



Technical Assistance Session New Charter School Applicants

October 27, 2016

Please write your current questions on a post-it note and place them on the “Current Questions” Board.



Delaware
Department of Education

Agenda Overview

- I. Guiding Questions Parking Lot
- II. Welcome & Introductions
- III. Charter School Office Mission, Vision & Goals
- IV. Timelines (Handout)
- V. Technical Assistance Session Goals Review
- VI. Guiding Questions Review
- VII. Application Resources
- VIII. Questions

II. WELCOME & INTRODUCTIONS





III. Charter School Office

Mission, Vision, Goals



Delaware
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III. Charter School Office Mission, Vision & Goals

Delaware's Charter Law

Delaware's Charter Schools were created to **improve student learning; encourage use of different and innovative or proven school environments and teaching and learning methods; provide parents and students with improved measures of school performance and greater opportunities** in choosing public schools within and outside their school districts; and to provide for a well-educated community.

III. Charter School Office Mission, Vision & Goals

- Charter School Office Goals for today:
 - Answer all questions relating to the Charter School Application Process;
 - Provide Technical Assistance in relationship to how to develop and submit a ‘high quality’ application;
 - Provide some suggested ‘best practices’ in relationship to the charter school design, and;
 - Provide resources.



IV. Timelines

(Handout)



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IV. Timelines

| Date | Event |
|--|---|
| October 27, 2016 November 29, 2016 | During the technical assistance meetings for applicants, DDOE personnel will explain the application process, format and timelines, and address applicant questions about the process. |
| January 3, 2017 12:00 pm EST (recommended submission time) | The deadline for applications to be received by the DDOE Charter School Office (CSO). The deadline for the Department to inform the superintendents of the district in which a new charter school is proposed. |
| January 4 – 19, 2017 | The DDOE conducts an Initial Review of all applications for completeness and viability. Applicants who do not warrant full review will be notified by January 20, 2017. |
| January 24 – 26, 2017 | The CSO provides an opportunity for an interview to those applicants with submissions deemed to be sufficient for a full review. |
| January 30 – February 1, 2017 | Public Hearings are held for each application undergoing full review. |
| January 30, 2017 | The CSO issues the accountability committee initial reports. |
| February 14, 2017 | The applicants submit their responses to the initial reports. |
| February 21 - 23, 2017 | Accountability committee final meetings. |
| March 3, 2017 | The accountability committee's final reports and recommendations are released for each application. |
| March 14 - 16, 2017 | Final public hearings are held for each application. |
| April 13, 2017 | The public record closes. |
| April 20, 2017 | The Secretary of Education makes a decision on each application. If an application is approved, it is submitted to the State Board of Education for assent. |



V. Technical Assistance Goals

Understanding the Charter School Application Process

V. Technical Assistance Goals

Goals:

- Review the Application
- Provide Guidance
- Share common errors
- Provide 'suggested practices'
 - Example: Complete Executive Summary
 - Example: Cross Reference Budget with Education Program and Staffing

Consideration of Impact

Impact

- Potential positive and negative effect that a new charter school if it should be approved, is projected to have on the schools and the community from which the charter school's new students will likely be drawn.
- The authorizer shall consider all information furnished to it during the application process and may exercise its reasonable discretion in determining whether the proposed new school is contrary to the best interests of the community to be served, including both those students likely to attend the charter school and those students likely to attend traditional public schools in the community.
- Impact shall be considered in conjunction with the factors in § 512 but shall not alone provide the basis for disapproval of an application for a new charter application
- Information regarding Impact may, by itself or in combination with other factors, form the basis for conditions being placed on the approval of a new charter school or modification.
- Impact shall include educational, financial, and community information.

Consideration of Impact

Wilmington Applicants

- Prior to approval, the Mayor and the City Council of the City of Wilmington may review and provide comment regarding the likely impact of the proposed charter school on students in the City of Wilmington.

