient information for the authorizer to evaluate this section and conclude that the school has an adequate management plan.

Requests:

1. If a comprehensive management services provider/CMO has been identified, describe the process for selecting that organization and the rationale for this choice. Also describe the role of the management organization in the charter application process.
2. If a comprehensive management services provider/CMO has not been identified, explain the process that will be used to select that organization, including individual roles and responsibilities as well as a timeline and decision criteria for selecting the organization.
3. Explain the fee structure for employing the comprehensive management services provider/CMO over the term of the charter, and how the applicant group evaluated the appropriateness of the fee structure.
4. Describe the proposed roles and responsibilities of the comprehensive management services provider/CMO in the school and the relationships between school staff and the management organization.
5. Describe the relationship between the comprehensive management services provider/CMO and the school's board of trustees, including whether any employees or board members of the management organization will serve on the proposed school's board of trustees.
6. Explain how the school's board of trustees will provide oversight and hold the comprehensive management services provider/CMO accountable for achieving the school's mission and goals.

Attachments (if applicable):

- ❑ **Attachment 6a: Comprehensive Management Organization Service Provider/CMO information;** If a management organization has been identified, provide the following:
  - A list of any other schools managed by the organization in New York and in other states, including contact information;
  - Academic performance data from all schools managed by the organization for the past three years;
  -

[39] Definition of an Entity that Provides Comprehensive Management Service

[40] N.Y. Education Law § 2851(1)

- A summary of the organization's fiscal performance for the past three years, and a description of the organization's current financial plan;
- A description of services to be provided by the organization; and
- A description of the management structure and a summary of key personnel at the organization.

- ❑ **Attachment 6b: Proposed Management Contract;** If applicable, submit a copy of the management contract or term sheet.
- ❑ **Attachment 6c: Management Organization Business Plan;** If applicable, submit a business plan for the management organization using the format outlined in **Appendix E**.

Evaluation Criteria:

A response that meets the standard will:

1. Present a clear description of the contractual relationship and accountability between the management organization and the school's governing board that is consistent with the school's mission and educational program.
2. Present a persuasive rationale for selecting and contracting with a management organization, in general, and the specific provider, in particular;
3. Provide a clear description of the services to be provided by the management organization.
4. Present a coherent delineation of the roles and responsibilities between the school's governing board, management, and the management organization.
5. Provide evidence of the capacity of the board to conduct a thorough and independent evaluation of the management organization that is consistent with the school's accountability requirements.
6. Present rigorous performance expectations for the management organization and how the board will hold the management organization accountable for meeting those expectations.

C.2. PARTNER ORGANIZATION(S)

General Overview: The statute permits an application to establish a charter school to be submitted by teachers, parents/guardians, school administrators, community residents or any combination thereof. Such application may also 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.[41] If this application is being filed in partnership with one of the entities described above, please complete this section in its entirety for each partner organization. Otherwise, write "Not Applicable" and skip to the next section.

Please note: 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 (e.g., museums that provide tours or sports teams that provide tickets to all public schools). Please also note that due to

[41] N.Y. Education Law § 2851(1)

amendments to the Charter Schools Act, this application may not be filed in conjunction with a for-profit business or corporate entity.[42]

Requests:
For each proposed partner organization, address the following:

1. Provide the name of the organization.
2. Provide public contact information (name, address, phone number, and e-mail address) for a contact person at the affiliated organization.
3. Describe the nature and purpose of the proposed affiliation (e.g., teacher training and staff development, curriculum and assessment, access to physical facilities, etc.).
4. Provide the rationale for the affiliation.
5. Describe the benefit that the school expects to receive from the affiliation.
6. Describe any associated fees that will be assessed to the school.
7. Explain how the school will coordinate the services of the partner organization with the school program.
8. Explain how the school will monitor and evaluate the partnership to ensure the school is deriving sufficient value.

Attachment (if applicable):

- ❑ **Attachment 7: Partnership Information;** If applicable, submit a letter of intent/ commitment or an agreement/contract from a bona fide representative of each 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).

Evaluation Criteria:
A response that meets the standard will:

1. Provide all the required information about each partner organization, including specific terms and costs, if any.
2. Demonstrate the value of each partnership and its likeliness to support achievement of the school's mission.
3. Describe how the relationship with each partner will be effectively managed and coordinated.
4. Demonstrate the capacity of the school to evaluate each partnership on an ongoing basis to ensure value to the school.

C.3. NETWORKED SCHOOLS

General Overview: The existing education corporation or charter management organization that seeks to operate multiple charter schools and/or add to a network of existing charter schools, whether these schools are in New York State or another state, is required to include a strategic

[42] N.Y. Education Law § 2851(1)

business/growth plan with the full application to demonstrate capacity to take on additional schools.

Requests Incorporated into Business Plan:

1. Describe the proposed roles and responsibilities of the management organization in the school and the relationships between school staff and the management organization.
2. Describe the relationship between the management organization and the school's board of trustees, including whether any employees or board members of the management organization will serve on the proposed school's board of trustees.
3. Explain how the school's board of trustees will provide oversight and hold the management organization accountable for achieving the school's mission and goals.

