

Delaware Department of Education

Application for New Charter Schools



Delaware Department of Education
Charter School Office

Application Due Date:
Expected School Opening Date:

Monday, January 4, 2021
August/September 2022

Address:
John G. Townsend Building
401 Federal Street, Suite #2
Dover, DE 19901
Phone: 302-735-4020
Fax: 302.739.4483
Email: infocso@doe.k12.de.us

Delaware Department of Education

Charter School Office Mission

To ensure every charter school student in Delaware has a high quality education.

Charter School Office Vision

To be a nationally recognized charter school authorizer using clear and transparent processes that support and create a portfolio of high performing schools that share their innovative practices.

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Introduction

Application Content

Under the charter school law initially enacted in 1995 (14 *Del. C. Ch. 5*), new charter school applications are required to be submitted between November 1 and December 31 of any given year. The Delaware Department of Education (DDOE) invites applications for new charter schools that align with the intent of that legislation and that will result in schools which produce strong educational outcomes.

Approval Criteria

Title 14, Delaware Code, Section 512 details the approval criteria that applicants must address in a charter school application. Each section of the application requests information about a specific aspect of the applicant's plan that reviewers will use to determine whether the application meets the statutory and regulatory requirements for approval. Charter school applicants that fail to meet the approval criteria will be denied by the Department of Education.

Application Review Process

The DDOE shall make an initial review of all new charter school applications it receives in order to assess the completeness and quality of each such application based on the application submission criteria pursuant to 14 *Del. C. Ch. 5*. Upon a finding that an application does not warrant a full review, the DDOE shall notify the applicant in writing of the deficiency or deficiencies and the application shall receive no further consideration.

An application deemed by the DDOE to be sufficient for a full review shall be offered an opportunity for an interview in support of the application. Such interviews will allow the DDOE to assess applicant capacity, allow it to clarify information provided in the application, and gather additional information. The information gained in the interview process may be among the factors considered by the approving authority in approving or denying an application.

Within 5 days of determining that an application warrants a full review, the DDOE shall form an accountability committee to review the charter school application. The accountability committee's report shall address the approval criteria set forth in 14 *Del. C. § 512*. The applicant is provided with an initial report that details areas of follow-up and concerns identified by members of the accountability committee during the initial meeting. The applicant may submit a response to the initial report for consideration by the members of the accountability committee. After reviewing the response to the initial report, the accountability committee holds a final meeting to issue a recommendation on whether the application should be approved.

The accountability committee's final report shall be provided to the applicant and be made available to the public. This final report details the accountability committee's recommendation and any outstanding concerns about the application. After giving 15 days public notice, the DDOE shall hold public hearings to assist in its decision whether to approve a charter application. At least one (1) such hearing shall be held

prior to the issuance of the accountability committee's final report on each new application. The approving authority shall, in advance of the 15-day public notice period, post any and all charter applications under consideration on a public website maintained by the approving authority, and during this public notice period shall accept electronically submitted and written comments from the public.

The Secretary of Education will make a decision on each application by the **April 15, 2021** meeting of the State Board of Education. If the application is approved, new charter schools approved in this application cycle are expected to open by August/September 2022.

Conditions Regarding Impact

“Impact” is the positive and negative effect that a new charter school or charter school expansion, if it should be approved, and is projected to have upon the surrounding area and the education system of the state. 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.

Pursuant to 14 *Del. C.* § 511(b)(4), “information regarding impact may, by itself or in combination with other factors, form the basis for conditions being placed on the approval. Those conditions may include but shall not be limited to restrictions or prohibitions on geographic location, programmatic offerings, academic focus or emphasis, and grade levels served.”

For each application, members of the public will have the opportunity to submit public comments that describe the positive and negative impact that the proposed charter school will have on the surrounding area and the education system of the state. Based on the information submitted in these public comments, the Department of Education and the State Board of Education may propose conditions relating to impact. A charter applicant will have opportunities to respond to any proposed conditions at the CSAC Final Meeting, a public hearing, and in writing prior to the decision on whether the charter is approved.

