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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 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, only those 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 must be met

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 have earned and are currently in full renewal(s);
6. The school(s) demonstrate a record of timely and accurate compliance with reporting requirements; and
7. The school(s) historically operate in an operationally and financially responsible manner, including student safety

Applicant groups that propose to replicate must demonstrate past and present school performance in the context of the [NYSED Performance Oversight 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 [EDYS Performance Oversight Framework](#).

Such replications shall be considered a “pre school design” under this RFP.

Existing Board of Regents Authorized Education Corporations Seeking to Replicate and Operate Additional Schools will utilize the 2022 RFP Charter School Application Kit this year, paying

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 §4303(8)(a)(d). Applicants applying for replication must meet all criteria under ESEA §4303(8) (i.e., 4310(8)(a) through (d)).

particular attention to evaluation criteria in the RFP related to replication criteria. A separate

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 (ESSA) §(2)

Charter Schools Authorized by the Board of Regents

As of the 2021-2022 school year, there are 94 charter schools authorized by the Board of Regents serving over 38,000 students across New York State. A full list of charter schools in New York State can be found on the CSO webpage at [Charter Schools Directory](#)

The grade levels served by these charter schools in the 2021 school year are:

- € 11 serving kindergarten through grade 12;
- € 24 serving only elementary grades;
- € 25 serving elementary and middle grades;
- € 7 serving only middle grades;
- € 6 serving middle and high school grades; and
- € 21 serving high school grades.

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; age and under-credited students; CTE programs; the arts; social and 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 speak 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

term site visits.

APPLICANT ELIGIBILITY

NYSED will only consider applications if charters are available for issuance in the applicant group's proposed district of location pursuant to the Education Law at the time the RFP application is due as set forth in this RFP. At this time, there are no charters available for issuance in New York City. As such, applications for charters in New York City will not be considered or evaluated under this RFP. 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 such applications.

Additional Application Rounds

Currently only one new school RFP application round is scheduled for 2022. While not anticipated, NYSED reserves the right to schedule additional RFP rounds in 2022 at its sole discretion. In the unlikely event that another RFP round is scheduled, the timing and RFP requirements for such a round, whether they are the same or different from this RFP, will be publicized on the NYSED website at [Starting a Charter School](#).

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 applicant

Charter Application Cycles

In the 2022 RFP, the State Education Department (The Department) has scheduled one opportunity for applicants to submit applications to establish new charter schools to open in 2023. The Department’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 Timelines section of the RFP and Application Kit.

2022 Application Cycle ⁴⁰			
Submission Round	LOI Due	Full Application Due	Proposed Regents Action

Round 1

that are authorized by the Board of Regents 2022 should plan to open for instruction in the fall of 2023.¹¹

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

- € A proposed location and/or proposed facility and
- € Background information about the applicant group and anticipated members of the board of trustees.

The LOI may not exceed 6 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 and refer to the [FAQ](#) located on the [NYSED website](#) for additional information.

NYSED staff will review all submitted LOIs to ensure that each LOI is complete, provides thorough and robust information,

- € Omit sections
- € Do not follow formatting requirements
- € P

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 personal participation of all proposed board members at the Capacity Interviews in Albany, New York may be disqualified from further consideration.

Phase IV: Request for Modifications¹⁴

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 Interview. 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 the Department, 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:

- € Demonstrate 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

¹⁴N.Y. Education Law § 2852(3)(a)

- € Provides evidence of public outreach that conforms to the process prescribed by the 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, outlined in Appendix C, to determine which charters will be recommended.

If recommended for approval, NYSED will provide 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 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.

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) 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
R-(c)11 (r)-2 (e-)F2rwl (-)n-4 ()10 (T) (to)l160001 Tc 0410 ()JTJ 2.005 Tc -2.049 Tw 0 -1.22 Tor0

the grant application are integrated into the overall application process for 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 startup (or preopening) 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 Department website at [BOR Oversight Page](#)). New charter schools will be authorized to open for instruction only upon the issuance of a *Consent to Commence Instruction* letter issued by the Department.