Section 1.2: Founding Group and School Leadership

Founding Group Membership [14 Del. C. § 512(1)]

Identify the key members

- Explain what role each individual will play, and note which Founding Group members are certified educators, parents, and members of the community as required by 14 Del. C. § 512(1).
- Explain the Founding Group's collective experience and/or involvement in:
 - K -12 public education system;
 - design and operation of a charter school
 - School leadership, administration, and governance;
- Curriculum, instruction, Delaware Content Standards
- Business management, Delaware financial and accounting systems
- Personnel management;
- At-risk populations and children with disabilities, English language learners; migrant/homeless students; and other at-risk populations that the school intends to serve;
- School operations, transportation, facilities management, and school lunch/breakfast programs, and health and safety; and
- Parent and community engagement.

Think Academic, Organizational, Financial Soundness:

- Attachment 1 – Founding Group résumés and biographies
- Attachment 2 – Principal/School Leader candidate qualifications, résumé, and professional biography
- Attachment 3 – Qualifications, résumés, professional biographies of the school's leadership/management team

Section 1.3: Education Plan

Curriculum and Instructional Design [14 Del. C. § 512(6)]

Provide a synopsis of the proposed educational program, including key components of the education model and any unique or innovative features.

1. Provide a synopsis of how the proposed instructional design reflects the needs of the school's target population, and how *all* students will meet or exceed the expectations of the Delaware Content Standards
2. The description of the instructional design
3. Present evidence that the proposed educational program is research-based
4. Provide an overview of the planned curriculum
5. Describe how the school will ensure that all students have equitable access to the curriculum.
6. Describe differentiated instruction to meet the needs of all students, including those who are gifted and talented.
7. Provide a synopsis of plans for additional academic support for at-risk students (RTI)
8. Explain how the graduation requirements will ensure student readiness for college or other post-secondary opportunities (trade school, military service, or entering the workforce).

Think Whole School Education Plan – (Unit Count, Students Serviced, Scheduling for unknown enrollment)

- Attachment 4 – Course Scope and Sequence (see page 22)
- Attachment 5 – Units of instruction (see page 22).

Section 1.3: Education Plan

Curriculum and Instructional Design [14 Del. C. § 512(6)]

- **Student Performance Goals** [14 Del. C. § 512(4) and (6)]
- Describe the student performance standards for the school as a whole.
- identify the primary interim assessments
- If the school plans to adopt or develop additional academic performance goals or assessments
- Explain the school's policies and standards for promoting students' from one grade to the next. Describe how and when promotion and graduation criteria will be communicated to parents and students.
- Explain the process for ensuring that **all** students in grades 8-12 have a complete student success plan. Describe how the success plans will be monitored as required by 14 Del. C. § 5.0.

- **High School Graduation Requirements** (*High Schools Only*) [14 Del. C. §§ 512(4), (5), (6) and (7)]
- How the school will monitor progress towards graduation
- If applicable, Career and Technical Education (CTE) pathways courses.

Section 1.3: Education Plan

- **School Calendar and Schedule** [14 *Del. C.* § 512(6)]
- **Supplemental Programming** [14 *Del. C.* § 512(6)]
- **Special Populations and At-Risk Students** [14 *Del. C.* § 512(4)-(7)]
- Students with Disabilities: Gifted, English Learners, and Special Education
- Identification
- Programming
- Monitoring and Accountability
- Staffing and Professional Development

Think Whole School Education Plan – (Unit Count, Students Serviced, Scheduling for unknown enrollment)

- Attachment 6 – School Calendar

1.3 Education Plan

Student Recruitment and Enrollment [14 *Del. C.* § 512(6) and (8)]

Describe your plan to recruit students (Note! Be sure to reference <https://www.schoolchoicede.org/>.)

- Provide, as **Attachment 7**, the school's Enrollment Policy and Withdrawal Policy, which must include the following:
- Any admission requirements,
- Any admission preferences in accordance with 14 *Del. C.* § 506(b)
- Establish a timeline for its application and admissions processes
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- A timeline and plan for student recruitment and enrollment;
- First year charter school for at least one complete school year pursuant to 14 *Del. C.* § 506(c)(3).