Address questions regarding this application or the evaluation process to:

Charter School Office
Delaware Department of Education
401 Federal Street, Suite #2
Dover, DE 19901
Phone: (302) 735-4020
Fax: (302) 739-4483
Email: infocso@doe.k12.de.us

Timeline for New Charter School Applications Opening August/September 2022

Date	Event
October 29, 2020, 1:00 p.m. November 19, 2020, 1:00 p.m.	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 4, 2021 12:00 pm EST (recommended submission time)	The deadline for applications to be received by the DDOE Charter School Office (CSO).
January 5 - 11, 2021	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 12, 2021.
January 27-28, 2021	Public Hearings are held for each application undergoing full review.
February 4, 2021	The deadline for the DDOE to inform superintendents of all reorganized and vocational-technical school districts of receipt of new charter school applications.
February 9-11, 2021	The CSO provides an opportunity for an interview to those applicants with submissions deemed sufficient for a full review.
February 26, 2021	The CSO issues the accountability committee initial reports.
March 15, 2021	The deadline for applicants to submit their responses to the accountability committee's initial reports.
March 24-25, 2021	Accountability committee final meetings.
April 1, 2021	The accountability committee's final reports and recommendations are released for each application.
April 5, 2021	Final public hearings.
April 9, 2021	The public record closes.
April 15, 2021	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.

Application Instructions

The Proposed Narrative section of this application seeks information about all major aspects which include:

- Proposed education plan and school design;
- Targeted community(ies);
- Proposed business and organizational plans; and
- Proposed facility plan.

The Applicant Questions are organized to elicit information efficiently and accurately to facilitate a quality review and decision by the Delaware Department of Education (DDOE).

Formatting Instructions

- The proposal must be typed with 1-inch page margins and 12-point font, single-spaced (Helvetica, Arial, or Calibri font and left justification), with two-sided print.
- Each major section (Executive Summary, Founding Group and School Leadership, etc.) must begin on a separate page. Separate each section by inserting tabbed dividers in the application document; on each tabbed divider label, indicate the name of the specific section.
- In the header, include the complete, proper name of the charter school, section number and name of section. (For example, Delaware Charter School, Section 1: Mission Statement.)
- In the footer, include page numbers that reference the application section and page number. (For example, Page 1-1 represents Section 1, page 1)
- The proposal must have a table of contents that provides page numbers for the major sections (Executive Summary, Founding Group and School Leadership, etc.).
- If a particular question does not apply to your proposed charter school, respond “Not Applicable,” and briefly explain.
- All required attachments should be clearly labeled.
- The following is a list of attachments by section that must accompany the application.

List of Required Attachments by Section

Section	Required Attachments
Section 1.2 Founding Group and School Leadership	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	Attachment 4 – Course Scope and Sequence (see page 22) Attachment 5 – Units of instruction (see page 22) Attachment 6 – School Calendar Attachment 7 – Hourly Attendance Survey Attachment 8 – Parent Support Survey Attachment 9 – Enrollment and Withdrawal Policies Attachment 10 – Remote Learning Plan
Section 1.4 Performance Management	No attachments required
Section 1.5 Staffing	Attachment 11 – Organizational Chart
Section 1.6 Governance and Management	Attachment 12 – Articles of Incorporation, Board Bylaws and Policies Attachment 13 – Signed Compliance Certification Statement Attachment 14 – Application Certification Statement Attachment 15 – Board Member Information Form Attachment 16—Charter School Board Member Disclosures Form
Section 1.7 Parent and Community Involvement	Attachment 17 – Evidence of Support from Community Partners

Section	Required Attachments
Section 1.8 Start-Up and Operations	Attachment 18 – Start-Up Plan Attachment 19 – Budget Sheets (also required in Section 1.10) Attachment 20 – Insurance Coverage
Section 1.9 Facilities	Attachment 21 – Floor Plans or Facility Description
Section 1.10 Budget and Finance	Attachment 22 – Revenue Estimates Attachment 19 – Budget Sheets (also required in Section 1.8) Attachment 23 – Budget Narrative Attachment 24 – Business Plan

The following additional attachments are required *only* for those applicants who plan to contract with a Charter Management Company (e.g. Charter Management Organization or Education Management Organization). See the “Attachments” section.