Required attachment:

- ❑ **Appendix E: Management Organization Business Plan**
- ❑ **Appendix E: Business Plan Attachments A through M**

Evaluation Criteria based on Business Plan:

A response that meets the standard will:

1. Present a clear description of the contractual relationship and accountability between the management organization and the school's governing board that is consistent with the school's mission and educational program.
2. Provide a clear description of the services to be provided by the management organization.
3. Present a coherent delineation of the roles and responsibilities between the school's governing board, management, and the management organization.
4. Provide evidence of the capacity of the board to conduct a thorough and independent evaluation of the management organization that is consistent with the school's accountability requirements.
5. Present rigorous performance expectations for the management organization and describe how the board will hold the management organization accountable for meeting those expectations.

D. STAFF SUPERVISION AND DEVELOPMENT

General Overview: Successful charter schools provide robust instructional leadership to support ongoing pedagogical improvement.

Requests:

1. Describe the school's instructional leadership roles and responsibilities for teacher supervision, support, and professional development.
2. Describe the school's professional development plan for administrators, teachers, and other staff, including how schoolwide and individual staff needs will be identified and how the plan will address these diverse needs.
3. Explain how and by whom professional development will be delivered and differentiated based on the experience level and subject area expertise of teachers.

4. Explain how this plan will be implemented and evaluated within the context of the proposed charter school's design.
5. Explain 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.
6. Describe any formal and/or scheduled opportunities and the frequency of such opportunities for teacher planning and collaboration.

Evaluation Criteria:

A response that meets the standard will:

1. Describe specific roles and responsibilities of school staff and any other individuals or organizations involved in providing teacher support and professional development that align with the school's education model and staffing plan.
2. Present a credible plan for identifying both schoolwide needs and the individual needs of administrators and teachers.
3. Describe a comprehensive professional development and training plan that is likely to produce effective administrators and teachers who enable the school to achieve its mission and goals and meet the needs of all students, particularly those students identified as at-risk of academic failure, SWDs, and ELLs.
4. Provide a reasonable plan for monitoring and evaluating the professional development program.
5. Provide adequate planning and collaboration time to effectively develop curriculum and assessments and implement purposeful, rigorous, and engaging instruction.

E. EVALUATION

General Overview: Successful charter schools regularly monitor the performance of their board, management, staff, and programs to support continuous improvement.

Requests:

1. For each of the following stakeholders, describe the school's evaluation processes and procedures, including key roles and responsibilities, and explain how the results will be used:
    A. Board of trustees and individual board members
    B. School leader(s)
    C. Key management positions
    D. Teachers
    E. Non-academic staff
2. Explain how teachers will be held accountable for quality instruction and student performance.
3. Describe the processes and procedures that will be used to evaluate the school's operational effectiveness and fiscal soundness.
4. Describe the school's requirements and procedures for programmatic audits.
5. Explain how the school will monitor progress toward achievement of its mission and goals as well as the benchmarks in the Framework and share those results with the school

community. Describe the steps that will be taken when the school is not meeting expectations.

6. Describe how family and student satisfaction will be evaluated and the results used to improve the school.
7. Explain how the school will evaluate family and community involvement.
8. If relevant, discuss how the school will evaluate the effectiveness of organizational partnerships or management service agreements.

Evaluation Criteria:

A response that meets the standard will:

1. Provide rigorous evaluation processes and procedures for all stakeholders that are likely to identify valid strengths and areas for improvement.
2. Present a credible plan for using evaluation results to ensure improvement and achievement of the school's mission and goals and the benchmarks in the Framework.
3. Demonstrate the capacity to hold stakeholders accountable for school performance.
4. Present a reasonable plan for programmatic audits that take place at least annually.

F. FACILITIES

General Overview: Facilities are consistently one of the greatest challenges for charter schools. Applicant groups must demonstrate the capacity to find, secure and maintain a suitable facility for their school, often for an organization that is growing over time. Applicant groups need not have secured a facility to receive a charter but must have a clear plan for securing one by the time the school is scheduled to begin serving students. If the applicant group is proposing to incubate or locate in NYCDOE public space, the applicant group must still provide an alternate plan to secure private facilities by responding to all the requests below.

Please note: If the facilities to be used by the proposed school are not known at the time the application is submitted, the applicant must notify the Board of Regents within ten business days of acquiring facilities for such school. The charter school must also obtain a certificate of occupancy for such facilities prior to the date on which instruction is to commence at the school.[43]

Requests:

1. Complete the facilities table below regarding minimum facility requirements over the charter term. Applicants may add additional types of space that are necessary for the implementation of their proposed program.
2. Explain the school's facility needs over the charter term, including any community resources the school will need to implement its program (e.g., off-site physical education, arts, science labs, etc.).

[43] N.Y. Education Law § 2851(2)(j)

3. Complete the facilities table below regarding minimum facility requirements over the charter term. Applicants may add additional types of space that are necessary for the implementation of their proposed program.
4. Explain the school's facility needs over the charter term, including any community resources the school will need to implement its program (e.g., off-site physical education, arts, science labs, etc.).
5. If facilities have been identified for part or all the charter term, describe their location, condition, and capacity for meeting the school's needs. Include any renovation requirements and timelines.
6. If facilities have not been identified for the entire charter term, describe the school's plan for identifying and securing a facility, including who will be involved in this process and the timeline.
7. Explain the school's funding plan for its facility, including all related revenue and costs (e.g., rental assistance, utilities, maintenance, renovations, etc.).