1.3 Education Plan

School Culture [14 *Del. C.* § 512(6)-(7) and 14 *Del. C.* §4112D]

Student Discipline [14 *Del. C.* §512(6)-(7) and (11), 14 *Del. C.* § 4112F]

- Key elements of the school discipline policy, (plans regarding limitations on seclusion and restraint, training and reporting requirements in accordance with 14 *Del. C.* § 4112F and related regulations at 14 DE Admin. Code § 610.)
- How will you ensure that minority students and students with disabilities are not disproportionately represented in disciplinary procedures such as suspensions and expulsions? How will you measure or track this data?
- Who will be responsible for implementing the school's discipline policy? What position will be responsible for electronically reporting discipline incidents in accordance with state requirements?
- (Note! If approved, you will be required to submit a student Code of Conduct prior to opening in accordance with 14 DE Admin. Code § 600.)

1.4: Performance Management

14 Del. C. §§ 512(4)-(7)

- The DDOE will evaluate every charter school's performance annually and for renewal purposes according to a set of academic, financial, and organizational performance standards, known as the Charter Performance Framework, which will be incorporated into the Performance Agreement. (Note! The Performance Agreement is enforceable as part of the school's Charter Contract.)
- The academic performance standards will be in accordance with 14 *Del. C.* § 512(4) and will consider status, growth, and comparative performance based on federal, state, and school-specific measures.
- The financial performance standards will be based on standard accounting and industry standards for sound financial operation.
- The organizational performance standards will be based primarily on compliance with legal obligations, including the fulfillment of the Board's fiduciary obligations related to sound governance.

Section 1.4: Performance Management

- No attachments required
1. Whole School
 2. Grade Level
 3. Demographic Groups
 4. Use data to make changes

Section 1.5: Staffing

Staff Structure [14 *Del. C.* § 512(6)]

The organizational charts and accompanying notes or roster should identify the following:

- Year 1 positions with position descriptions, including those for administrative, instructional, and non-instructional personnel;
- The number of classroom educators, Paraprofessionals, any specialty educators, and contracted professional services, such as Speech Therapists, Physical Therapists, etc.;
- Operational and support staff;
- The reporting structure for the proposed school; and
- The educator-student ratio, as well as the ratio of adults to students for the school.

Attachment 8 : Organizational Chart

Section 1.5: Staffing

Staffing Plans, Management, and Evaluation [14 Del. C. § 512(6)]

- Explain the relationship - whether the employees will be at-will and whether the school will use employment contracts.
- Outline the proposed school's salary ranges and employment benefits
- plan and timeline for recruiting and selecting the teaching staff and other educators/professional staff.
- Outline the school's procedures for hiring and dismissing school personnel.
- Describe how the School Leadership Team will use the Delaware Performance Appraisal System (DPAS) as required by Delaware Code
- Explain how and when the Board will evaluate the Principal/School Leader.
- What mechanisms or options will the Board leverage to address unsatisfactory leadership performance, should it occur, as well as turnover? What cut points within established metrics might trigger different courses of action in regards to the oversight of the Principal/School Leader?

Section 1.5: Staffing

Professional Development [14 Del. C. § 512(6)]

Describe the professional development plan, including standards and opportunities that will be offered to the staff. Identify who will be responsible for developing, leading, and evaluating professional development at the school. This description should explain how professional development for the faculty will support the educational program and build capacity to improve student achievement. The plan must include the following:

- - A schedule and explanation of professional development that will take place prior to school opening. Explain what the focus will be during this induction period and how educators will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods;
 - The expected number of days/hours for professional development throughout the school year, and an explanation of how the school's calendar, daily schedule, and staffing plan will be structured to accommodate this plan. Specify when educators will have time for common planning or collaboration and how such time will typically be used;
 - An explanation of how professional development will be aligned with the interim (e.g. classroom, diagnostic, formative) assessments and staff evaluation processes, and how it will be adjusted during the year to address areas of need that are identified;
 - An explanation of how the professional development program will be evaluated to assess its effectiveness and success.
 - An explanation of the school's system for providing coaching and professional development for the School Leader. Explain how the school will know what coaching and professional development the School Leader needs.