Section	Required Attachments
Sections 2.5 Charter Management Company Supplement	Attachment 25 - Charter Management Company Documentation Attachment 26 – Business Plan (if applicable) Attachment 27 – Network-Level budget Attachment 28 – Network-Level Budget Narrative Attachment 29 – Portfolio Summary Template Attachment 30 – Delaware School Reports (if applicable) Attachment 31 – Delaware School Financials (if applicable) Attachment 32 – Operator Financials Attachment 33 – Litigation Documentation

Submission Instructions

- When submitting résumés and biographies, label each document with the individual’s affiliation with the proposed school (Founding Group member, Board member, Principal/School Leader, educator, etc.).
- Complete all pages of the Budget Sheets.
- Edit all documents for spelling, grammar and formatting.
- Review the application for completeness before submitting.
- **Late submissions will not be accepted.**
- Prior to submitting the application, review the provisions of [14 Del. C. Ch. 5](#), the regulations of the Delaware Department of Education (DDOE) relating to charter schools at [14 DE Admin. Code § 275](#), and other state and federal laws and regulations that apply to charter schools. The application must demonstrate compliance with all applicable statutes and regulations.
- Fully respond to each part of the application and provide a narrative response containing the required information, together with any documents required in the application.
- Provide detailed answers to the questions posed in the application. Simply restating the question and indicating that the school will comply with the question will not be sufficient. The response must provide details on *how* the school will comply with the subject of the question.
- Pursuant to 14 Del. C. § 511(q), submit a disclosure of any ownership or financial interest in the charter school, including but not limited to the building and real property to be used in the operation of the charter school, by the charter school Founding Group and Board of Directors (Board) of the proposed charter school. If the building and real property to be used in operation of the charter school are not known at the time of application, disclosures pertaining to those interests shall be made once the building and real property to be used in operation of the charter school become known. In addition, the Board of the charter school shall have a continuing duty to disclose such interests to the DDOE pursuant to 14 Del. C. Ch. 5 during the terms of any charter. The charter school and the DDOE shall promptly disclose the information required by this subsection to any member of the public upon request.
- Pursuant to 14 Del. C. § 511(r), submit the results of a criminal background check for each charter school Founding Group and Board member by the application due date to the Secretary of Education at:

**Secretary of Education
Delaware Department of Education
John G. Townsend Building
401 Federal Street, Suite 2
Dover, DE 19901**

Mark the envelope **“CONFIDENTIAL – FOR ADDRESSEE’S EYES ONLY”**

The background checks previously referenced must be within the last twelve (12) month period prior to the date of submission of the application. Criminal background checks are required to be completed in the same manner as those required by 11 Del. C. §8571 (a).

- Pursuant to 14 Del. C. § 511(r), the DDOE shall complete a check of the Child Protection Registry for charter school Founding Group and Board members. Each charter school Founding Group and Board

member must complete a Child Protection Registry Request Form which can be found at: <http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/domain/151/resources%20for%20charter%20schools/NewCCRAForm.pdf>. Mailing instructions are included on the form.

- Completed applications must be received in the Charter School Office by the application due date. **Incomplete applications will not be considered.** Applications will be deemed incomplete if they are:
 - Not submitted in the required format (including within the 130-page narrative limit);
 - missing a response to any question, or;
 - missing any required attachment.

