

# New York State Education Department

## 2021 Request for Proposal (RFP) and Charter School Application Kit

Standard Version

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INTRODUCTION

## CHARTER SCHOOLS 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

## Charter Schools Authorized by the Board of Regents

As of January 2021, the Board of Regents has authorized 280 charter schools serving over 66,000 students across New York State. A full list of all charter schools in New York State can be found at [Charter Schools Directory](#)

The grade levels served by these charter schools in the 2018-2019 school year are

- x 11 serving kindergarten through grade 12;
- x 29 serving only elementary grades;
- x 9 serving elementary and middle grades;
- x 8 serving only middle grades;
- x 9 serving middle and high school grades;
- x 18 serving high school grades.

Among the portfolio of

- x Community engagement
- x Family involvement and
- x Charter school experiencee2







## 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 process as well as in the portfolio of the 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.



4. Addressing comments received from the impacted community concerning the

## 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 bylaws, 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 Letter of Intent. The Letter of Intent is designed to solicit basic school design information about the applicant group, school mission and model, and target population. The Letter of Intent requires applicant groups to address questions that directly align to some, but not all, of the requirements stated in the Act. Applicants invited to the next phase will be required to address all the requirements stated in the Act in the Full Application.

In the Letter of Intent, applicants must provide:

- x If a previous application was denied by NYSED or the Board of Regents only, include changes the applicant group has made to the LOI and plan to make for the Full Application since an LOI or application was last submitted
- x A brief description of the mission and school design and how the proposed school design one or more of the priority school designs enumerated in the Applicant Eligibility section of this RFP
- x A description of the proposed student population (including plans to meet enrollment and retention goals for target populations)
- x Proposed grade levels and the number of students to be enrolled
- x Initial evidence of community outreach efforts, practices used or to be used, and community support.

The Letter of Intent for new operator applicant groups may not exceed 6 pages, excluding all attachments, and must be submitted to the NYSED Charter School Office by 4:00 p.m. EST on the due date specified in the timeline for the applicable RFP cycle. Please see Submission Instructions for full details and refer to the [FAQ](#) located on the NYSED website for additional information.

NYSED staff will review all submitted Letters of Intent to ensure that each Letter of Intent is complete, provides thorough and robust information, and is likely to address the rigorous standards in the Full Application. Letters of Intent that are incomplete and do not provide all the requested information and reflect the

All Letters of Intent and Full Applications will be posted at the NYSED Charter School Office website at [Starting a Charter School](#). 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. (c)4.1 (rp7g-12.0r001 Tw

#### Phase IV: Request for Modifications

For applicant groups that the Department is recommending 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 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 information provided in the application, the Department will recommend to the Board of Regents whether to approve or deny the application. The Department will provide a written recommendation to the Board of Regents, which will include the following information:



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. 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 was deemed deficient. 8 (d)-.72 Tm [(t

capacity interview stage of the process will be recommended by the Department, not recommended, or have the option of withdrawing their application.

Please note: At no point does progress to a certain stage of the process ensure a positive recommendation.

Federal Charter Schools Program (CSP) Planning and Implementation<sup>15</sup> Grant  
As part of New York State's 2018 \$95.5 million federal CSP grant award, NYSED may provide grant funds to all applicants who are issued a charter by the Board of Regents, except those applications affiliated with CMOs that have received federal CSP funds through the Charter Schools Program (CSP) Grants for and Expansion of High-

work will be guided by the terms of the charter agreement and ~~the~~ *Opening Procedures for New York State Charter Schools Authorized by the Board of Regents* (which may be found on the Department website at [Board of Regents 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 the Department.



2021 APPLICATION REVIEW PROCESS AND TIMELINE

2021 Application Review  
Process Activity

Timeline



converting an existing public school into a charter school should contact the NYSED Charter School Office at [CharterSchools@nysed.gov](mailto:CharterSchools@nysed.gov) (518) 4741762.

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 TO APPLY

All applicant groups seeking to establish a charter school authorized by the Board of Regents to open in 2021 must submit a Letter of Intent, not to exceed 6 pages in length (excluding any summary page and attachments) by the specified due date. Department staff review all Letters of Intent 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. A Letter of Intent 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 17n

x Education Credentials If an individual has a high school diploma, GED or equivalent, an undergraduate i Td [(11.9 ( )]22 0.001 T2c 0.000 Tw 9.38ed0 Td (

Projected Enrollment Table Over the Charter Term						
Grades	Ages	2021-22	2022-23	2023-24	2024-25	202

- (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.

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

## Table 1 Applicant Group Information

Table1 is not counted toward the page limits

\*Minimum of 5 members of applicant group must be designated as Trustees

**Table 2: Public Outreach Information**

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

Date(s) of Outreach (mm/dd/yy)	Target Stakeholder Group	Description of the Outreach	Location of Outreach
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# FULL APPLICATION

Standard Version:

For New Operator Applicant Groups to Establish New Charter Schools





of the application will not count against Full Application page limitations. The Application Summary will not be formally evaluated by peer reviewers,

CERTIFICATION AND ASSURANCE STATEMENT

Proposed Charter School Name:

Proposed School Locations (District):

- x 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<sup>25</sup>
- x 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<sup>26</sup>
- x 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 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:

<sup>25</sup> 20 USC § 7221b(b)(3)(K)

<sup>26</sup> 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

state testing grades, i.e., grades 2-8 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.
3. Present a mission that is consistent with high academic standards set forth in the Charter School Performance 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 2-8 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 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

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2. Describe the





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.