Section 1.6: Governance and Management

(Note! –CMO's need to include additional information)

Legal Status and Governing Documents [14 Del. C. § 512(2)]

- Identify the name of the organizing corporation, date of incorporation, and names of the corporation's officers and the office held by each.
- Attach a copy of the Articles of Incorporation, a copy of the Board bylaws, and Board policies of the corporation as **Attachment 9**.
- Provide, as **Attachment 10**, the completed and signed Statement of Assurances.

Section 1.6: Governance and Management

Governing Board [14 Del. C. §§ 512(1)-(2), (6) and (9)]

Governance Philosophy. Explain the general philosophy of governance and extent of involvement by key stakeholder groups.

Structure and Composition. Describe the size, current and desired composition, powers, and duties of the Board. Identify key skills, areas of expertise, and constituencies that will be represented on the Board.

Roles. Describe the primary roles of the Board and how it will interact with the Principal/School Leader and any advisory bodies. List all currently-identified Board members and their intended roles, and summarize their interests in and qualifications for serving on the school's Board.

As **Attachment 11**, provide a completed and signed Charter School Board Member Information Form for each proposed Board member.

As **Attachment 12**, provide a completed and signed Charter School Board Member Disclosures Form for each proposed Board member.

Procedures. Explain the procedure by which Board members have been and will be selected. How will the Board fulfill its responsibilities?

Section 1.6: Governance and Management

School Oversight:

- A. Describe how the Board **will approach its oversight** role.
- B. Describe the **financial policies and procedures**
- C. Describe an, at a minimum, **annual process for evaluating** whether financial allocations have effectively supported the school in carrying out its mission and meeting its goals.
- D. Identify the enrollment threshold that would compel the Board to delay opening the school and explain why.
- E. Describe how the Board and School Leadership Team will utilize the school's mission in everyday practice and decision-making?
- F. Describe the School Leader contract. Identify whether there will be performance targets in that contract and, if so, what they are.

Section 1.6: Governance and Management

Board Improvement: increasing the capacity...training... how the Board will evaluate itself...

Board Continuity: ...timeline, recruitment, succession plan

Ethics and Conflicts of Interest. Describe the Board's ethical standards and procedures for identifying and addressing conflicts of interest and compliance with the State Code of Conduct.

Advisory Bodies [14 *Del. C.* §§ 512(1)-(2) and (6)] (if any)

Grievance Process [14 *Del. C.* § 512(9)] (Parents, Students, Staff)

Section 1.7: Parent and Community Involvement

Parent Involvement

- Describe the role of any parents/guardians and community members involved in developing the proposed school.
- Describe the outreach that you have conducted to engage prospective parents/guardians in the area you are proposing to serve.
- In **Attachment 13**, provide evidence of support for the proposed school among prospective parents/guardians. Identify how many letters of support from parents/guardians and how many have indicated intent to enroll.
- Describe how you will engage parents/guardians in school, governance roles...build family-school partnerships for learning and encourage parental involvement..... volunteer activities that the school will offer to parents.

Section 1.7: Parent and Community Involvement

Community Involvement

- Describe how community members are represented on your Board and in your Founding Group?
- Identify what community resources will be available to students and parents. Describe any partnerships that the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships.
- Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student-learning opportunities.
- Provide, as **Attachment 14**, evidence of support from community partners, which may include letters of intent/commitment, memoranda of understanding, and/or contracts, and should specify the resources to be committed or contributed from the partner, as applicable.