Applicants must submit one original application with original signatures and five hard copies of the application and one electronic copy in PDF format, on CD or flash drive or uploaded to the DDOE's OneDrive site (to be supplied by DDOE) with any appendices to:

**Charter School Office
Delaware Department of Education
401 Federal Street, Suite 2
Dover, DE 19901**

Applications must be printed on two sides in loose-leaf binders. Do not staple or permanently bind the application. Applications that are stapled or permanently-bound will **not** be accepted.

Complete applications must be submitted between November 1, 2020, 8:00 a.m. Eastern Standard Time (EST) and January 4, 2021, 4:30 pm EST. (Note! The recommended submission time is 12:00 p.m. EST.)

An approved application, together with any conditions imposed upon approval by the DDOE, shall become the school's charter. **The Compliance Certification Statement attachment must be signed and submitted with the application.**

Charter schools are required to comply with all pertinent or applicable regulations and components of Delaware law. Upon approval of a charter school application, the DDOE shall present applicants seeking a charter from the state with a charter contract ("Charter Contract") that clearly defines the respective roles, powers, and responsibilities of the school and the approving authority and incorporates the provisions of the performance agreement entered into between the charter school and its approving authority.

Except as may otherwise be provided by law, the DDOE considers each application to be a "public record" subject to disclosure pursuant to the provisions of the Freedom of Information Act, 29 *Del. C.* Ch. 100.

If the applicant asserts that any part of the application or any documentation submitted in connection with the application is exempt from the definition of a "public record" pursuant to 29 *Del. C.* §10002(l), the applicant must mark the specific portion of the application or document "confidential" and note the specific statutory exception upon which the applicant bases the claim to confidentiality, including a citation to the specific sub-section of Section 10002(l) which the applicant alleges to support the claim.

The DDOE reserves the right to make a final determination as to whether any part of the application or any documentation submitted in connection therewith is entitled to be treated as confidential.

Charter School Application

The remainder of this document contains the application and attachments.

School Proposal Overview

Provide information for the primary point of contact for the applicant team. This individual will serve as the contact for all communications, interviews, and notices regarding the submitted application. (**Note!** Names and contact information may be shared with external groups by the Delaware Department of Education.) The information in this section is not included in narrative page limit.

Name of proposed school	
Opening year	
Geographic community †	
Model or focus (e.g., Arts, College Preparatory, Dual-Language, etc.)	
Primary contact person (name, email, mobile phone, fax)	
Mailing address	
Board Chair (name, email, mobile phone, fax)	
Name of applicant group or entity applying	

† Identification of geographic community may be as specific as a neighborhood or as general as the city/town identified for the school location.

Provide the names and roles in the applicant team and current employer of all persons on the applicant team.

Name	Role	Current Employment & Title
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Does the school expect to contract or partner with a Charter Management Company or other organization for school management/operation?

Yes

No

If yes, provide the name of the Charter Management Company or other partner organization if known.

(Note! If the applicant plans to contract with a Charter Management Company, the applicant must complete the Charter Management Company and Highly Successful Charter School Operator Supplement (See Section 2.5) in addition to the application narrative.)

Proposed Principal/School Leader Information (if known)

Proposed Principal/School Leader Candidate (name, email, mobile phone, fax)	
Current Employment	

School Enrollment Projection

Grades	Number of Students				
	Year 1 20__-__	Year 2 20__-__	Year 3 20__-__	Year 4 20__-__	Year 5 20__-__
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
Total Students					
Classes per grade					
Average number of students per class					

(Note! Provide additional columns if you will not reach full enrollment by year five.)

Student Demographics: Provide your estimated student demographics below.