2022 APPLICATION REVIEW PROCESS AND TIMELINE

2022 Application Review Process Activity	Timeline
<p>Draft 2022 RFP and Application Kit posted for comment at the NYSED CSO website Start a New Charter School</p> <p>The public may submit comments on applications by email to charterschools@nysed.gov by mail to NYSED CSO, Washington Ave., Albany, NY 12234.</p>	<p>DRAFT RFP and Application Kit posted on April 22, 2022 with public comments due no later than 3:00 PM ET on May 6, 2022.</p>
<p>Final 2022 RFP and Application Kit posted on the NYSED CSO website Start a New Charter School</p>	<p>FINAL RFP and Application Kit May 19, 2022</p>
<p align="center">Phase I: LOI</p> <p>Submission is by upload to https://nysed-cso.smapply.io/prog/new_charter_school_applications</p> <p>LOIs that do not provide all requested information and meet submission requirements will not be accepted</p> <p align="center">Phase II: Full Application</p> <p>Submission is by upload to https://nysed-cso.smapply.io/prog/new_charter_school_applications</p> <p>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 electro</p>	<p align="center"><u>Deadline</u> June 3, 2022 3:00 PM ET</p>

2022 Application Review ProcessActivity	Timeline
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Background Checks via Fingerprint Scans
NYSED will contact the

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 2022 must submit a LOI, not to exceed 6

€ Education Credentials If an individual has a high school

Projected Enrollment Table Over the Charter Term

Grades

- (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], except that 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.

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;
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.

Samples of evidence may include but are not limited to: a public meeting flyer with

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 ²¹			
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 ²²	Initial 5-year term		
Proposed Comprehensive Management Provider ²³			
Priority School Design Elements Identified Through the LOI			
Projected Grade Span and Enrollment for Indicated Years	Year 1	Grades	Enrollment

The Application Summary is intended to provide the public with a concise description of the proposed school

CERTIFICATION AND ASSURANCE 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

determine if the charter school is making satisfactory progress toward achieving the objectives described in this application.²⁵

- € 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 as stated.²⁶
- € That the charter school will provide such other information and assurances as Secretary of the U.S. Department of Education and the State Education Department may require.²⁷
- € 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), 2110 and 220 and any Closing Procedures specified by NYSED.

I, enter name of Proposed Board Chair, hereby certify that the information submitted in this F 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:

²⁵ 20 USC § 7221(b)(3)(J)

²⁶ 20 USC § 7221b(b)(3)(K)

²⁷ 20 USC § 7221b(b)(3)(N)

state testing grades, i.e., grades K

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 not

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 graduations, rate, 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 (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 within the criteria of the school's chosen priority school design(s).
- 8.

Evaluation Criteria:

A response that meets the standard will

1. Demonstrate clear knowledge of the community and understanding of its needs. 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 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 plan for disseminating/learning effective educational practices.

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. dndadiddl8ddeeniaiel8dl8ddeeanf0 ()6 (l8d)h ()3 (i)3 t(Sc) (34 (i)3 (e)3 (l8d)h(o)2 (s)6 (s)

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 stakeholder and
- 4.

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 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 to 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

EvaluationCriteria:

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 and ELs, 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.

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 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

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 the people who are affected by your school activities and outcomes, who influence or have 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 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 and authorization
7. Aspects of the school's design, both academic and social/emotional, demonstrate that the proposed school will support the needs of, and be responsive to, the community as 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

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

4. Describe the materials that will be used to deliver the curriculum, including 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 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 data 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

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-

4. Describe the strategies and staff the school will employ to develop and sustain 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 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 and including expulsion or suspension from the school, which are consistent with (a) the requirements of due process

4. Provide a brief explanation of the teacher weekly schedule including 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 .003 Tw 0.S[/TT1 1 TftT(he)i99ats the s 01 - (l01 - (n1 (arse)-6 (s)94 (ali)-4 (h

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

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- € 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 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 are not required to have any of the above referenced education credentials to serve on a charter school board of trustees. To the extent available, such documentation is used for identity verification.