Section 1.8: Start Up and Operations

Start-Up Plan. Provide, as **Attachment 15**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals, which is aligned with a sound Start-Up Budget. The plan must include such milestones as:

- Identify and hire key personnel;
- Create and/or finalize curriculum and purchase assessments and materials;
- Board approved discipline, attendance, promotion, and grading policies submitted to DOE;
- Hire instructional staff;

Section 1.8: Start Up and Operations

- **Secure major contracts necessary for the school to open:**
 - Equipment
 - Services (e.g. bus and food services, and related services for special education); **Note! Bus and food contracts due to DOE by August 1, 2018 and annually thereafter.**
 - Leases of real and personal property the purchase of real property, the construction or renovation of improvements to real property, and
 - Insurance
 - Student recruitment and community engagement; and
 - Other planning activities.

Section 1.8: Start Up and Operations

Challenges of starting a new school and how you expect to address these challenges.

- **Start-Up (Year 0) Budget in Budget Sheets (Attachment 16)**
- **Transportation**
- **Safety and Security.**
 - Safety plan for students, staff, guests, and property.
 - Explain the types of safety and security personnel, technology, equipment, and policies...
 - Explain your process to create and maintain the required emergency preparedness
- **Lunch/Breakfast.** (no and low-cost meals)
- **Student Health Services.**
- **Insurance Coverage (Attachment 17)**
- **Student Records**

Section 1.9: Facilities

...Short-term and long-term facility plans.

- **Attachment 18**, provide floor plans of the school that identifies each room and whether the building will be new construction or an existing building.

Section 1.10: Budget and Finance

- Revenue Estimates (Attachment 19)
- Budget Narrative (Attachment 20)
- Business Plan (Attachment 21)
 - Expected funding sources
 - Operations Overview
 - Depositing Funds
 - Audits
 - School closure, non-renewal, or dissolution

Attachments

- Statement of Assurances (Attachment 10)
- Charter School Board Member Information Form (Attachment 11)
- Charter School Board Member Disclosure Form (Attachment 12)
- Charter Management Company and Highly Successful Charter School Operator Supplement

CMO

| Section | Required Attachments |
|--|---|
| Sections 2.1-2.4 Charter Management Company Supplement | Attachment 22 - Charter Management Company Documentation Attachment 23 – Business Plan (if applicable) Attachment 24 – Network-Level budget Attachment 25 – Network-Level Budget Narrative Attachment 26 – Portfolio Summary Template Attachment 27 – Delaware School Reports (if applicable) Attachment 28 – Delaware School Financials (if applicable) Attachment 29 – Operator Financials Attachment 30 – Litigation Documentation |



VI. Guiding Questions

Review of the posted questions



VII. Application Resources

Accessing What Works

VII. Application Resources

People:

- Highly Effective Charter School Leaders
 - Delaware Charter School Network
 - Community Partners (Library, Health, Colleges, DHSS, DPH, etc...)
 - Charter School Office
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VII. Application Resources

- The following resources are available on the DOE website:
- <http://www.doe.k12.de.us/Page/2267>
- Reference Materials
 - Charter School Law (14 Del. C. §§ 501-518)
 - Charter School Regulations (14 DE Admin. Code 275)
 - Charter School Reference Manual
- Curriculum
 - [Common Core Information](#)
 - [Math Curriculum Development Tools](#)
 - [ELA Curriculum Development Tools](#)
 - [Tri-State EQulP Rubric](#)
- Finance
 - [Budget Projection Sheets](#)
 - [Revenue Estimates FY17](#)
- Operations & Compliance
 - [Pre-Opening Requirements List](#)
 - [2015-16 Charter School Compliance Requirements](#)
 - [Charter School Website Monitoring Guide | Checklist](#)
- Board Oversight
 - Ethics in Government presentation
 - [Board Member Contact Information Sheet](#)
 - [Child Abuse Registry & Criminal Background Checks](#)
 - [Annual Certification for CMO Expenses](#)
 - [Charter School Board Member Disclosure Form](#)
 - [Charter School Board Member Information Form](#)

VII. Application Resources

Charter School Office
Delaware Department of Education

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VIII. Questions