	Low Income%	Special Education %	English Language Learners (ELL) %
Projected Demographics			

Proposed School Narrative – Maximum of 130 pages for Sections 1.1 – 1.10

The proposed school narrative includes the following sections:

- 1.1 Executive Summary
- 1.2 Founding Group and School Leadership
- 1.3 Education Plan
- 1.4 Performance Management
- 1.5 Staffing
- 1.6 Governance and Management
- 1.7 Parent and Community Involvement
- 1.8 Start-up and Operations
- 1.9 Facilities
- 1.10 Budget and Finance

1.1 Executive Summary

14 Del. C. §§ 512(1)-(3). And (5)-(6)

The purpose of the Executive Summary is to provide a high-level overview of the application. The Executive Summary does not receive a rating and is to contain the following. The page limit for the Executive Summary is 5 pages.

1. Mission and Vision Statements

- a. Provide a mission statement and a vision statement that will give the reviewers and interested members of the public an overview of the proposed charter school. The mission and vision statements should be specific, clear, and brief and provide the foundation for the entire school proposal and operational plan. Accordingly, the mission and vision statements must be aligned with the legislative intent set forth in 14 Del. C. § 501, the approval criteria in 14 Del. C. § 512 and the restrictions on charter schools in 14 Del. C. § 506.

2. Educational Need and Target Population

- a. Identify the target population, grade levels, and school district(s) that the school will serve. Briefly describe the intended effect on the existing community and provide a rationale for the chosen location.
- b. Explain how the proposed charter school, including the grade levels chosen, will clearly meet the identified needs of the community and the targeted student population.
- c. Identify how many families have indicated their intent to enroll in your school.

3. Community Engagement

- a. Describe how the applicant has assessed demand and solicited support for the school.
- b. Describe any relationships the applicant currently has or plans to build to engage students, parents, and the community in support of the school.

4. Educational Plan

- a. Briefly describe the most important characteristics of the educational program, including any specific educational philosophy, instructional methods, educational model, or other important features of the proposed school.
- b. Briefly describe the learning environment and culture.
- c. Briefly describe the plan to improve student learning for *all* students, including exceptional children, English language learners, gifted learners, migrant and homeless children, and any other special student populations.
- d. Briefly describe how the school will use assessment to improve student learning.

5. Leadership and Governance

- a. Briefly outline the role of the Board in regards to school governance, academic oversight and fiscal oversight.
- b. Highlight the strengths of the School Leadership team and the proposed Board.
- c. Explain how the governance and management structures will provide for stable, effective governance and leadership throughout the five-year charter term and thus fulfill the school's mission and vision.
- d. Identify the critical qualifications, credentials and attributes you have identified for your School Leader.

6. Business Plan

- a. Provide a brief overview of the business plan that includes facilities, financial management, transportation, prospective partners, and access to financial resources.

1.2 Founding Group and School Leadership

14 Del. C. § 512(1)

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

- a. Identify the key members of the Founding Group for the proposed school. Identify *only* those individuals who will play a substantial ongoing role in school development, governance, and/or management, and will thus share responsibility for the school. These may include proposed Board members, school leaders/management, staff members, or other essential partners.

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).

- b. Explain the Founding Group's collective qualifications for establishing a high-quality charter school in Delaware and in assuming stewardship of public funds. Address the following in your response.
- Experience and/or involvement in K-12 public education system;
 - Experience in the design and operation of a charter school (if the school has closed or is slated for closure, non-renewal, or dissolution, describe the circumstances that led to such closure, non-renewal, or dissolution);
 - School leadership, administration, and governance;
 - Research based curriculum and instructional strategies that will ensure that all students meet or exceed the expectations of the Delaware Content Standards (Common Core State Standards in English language arts and mathematics and Next Generation Science Standards);
 - Business management, including but not limited to Delaware financial and accounting systems and the funding procedures for Delaware charter schools;
 - Personnel management;
 - Diversity issues, including but not limited to outreach, student enrollment, and instruction;
 - At-risk populations and children with disabilities, including but not limited to students eligible for special education and related services; English language learners; migrant/homeless students; and other at-risk populations that the school intends to serve;
 - School operations, including but not limited to charter school funding/finance, school bus transportation, facilities management, and school lunch/breakfast programs, and health and safety; and
 - Parent and community engagement.
- c. Describe the Founding Group's ties to and knowledge of the proposed school community.
- Summarize each person's experience, qualifications, and affiliations that will be directly relevant to developing a high-quality charter school that reflects the school's mission and vision. Explain why each individual was chosen to participate in this Founding Group.
 - Explain how and why the Founding Group decided to form a school in Delaware.
- d. Provide, as **Attachment 1 (Founding Group Résumés and Biographies)**. Include full résumés (including contact information) and professional biographies (brief narratives) for the individuals named. Label each document with the individual's affiliation with the proposed school.