Attachment 5b: By-Laws Submit a draft of proposed bylaws

of trustees and school leadership team which will be primarily comprised of members who represent diversity in socioeconomic 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. 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 socioeconomic 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 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 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 serving SWDs and ELLs
7. Explain how the school will recruit and retain high quality teachers including plans for compensation and benefit.
8. Explain how the school will promote equity and diversity in educational leadership and

Required Attachments:

Attachment 8a: Hiring and Personnel Policies and Procedures. Present a hiring plan and complete the proposed staffing chart. The hiring plan, which 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 Resumes for Proposed School Leadership. 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

C.1. COMPREHENSIVE MANAGEMENT SERVICES

General Overview General Overview: NewSchools may contract with a not-for-profit comprehensive management service provider or charter management organization (CMO) to provide substantially all the educational or management services for the proposed school. Pursuant to recent amendments to the Charter Schools Act, for-profit business or corporate entities are not

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

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

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

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 school's mission and educational program.
2. Provide a clear description of the services to be provided by the management organization.
- 3.

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 rea

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 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

	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

Requests:

1. Describe the t

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 assumption including an assurance that it will provide special transportation.

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 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

Applicant groups may include a grant amount of \$1,000,000 in the planning period and initial implementation years in the overall charter school budget and cash flow template. Inclusion of CSP grant amounts greater than the \$1,000,000 base award in the budget should be considered carefully, as enhanced funding levels are not guaranteed. Grant funds may be used only to support initial, onetime planning and expansion activities and not ongoing operating activities.

Requests:

1. Provide narrative description of the budget, including a summary of key revenue and expenditure categories and net income each year, including during the 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 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 New Charter School](#). 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 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 (\$20,000 per academic year for the first 5 years of operation) 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 PREOPENING PLAN

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 the incorporates 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 to the school district in which the charter school is located or another charter school located within the school district⁴⁹

⁴⁹ N.Y. Education Law §851(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.)	

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	ELL 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 1: 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 supervisor 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

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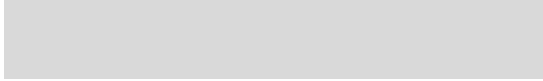
APPENDIX A: REVIEWER EVALUATION GUIDANCE AND RUBRIC

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 is the evaluation criterion by which the reviewers are to evaluate each section and subsection, mirroring the RFP. Throughout the evaluation, reviewers determine whether the applicant group has responded to all evaluation criterion and how well the applicant group's responses address the evaluation criterion. Reviewers are to rate the response as 2(D)3- 1reshos3a 1res3a 1res3a 1reson

APPENDIX: B

Priority Objective (1 – 4 Points Each)	Weight	Key Indicators	Primary Evidence Sources
		<ul style="list-style-type: none"> € 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. ⁵⁴	1	<ul style="list-style-type: none"> € 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 & IIC. 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. ⁵⁵	2	<ul style="list-style-type: none"> € 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. ⁵⁶	1	<ul style="list-style-type: none"> € 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 bylaws embed a systematic approach by which the board of trustees will oversee school leadership and operation. 	I.D

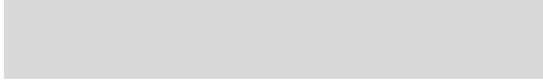
APPENDIX: NEW YORK STATE CSP GRANT WORKNRA-5 (CSTJ 0 Tc 0 Tw 4.)Tj
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Design Priority	Indicators
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4. The school will serve students who are atrisk of academic failure because they reside in a

Design Priority	Indicators
	<ul style="list-style-type: none"> € 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.
<p>8. The school's program will promote a racially, ethnically, and linguistically diverse student population.</p>	<ul style="list-style-type: none"> € 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).
<p>9. The school will replicate an existing, high-quality school model.</p>	<ul style="list-style-type: none"> €



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, 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. Responses 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

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		

D.

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.

H. 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 as 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.

I. Form 990s: NY (c)4 (r)39(u)-1e)-1 (d-10 (o).ri 0 Td [(e)-1 (s)2 (o)-2 (f)66)10.1 ((r)