	Year 1	Year 2	Year 3	Year 4	Year 5
General Education Classrooms					
Special Education Classrooms					
Counseling/Guidance Offices					
Administrative Offices					
Cafeteria					
Gymnasium					
Auditorium					
Conference Rooms					
Nurse's Office					
Other:					
Other:					

Insert additional lines as needed.

Evaluation Criteria

A response that meets the standard will:

1. Demonstrate a sound understanding of the school's facility needs over the entire charter period that reflects the school's enrollment and staffing plan, program design, and budget.
2. Demonstrate an understanding of school facility requirements, including applicable health, safety, and occupancy requirements and accessibility for SWDs and adults with disabilities.
3. Present a clear and credible plan for identifying, securing, and maintaining appropriate and adequate facilities for the entire charter term and demonstrate the capacity to carry out the plan.
4. If facilities have been identified, demonstrate their ability to meet the school's needs, including necessary permitting and safety requirements.
5. If facilities have not been identified, identify viable potential locations and provide detailed information about selecting, securing, renovating (if appropriate), and taking occupancy of a suitable facility.
6. If applicable, demonstrate a clear understanding of charter school facility revenues and costs as well as co-location and funding processes and present a viable funding plan for the school's facilities, including evidence to support facilities-related budget assumptions.
7. If applicable, present a clear plan and timeline for renovating facilities and demonstrate the capacity to fund and manage the process.
8. If the school intends to lease facilities from a school district or co-locate in an existing public school building pursuant to statute, 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.

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 obtain it.

Requests:

1. Describe the types and amounts of insurance coverage to be obtained by the school, including insurance for liability, property loss, and the personal injury of students.
2. Explain the types and amounts of insurance proposed for the school.

Evaluation Criteria:

A response that meets the standard will:

1. Describe adequate insurance coverage that aligns with school enrollment, staffing, program design, facilities, and budget.
2. Provide evidence of ability and preparation to obtain the appropriate insurance coverage.
3. Present evidence to support the budget expense assumptions related to insuring the school.

H. NON-ACADEMIC OPERATIONS

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 the school. Additionally, discuss the school's plans for transportation of students, including how the school will arrange for transportation for students who do not qualify for public school transportation under Education Law § 3635, and any other supplemental transportation arrangements.[44]

Requests:

1. Describe the school's plans for health services, addressing staffing, record-keeping, administration of medications, health services and programs, and facility requirements.
2. Describe the school's plans for food services. 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.
3. Describe the school's plans for transportation of students, including how the school will arrange for transportation for students who do not qualify for public school transportation under Education Law § 3635 and any other supplemental transportation arrangements.[48]
4. Explain how the school will manage other non-academic operations, including facility, technology, student information and other record-keeping, procurement, compliance, and reporting, security, and custodial services. Address relevant staffing, resources, systems, and procedures.

[44] N.Y. Education Law §§ 2851(2)(j); 2853(4)(b);

Evaluation Criteria

A response that meets the standard will:

1. Present reasonable plans for providing health services that meet legal requirements and align with the school's program, staffing, and budget.
2. Present reasonable plans for providing food services that meet requirements and align with the school's mission, program, target student population, staffing, and budget.
3. If the school will 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 plans.
4. If the school will not 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.
5. Present a reasonable plan for managing non-academic operations (including facility, technology, student information and other record-keeping, procurement, compliance and reporting, security, and custodial services) that demonstrates anticipation of challenges and capacity to meet school, student, and family needs.

I. FAMILY AND COMMUNITY INVOLVEMENT

General Overview: Charter schools are schools of choice, designed to provide families with opportunities to send their children to innovative and high performing public schools. Charter schools are also embedded in local communities and expected to respond to community needs. Thus, they should have clear plans for involving families and the community in the life of the school.

Requests:

1. Explain how the school will involve families and the community in the school during its pre-opening phase (i.e., between charter approval and opening to serve students).
2. Describe the school's plan for communicating with the families of enrolled students.
3. Describe the school's plan for family involvement in the school once it opens.
4. Explain how the school will support families in helping their child to grow and achieve.
5. Describe the school's plan for community involvement in the school, including any plans for leveraging community resources to support implementation of the school's program and achievement of its mission and goals. (Note: Significant partnerships should also be addressed in Section C2: Partner Organization(s)).
6. Describe any research or successful models that support the school's approach to family and community involvement.
7. If applicable, discuss how the school will partner with low performing public schools in the area to share best educational practices and innovations.

Evaluation Criteria:

A response that meets the standard will:

1. Present a vision and plan for family and community involvement that is achievable and reasonably likely to further the school's mission and program.
2. Present effective strategies for supporting families that align with the school design, staffing plan, and budget.
3. Provide evidence of specific community organizations or resources with which the school is either already working or likely to partner (e.g., letters of commitment), and demonstrate how anticipated community involvement is realistic and achievable.
4. Provide credible research and successful models that demonstrate the efficacy of its approach to family and community involvement.