## 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 schools, (





Projected Enrollment Table Over the Charter Term						
Grades	Ages	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
K						
1						





3. Discuss how the school design, both academic and social/emotional, support the needs of, and are responsive to the community and how input to determine and respond to changing community need 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. How will the proposed school evaluate community involvement?









academically and are at risk of academic failure, those who qualify for the identified priority school design, students with disabilities, English language learners, and gifted and advanced students

2. Unless covered in Attachment 13, provide a rationale for these approaches and explain how

Evaluation Criteria:

A

2. Describe the school's use of diagnostic, formative, interim, and summative assessments/instruments to evaluate the social-emotional well-being and growth of students expected to enroll in the proposed school.
3. Ensure all assessments are authentic, embedded in teacher practice, ongoing, 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 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, parents, students, and the community.





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 and 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 students with disabilities
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 and with federal laws and regulations governing the placement of students with disabilities<sup>37</sup>, and (b) the requirements of the Dignity for All Students Act (Education Law



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:

- o Days that school is in session;
- o Holidays, days off, and half days;
- o Professional development days;
- o Summer programming and/or instruction;
- o First and last days of class; and
- o Organization of the school year (quarters, semesters, trimesters) including the beginning and ending for each segment.

Evaluation Criteria:



- o Qualifications for board membership
  - o Board member recruitment and selection
  - o Board member appointment or election
  - o Member terms
  - o Ex officio and/or representative positions
  - o Structure of the board, including officers and committees
  - o Conduct of board and committee meetings
  - o Process to govern multiple schools under one educational corporation
  - o Process to promote parental/guardian and staff involvement in school governance
  - o Adherence to Open Meetings Law
  - o Board training and development and 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 in framing the academic and social-emotional supports for students and the community the proposed school seeks to serve

Required Attachments:  
Table













3. Describe the nature and purpose of the proposed affiliation (e.g., teacher training and staff development, curriculum and assessment, and 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.

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 individual 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 at risk of academic failure, students with disabilities, and English language learners
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

anS0(ur)4(d)4(u)cess.1f54(h)one(h)1e40(a)24fron(4)20(4)-(4)(a)(g)3(1)s(t)(ms)2k(at)4(e)alid(es)81(e)21( General Overview | PCID 54 >> WW 9.01e

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 towards achievement of its mission and goals as well as the benchmarks in the Charter School Performance 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 Charter School Performance 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 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.

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<sup>44</sup>N.Y. Education Law § 2851(2)(j)

**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
3. 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
4. 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.
5. 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:					
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 need 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 students 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 ne



## H. NONACADEMIC OPERATIONS

General Overview  
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 and safety services



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.





## Evaluation Criteria

A response that meets the standard will:

1. Demonstrate understanding of key 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 (an)-4 w 17.69

IV. TABLE OF REQUIRED AND OPTIONAL ATTACHMENTS
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Note: Attachments are limited to 80 pages, excluding those marked with asterisk(\*). Page limits are suggested for each attachment below to help applicants keep within the total 80-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 sig81 re Wig811073.6 251.64 29.281 c\	



Attachment 8b	Resume for Proposed School Leader 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 1 PLAN TO ADDRESS ENGLISH LANGUAGE LEARNERS

**General Overview:** Describe the implementation of the school's programs and services for students who are English language learners *Please explain your vision for the support and instruction of Multilingual Learners/ English language learners.*

### 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 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 populations. (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, includes 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 English and the Home Language.

14. Describe how the social emotional needs of students in each subpopulation (Students with Interrupted Formal Education, Long Term ELLs, Newcomers, ELLs with Disabilities, Former ELLs) 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, content collaboration time to communicate and collaborate around supporting ELLs
19. How will the school establish systems and structures 1.3 (t)7.9 (e)e4(w)-3.4 ((t)7.9 (e)-3 rac)-2 .004 Tw

**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 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 demonstrates 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.





Priority Objective (1 – 4 Points Each)	Weight	Key Indicators	Primary Evidence Sources
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 <sup>52</sup>	1	<ul style="list-style-type: none"> <li>x The proposal describes how assessment information will be used to evaluate the effectiveness of the educational program by school leaders.</li> <li>x The proposal describes process for review and revision of curriculum.</li> <li>x The proposal describes a systematic process by which student achievement information will be presented</li> </ul>	

APPENDIX: 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.

As part of New York State's 2018 \$95.5 million federal Charter Schools Program (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 Charter Schools Program 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 total amount of



Design Priority	Indicators
needs and raise the achievement of students who are English language learners	x



Design Priority	Indicators
-----------------	------------

assessment required for graduation, if applicable.

x

Design Priority	Indicators
-----------------	------------

proficiency and college and career readiness





D. Market Analysis and Selection of Target Communities:

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1.

G. 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