J. FINANCIAL MANAGEMENT

General Overview: Charter schools are multi-million-dollar organizations responsible for the appropriate and effective use of public funds. Applicant groups must demonstrate the capacity to establish and maintain the financial viability of the school over the entire charter term.

Requests:

1. Describe the school's annual budgeting process.
2. Describe the policies, procedures, and systems for managing the school's finances and identify the staff position(s) that will be responsible for financial management.
3. If the school will contract for any financial services, explain the role of the contractor(s) and describe their proposed relationship with the school.
4. Explain how the school will provide financial oversight and ensure meeting fiscal compliance and reporting requirements.
5. Explain how the school will maintain and protect student and financial records.
6. Describe the school's process for conducting independent fiscal audits.

Evaluation Criteria:

A response that meets the standard will:

1. Demonstrate a keen understanding of the financial management needs and obligations of a charter school.
2. Present a budgeting process that will ensure the financial viability of the school.
3. Demonstrate capacity to provide effective financial management and oversight, including development of adequate fiscal policies and procedures.
4. Present evidence that the school is prepared to adhere to generally accepted accounting practices.
5. Present a credible plan for selecting an independent financial auditor and conducting an independent audit at least annually.
6. Present evidence that the school will have the 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 present a clear picture of the school's revenue projections and expenditure requirements that address all aspects of the proposed school during the pre-opening and operational phases, including staffing, facility needs, transportation, and food service plans.

Applicants must 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 Starting a Charter School - 2024. The template structure may not be modified.

For each revenue and expenditure line item the template provides space for assumptions and applicants should make extensive use of this opportunity to annotate their budget, including assumptions on which line item numbers are based, evidence on which assumptions are based, and description of calculations used to arrive at line item numbers. The five-year budget should explain the changes in line items from year to year.

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.

Applicant groups may include a CSP grant amount in the planning period and initial implementation years in the overall charter school budget and cash flow template. **Because CSP grant funding in any amount is not guaranteed, applicant groups are advised to include no more than $500,000. Further, CSP grants are awarded through a State contract. The contracting process significantly delays the flow of CSP grant funds to charter recipients. Applicant groups are recommended to seek alternative sources of start-up funding to ensure fiscal soundness.** Grant funds may be used only to support initial, one-time planning and expansion activities and not ongoing operating activities.

Requests:

1. Provide a narrative description of the budget, including a summary of key revenue and expenditure categories and net income each year, including during the pre-opening period.
2. Explain how the proposed budget supports implementation of the key design elements.
3. Describe the school's contingency plans for cash flow challenges, a budget shortfall, lower than expected student enrollment, or other financial challenges that may occur in the early years of operation.

Attachments:

- ❑ **Required Attachment 9**: **Budget and Cash Flow Template**; Microsoft Excel Template can be found at Starting a Charter School - 2024. All budget lines in the budget template are required to include assumptions.
- ❑ **Optional Attachment 10**: **Evidence of Financial Support**; If the proposed budget relies on contributions, provide evidence of commitment for those contributions.

Evaluation Criteria:

A response that meets the standard will:

1. Present a balanced budget that is sound and reasonably likely to support start-up and operation of the school throughout the charter period.
2. Present realistic, evidence-based revenue and expenditure assumptions, including any plan to incur and repay debt.
3. Demonstrate ability to plan for cash flow during the first year of operation such that the school can cover its monthly costs.
4. Present budget priorities that are consistent with and support key parts of the plan, including the school's mission, educational program, staffing, and facility.
5. Demonstrate concrete commitments for contributions necessary to achieve a balanced budget.
6. Provide for the establishment of an escrow account of no less than $100,000 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 $20,000 per year for the first five years of its charter term.
7. Present viable strategies for meeting potential budget and cash flow challenges, particularly for the first year of operation.
8. Budget lines in the budget template include detailed and understandable budget assumptions.

L. PRE-OPENING PLAN

General Overview: Applicant groups must demonstrate a deep understanding of the complexity of founding a charter school and the many tasks that must be completed prior to serving students. The Pre-Opening Plan is an opportunity to present a comprehensive plan that addresses all key components of start-up and the order in which they will be completed. The Pre-Opening Plan attachment does not count against the application narrative page limit.

Required Attachment:

- ❑ **Attachment 11: Pre-Opening Plan**; Provide a Pre-Opening Plan with a timeline that documents the start and end dates of key tasks to be completed between approval of the application and the opening of the school and the person(s) responsible for each task.

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.
2. Present a detailed plan with reasonable start and end dates for each task.
3. Present a plan that includes the person(s) responsible for each task and aligns with the pre-opening budget and staffing plans.
4. Present a plan that addresses implementation of the school's key design elements and any other unique aspects of the school design.

M. DISSOLUTION PLAN

General Overview: A major component of the charter school bargain of flexibility in exchange for accountability is the possibility of school closure if the school does not meet its goals and the Performance Framework benchmarks. Applicant groups must recognize the possibility of school closure and have a detailed plan for dissolution of the school that incorporates the NYSED Closing Procedures Guide found at Charter School Closing Procedures.

Required Attachment:

- ❑ **Attachment 12: Dissolution Plan**; Present a Dissolution Plan that describes 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 detailed and reasonable procedures to be followed in the case of the closure or dissolution of the charter school that incorporate the NYSED Closing Procedures Guide, 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 in accordance with Education Law §2851(2)(t).[45]

[45] N.Y. Education Law § 2851(2)(t)

IV. TABLE OF REQUIRED AND OPTIONAL ATTACHMENTS

Note: Attachments are limited to 85 pages, excluding those marked with an asterisk (*). Page limits are suggested for each attachment below to help applicants keep within the total 85-page limit.

Attachment #	Title	Suggested Page Limits
Attachment 1	Admissions Policies and Procedures	5 pages
Attachment 2a	Initial Samples of Public Outreach (Please **do not** submit signed petitions in any stage of the appl.)	15 pages
Attachment 2b*	Evidence of Public Review Process	No limit, excluded from total attachment page limit
Attachment 2c*	Evidence of Community Support	No limit, excluded from total attachment page limit
Attachment 2d*	Evidence of District Support for Restart/Turnaround - Optional	No limit, excluded from total attachment page limit
Attachment 3*	Course Descriptions	No limit
Attachment 3a	Student and Teacher "Day in the Life"	4 pages maximum
Attachment 3b	Optional Curricular Materials	10 pages maximum
Attachment 3c	Exit Standards	2 pages
Attachment 4	Student Discipline Policy	5 pages
Attachment 4a	Sample Weekly Student Schedule (ES, MS, and/or HS)	3 pages
Attachment 4b	Sample Weekly Teacher Schedule (ES, MS, and/or HS)	3 pages
Attachment 4c	Proposed First Year Calendar	2 pages
Attachment 5a*	New Applicant and School Trustee Background Information Form (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: Comprehensive Management Services Provider/CMO Information	No limit, excluded from total attachment page limit
Attachment 6b*	If applicable: Proposed Management Contract or Term Sheet	No limit, excluded from total attachment page limit
Attachment 6c*	If applicable: Management Organization Business Plan using format outlined in **Appendix E**	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*	Evidence of Financial Support, if applicable.	No limit, excluded from total attachment page limit
Attachment 11	Pre-Opening Plan	5 pages
Attachment 12	Dissolution Plan	3 pages
Attachment 13	ELLs Plan	5 pages, excluded from total page limit
Attachment 14	If applicable: Memorandum of understanding for applicant groups forming partnerships with existing community-based organizations and/or institutions of higher education	No limit, excluded from total attachment page limit
Table 1*	Applicant Group Information	No limit, use Table provided
Table 2*	Public Outreach Information	No limit, use Table provided

ATTACHMENT 13: PLAN TO ADDRESS ENGLISH LANGUAGE LEARNERS

General Overview: Describe the implementation of the school's programs and services for students who are ELLs. *Please explain your vision for the support and instruction of ELLs.*

Identification/Programs

1. Who will administer and oversee the supervision of ELL programs and faculty?

2. Explain the ELL identification and placement process at your school.

3. Who will oversee your school's ELL identification process?

4. Describe the programs that will be available to the ELL population in your school (e.g., transitional bilingual education, one-way or two-way dual language).

5. Describe the identification, evaluation and placement for ELLs who may be SWDs or who enter with an IEP.

Quality of Instruction

6. Describe how your school will ensure that ELLs will meet or exceed the academic standards as set forth in your proposed charter application.

7. Explain the instructional strategies, methods, and materials to be used in both English and the home language to move ELLs toward English proficiency and content area mastery.

8. Explain how instruction and materials will be differentiated to support various ELL subpopulations (i.e., students with interrupted formal education, long-term ELLs, newcomers, ELLs with disabilities, former ELLs).

9. Describe how the home language will be used to support advanced literacy across the content areas.

10. How will the school ensure that materials for ELLs are high-quality, culturally appropriate, and research-based?

11. Explain how the school will deliver instruction that is rigorous and research-based, including all language domains (reading, writing, listening, and speaking).

Support

12. Explain the process that your school will use to provide translated materials and/or interpretation services to parents/guardians of ELLs who request them.

13. Elaborate on the intervention and support services that will be available to ELLs in both English and the home language.

14. Describe how the social emotional needs of students in each ELL subpopulation (i.e., students with interrupted formal education, long-term ELLs, newcomers, ELLs with disabilities, former ELLs) will be addressed by the school.

15. Explain how the school will engage parents/guardians of ELL families in order to share and receive information about their children's progress and language development.

Professional Development/Teacher Certification

16. Describe professional learning opportunities your teachers will receive that build their capacity to support ELLs.

17. How will the school scout, attract, and retain quality ESOL and bilingual pedagogues?

18. Explain how administrators will program formal, consistent collaboration time to communicate and collaborate around supporting ELLs.

19. How will the school establish systems and structures that allow teachers to communicate information about ELL needs?

Data/Assessment

20. In addition to the NYSESLAT, describe the assessments and data that teachers will use in both English and the home language to plan for instruction to ensure the unique educational needs of ELLs are being met.

21. If applicable to the grade levels served in the proposed application, describe your plan to monitor and provide guidance and support for students to meet or exceed State graduation requirements.

22. Describe how the school will continuously use data to identify, monitor, and respond to ELL needs.

For more information about ELLs in NYS visit Bilingual Education & English as a New Language.

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 lists the evaluation criterion by which the reviewers are to evaluate each section and sub-section, mirroring the RFP. Throughout the evaluation, reviewers determine whether the applicant group has responded to all evaluation criteria and rate how well the applicant group's responses address each evaluation criterion. Reviewers are to rate the responses as **Does Not Meet the Standard, Approaches the Standard, or Meets the Standard** as defined below:

Rating Definitions

Does Not Meet the Standard	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 Standard	The response addresses most of the selection criteria but lacks some meaningful detail and requires important additional information to be reasonably comprehensive.
Meets the Standard	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 note key strengths and identify questions and areas of concern. Reviewers explain and elaborate on their respective ratings, providing summative ratings and comments for each section of the application and the application as a whole. Reviewer comments are essential and used to prepare feedback to the applicants, to prepare NYSED staff for the Capacity Interviews, and to inform final recommendations.

Reviewer Instructions:

- Read the relevant sub-section of the application and the corresponding bulleted evaluation criteria and indicate the rating that best fits your assessment of the response (*Does Not Meet*, *Approaches*, or *Meets the Standard*).
- Use the sub-section text boxes to identify key strengths and questions or concerns to identify areas of concern that impede your ability to have a full understanding of the proposed plan. Reference specific sections, page numbers, and evaluation criteria.
- Use the summary text boxes at the end of each section 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 and insert your comments into the text boxes to support the rating. Reference the relevant sections, page numbers, and attachments.

APPENDIX B: SAMPLE PAGE FROM THE REVIEWER EVALUATION RUBRIC

Proposed School Name:	
Reviewer Name:	**Review Date:**

G. Programmatic and Fiscal Impact

Requests:

1. Provide an assessment of the projected programmatic impact of the proposed school on other public and nonpublic schools in the area.
2. Provide an assessment of the projected fiscal impact of the proposed school on other public and nonpublic schools in the area using the **Fiscal Impact Table** below.

Required Table:

- ❑ **Fiscal Impact Table:** Complete the fiscal impact table below and include it in the narrative.

Evaluation Criteria:

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

1. Demonstrate a reasonable assessment of the programmatic impact on other public and non-public schools in the area.
2. Demonstrate a reasonable assessment of fiscal impact on other public and nonpublic schools in the area. **(Please footnote your sources and assumptions)**.

Rating of Section I.G: Programmatic and Fiscal Impact

Initial Application Interview		
Meets the Standard	**Approaches the Standard**	**Does Not Meet the Standard**
Strengths: •	Questions or Concerns: •	
After Capacity Interview		
Meets the Standard	**Approaches the Standard**	**Does Not Meet the Standard**
Strengths: •	Questions or Concerns: •	

APPENDIX C: 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.[46]	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 needs and progress. • The organizational structure of the school provides strong student support services.	I.A. Achievement Goals II. EDUCATIONAL PLAN II.B & II.C Curriculum and Instruction II.E 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 dropouts and students with academic skills below grade level.[47]	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.	I.A Mission I.B Key Design Elements I.F Enrollment, Recruitment II. EDUCATIONAL PLAN III.C Management and Staffing III.E Professional Development III.I Family 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.[48]	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 support 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.	I.A Mission I.B Key Design Elements I.F 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 using a variety of item types and formats.[49]	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.	I.A. Achievement Goals II.E Assessment II.F Performance, Promotion, and Graduation Standards

[46] N.Y. Education Law § 2852(9-a)(c)(i)
[47] N.Y. Education Law § 2852(9-a)(c)(ii)
[48] N.Y. Education Law § 2852(9-a)(c)(iii)
[49] N.Y. Education Law §2852(9-a)(c)(iv)

Priority Objective (1 – 4 Points Each)	Weight	Key Indicators	Primary Evidence Sources
		• 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.[50]	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, based on objective student and school performance information. • The proposal describes an objective process for evaluation of progress toward achievement of school mission and goals.	I.A. Achievement Goals II.B & II.C. Curriculum and Instruction II.D. Assessment III.E Evaluation & Professional Development
6. The school will partner with low-performing public schools in the area to share best educational practices and innovations.[51]	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 that plans to share best practices and innovations have been collaboratively developed with low-performing public school.	I.C Community to be Served III.E Professional Development III.I Family 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.[52]	1	• Applicant groups and proposed trustees provide evidence of experience in charter school launch and operation. • Applicant groups 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.	I.D 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.[53]	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.C Community to be Served I.E Public Outreach III.I Family and Community Partnerships

[50] N.Y. Education Law § 2852(9-a)(c)(v)
[51] N.Y. Education Law § 2852(9-a)(c)(vi)
[52] N.Y. Education Law § 2852(9-a)(c)(vii)
[53] N.Y. Education Law § 2852(9-a)(c)(viii)

APPENDIX D: NEW YORK STATE CSP GRANT PRIORITIES (CONTINGENT UPON AVAILABILITY OF FUNDS)

The following is provided for informational purposes only and should be used when making budgetary assumptions for the application. Because CSP grant funding in any amount is not guaranteed, applicant groups are advised to budget no more than $500,000. Further, CSP grants are awarded through a State contract. The contracting process significantly delays the flow of CSP grant funds to charter recipients. Applicant groups should seek alternative sources of start-up funding to ensure fiscal soundness.

As part of New York State's 2018 $95.5 million federal CSP grant award, NYSED may award CSP Planning and Implementation grants to all applicants who are issued a charter by the Board of Regents, *except those applications affiliated with CMOs that have received federal CSP grants through the CSP Grants for Replications and Expansion of High-Quality Charter Schools (CFDA 84.282M), since receipt of both grants is not permitted by the U.S. Department of Education.* All successful applicants may expect to receive a base amount of $1,000,000 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 issued a charter. For reference, see Funding Opportunities for Charter Schools.

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 award additional CSP Planning and Implementation grant funds to successful applicants who propose such programs. As such, NYSED will provide additional funds to charters schools that meet one of two types of incentive priorities:

1. **Underserved student populations priority:** An additional $125,000 will be awarded 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 SWDs, ELLs, and EDs prescribed by the 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, an additional $250,000 will be awarded charter schools that meet one or more program design priorities specified below. Continuation funding at the enhanced incentive level during the implementation years of the Planning and Implementation grant will be dependent on NYSED's assessment of the school's success in implementing the program design priority. Applications meeting one of the following program design priorities outlined below will be considered for the $1,250,000 enhanced CSP funding level.

   No school will receive more than $1,250,000.

Design Priority	Indicators
1. The school is specifically designed to meet the learning needs and raise the achievement of students who are ELLs.	• The mission is specific to the needs of ELLs. • Recruitment and retention strategies are specific to families of students who are ELLs. • The academic program (curriculum, instructional design, pedagogy) has strong potential to accelerate learning for ELLs. • The staffing plan, including teacher qualifications and skills, is likely to support the learning needs of ELLs.
2. The school is specifically designed to meet the learning needs and raise the achievement of SWDs.	• 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 and under-credited students.	• The school's mission is specific to the needs of over-age and under-credited students. • Recruitment and retention strategies are specific to over-age and 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.

Design Priority	Indicators
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 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 locate 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.

Design Priority	Indicators
	• 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 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

Design Priority	Indicators
	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.

APPENDIX E: BUSINESS PLAN

General Overview: The existing education corporation or charter management organization that seeks to operate multiple charter schools and/or add to a network of existing charter schools, whether these schools are in New York State or another state, is required to include a strategic business/growth plan with the Full Application to demonstrate capacity to take on additional schools.

Most new operator applicant groups are not required to submit a business plan with the standard application. Applicants are encouraged to contact CSO staff to ascertain if a business plan is required based on any proposed affiliations with charter schools authorized by any entity other than the Board of Regents.

Charter schools that replicate can implement a variety of organization structures to ensure the efficient operation of multiple schools. These structures may include, but are not limited to, the creation of a charter management organization (CMO), a shared services team, or merging education corporations. For the purposes of the new school RFP, these entities are referred to collectively as Comprehensive Management Organizations. For reference, see Definition of an Entity that Provides Comprehensive Management Services**.**

The business plan should provide the following information: If an applicant believes that a question in this section is not applicable to their situation, the applicant should so state and explain why the applicant believes the question does not apply.

A. Comprehensive Management Organization Information:

1. Name of the Comprehensive Management Organization;
2. Role of the Comprehensive Management Organization;
3. State of incorporation;
4. State(s) in which the Comprehensive Management Organization(s) operates;
5. Year founded; and
6. Contact information including name, address, phone number, and email address for each member of the Comprehensive Management Organization leadership team;

B. Comprehensive Management Organization History and Growth Plan:

1. Describe the Comprehensive Management Organization’s mission, strategic vision, and desired impact.
2. Provide a brief overview of the organization's history. List all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional

renewals for any of the schools operated by the organization and provide explanations. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school operated by the organization. Provide details as to how such deficiencies were resolved.

3. List and describe all schools currently operated by the Comprehensive Management Organization.
4. List and describe all future schools the Comprehensive Management Organization plans to operate (excluding the school described in the current RFP application).
5. Describe the Comprehensive Management Organization's five-year growth plan for developing new schools in New York and other states.
6. Provide a rationale for the proposed five-year growth plan; for example, explain 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.
7. 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.
8. Discuss lessons learned during any past replication efforts. For example, identify challenges encountered and how the organization addressed them, as well as how the organization would minimize such challenges for the proposed schools.
9. List any schools that were previously approved by this or another authorizer, but which failed to open or did not open on time and explain the reasons for the failure or delay.
10. Complete the following table to delineate decision-making responsibilities between the school and organization as they relate to key functions:

Function	Network/Management Organization Decision-Making	School Decision-Making
Performance Goals		
Curriculum		
Professional Development		
Data Management and Interim Assessments		
Promotion Criteria		
Culture		
Budgeting, Finance, and Accounting		
Student Recruitment		
School Staff Recruitment and Hiring		
H/R Services		
Development/Fundraising		
Community Relations		
Information Technology		
Facilities Management		
Vendor Management/Procurement		
Other operational services, if applicable		

C. Performance of Existing Schools:

1. Provide an overview of prior performance across all schools ever operated by the Comprehensive Management Organization, including closed schools and schools that moved away from the organization.
1. Discuss if all charter schools currently being operated meet or exceed all the Performance Framework's standards, paying special attention to Benchmark 1 and Benchmark 9. If these standards are not being met discuss why and what strategies are being implemented to address these deficiencies.
2. Select one or more of the consistently high-performing schools that the organization operates and discuss the school's academic performance.
3. Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's academic performance and efforts to improve it.

D. Market Analysis and Selection of Target Communities:

1. Describe how the target communities in New York State were identified and selected as attractive markets to the Comprehensive Management Organization. If the existing portfolio does not include schools in New York, provide the rationale for entering New York.
2. Discuss the Comprehensive Management Organization's competition for students and staff in the target communities, assess student demand, and describe the organization's competitive advantages.

E. Attachments:

Provide the following documentation with the business plan narrative:

1. **By-laws:** Include the organization's current by-laws.
2. **Meeting schedule:** Provide a copy of the Comprehensive Management Organization's board meeting schedule for the current year or school year and a proposed schedule for the first year of operation of the proposed new school.
3. **Organizational Chart:** Provide an Organizational Chart that shows the staffing structure and reporting responsibilities for the organization's board, administration, and staff. Clearly show any shared or centralized staffing the network organization will provide to schools in the authorizer's state.
4. **Annual Reports:** Provide the organization's annual reports for the last two years.
5. **Management Contracts:** Identify which services and costs are included in any management contract as well as services and costs billed in addition to the management contract fee. In the case of separately billed services/goods shared across schools, please explain how costs will be distributed among schools. If the organization does not partner with a Charter Management Organization, then describe which centralized services the organization would offer, how costs would be allocated to the various schools, and how the schools will pay for those services. If there would be a contract or a shared services agreement, provide the most recently executed agreement as well as any new proposed agreement. If the parties are still negotiating some provisions, provide a draft agreement.
6. **Philanthropic Support:** Provide a detailed list of donor organizations, along with the dollar amount contributed, for the past three years. If philanthropic funding is included in the budget, then provide commitment letters from the top five contributors. Letters should include a statement that the contributor plans to continue the relationship with the organization and note any restrictions on the funds but does not need to cite actual funding amounts.
7. **Consolidated Financial Reports:** Provide copies of, or other access to, the three most recent annual consolidated audited financial reports, including management or advisory letters and related notes. Provide the same information for related entities, subsidiaries, real estate, or other service entities that would provide goods or services to the charter school or the organization.

8. **Audited Financial Statements:** For the Comprehensive Management Organization and all charter schools operated by the Comprehensive Management Organization, provide copies of, or other access to, all audited financial statements and all management or advisory letters issued during the previous three years by any independent auditors who prepared the audited financial statements or any governmental agency (i.e., the NYC or NYS Comptroller) that conducted an audit. Be sure to include any out-of-state charter school audited financial statements.
9. **Form 990s:** Provide copies of, or other access to, all IRS Form 990s filed during the previous three years by the organization including any non-SUNY authorized charter school education corporations operating a school presently managed by the organization.
10. **Authorization to do Business in New York State:** Provide evidence that the organization is authorized to do business in New York State (New York corporate formation documents from the Secretary of State or copy of approved application for authority to do business in New York from the Secretary or from the New York State Board of Regents).
11. **Not-for-Profit Status:** Provide evidence of the organization's not-for-profit state and federal status, including tax-exempt status under section 501(c)(3) or other provision of the Internal Revenue Code, if applicable.
12. **Client List:** Provide a list of clients with whom the organization has contracted over the preceding four years. Include clients with which the organization has severed the relationship, and clients that have severed the relationship with the organization for financial deficiencies or malfeasance, charter revocation or non-renewal, statutory, regulatory, or charter compliance deficiencies, conflict of interest, or other reasons, and explain the reason(s) for the severance of each relationship.
13. **Litigation:** Provide a list of any current or past litigation, including arbitration proceedings, that has involved the organization, its related entities, or any of the charter schools it operates. If applicable, provide demand, any response to the demand, and results of the arbitration or litigation.

APPENDIX F: LIST OF MOST COMMON PITFALLS

1. Failure to conduct sufficient public outreach to community and stakeholder groups.
2. Failure to continue public outreach throughout the application process.
3. Plagiarizing from applications previously submitted by other applicant groups or other sources for sections that require original content.
4. Resubmission of the applicant's previously rejected application with corrections, instead of submitting a cohesively and thoughtfully revised proposal.
5. Failure to demonstrate knowledge of relevant laws, rules, and regulations.
6. Failure to submit a complete response to every numbered request in each section of the application.
7. Failure to provide a detailed, clear, consistent, and cohesive application that presents not only a clear vision, but also a comprehensive and realistic plan.
8. Failure to follow application instructions, including guidelines for font, formatting, document length, size, and content.
9. Failure to present a balanced budget based on reasonable assumptions and workable cashflow.
10. Failure to demonstrate the applicant group's capacity to start, sustain, and renew a successful charter school.
11. Failure to have all members of the applicant group review the application, and the RFP to ensure compliance with all requirements, and knowledge and agreement with all aspects of the application.
12. Waiting until the day of the deadline to upload and submit documents.