Principal/Founding Group, School Leader, and School Leadership Team [14 Del. C. § 512(1)]

Background [14 Del. C. § 512(1)]

Explain the circumstances and motivations that brought the Founding Group together to propose this school.

Principal/School Leader, Founding Group, and School Leadership Team [14 Del. C. §512 (1)]

1. If the Principal/School Leader candidate has been identified:
 - a. Explain why this individual is well qualified to lead the proposed school in achieving its mission and goals. Summarize the proposed leader’s academic and organizational track-record. Provide specific evidence that demonstrates the leader’s capacity to design, launch, and manage a high performing school. If the School Leader has never run a school, describe any principal leadership training programs that the proposed leader has completed or is currently participating in. (**Note!** Also provide, as **Attachment 2**, the qualifications, résumé and professional biography for this individual).
 - b. Provide specific data that demonstrates strong evidence of the school leader’s ability to effectively serve the proposed target population.
2. If the candidate is not yet identified, summarize the Board and/or other Founding Group members’ academic and organizational performance record and provide specific evidence that demonstrates the Board’s ability to effectively serve the proposed target population.
3. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated prior to the school receiving per-pupil funding?
4. Describe the responsibilities and qualifications of the school’s leadership/management team (beyond the School Leader). If known, identify the individuals who will fill these positions and provide, as **Attachment 3**, the qualifications, résumés, and professional biographies for these individuals. If these positions are vacant, explain the timeline, criteria, and process for recruitment and hiring.

1.3 Education Plan

14 *Del. C.* §§ 512(4)-(8) and (11)

The educational program should meet the requirements of 14 *Del. C.* §§ 512(4), (5), (6) and (7) and applicable regulations.

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

1. Provide a synopsis of the proposed educational program, including key components of the education model and any unique or innovative features.
2. 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 (English Language Arts, Mathematics, Next Generation Science Standards, Social Studies, Health, Physical Education, Visual and Performing Arts, and World Languages). The Delaware Content Standards are available at: <http://www.doe.k12.de.us/domain/374>
 - a. The description of the instructional design should include, as appropriate, the educational approach (or approaches), including class size and structure, teaching methods with a supporting research base, technology integration for all grades to be served, and how the design relates to the mission of the school.
 - b. Present evidence that the proposed educational program is research-based and has been or will be rigorous, engaging, and effective for the expected student population. If evidence of effectiveness in other schools serving similar populations is not available, explain why the proposed program is likely to succeed with the targeted population.
3. Provide an overview of the planned curriculum, including, as **Attachment 4**, 1 scope and sequence per content area per grade band (K-2, 3-5, 6-8, 9-12) the school plans to serve. The scope and sequence documents should identify course outcomes and demonstrate clear alignment with the Delaware Content Standards (**English Language Arts, Mathematics, Next Generation Science Standards, Social Studies, Health, Physical Education, Visual and Performing Arts, and World Languages**). If the proposed school commits to joining the Science Coalition, then a signed MOU would replace the scope and sequence requirement for Science. If the proposed school commits to joining the Social Studies Coalition, then a signed MOU would replace the scope and sequence requirement for Social Studies.
4. Provide, as **Attachment 5**, 1 Mathematics unit with corresponding summative assessment and scoring rubrics, and 1 English Language Arts (ELA) unit with corresponding summative assessment and scoring rubrics to demonstrate alignment of instruction to the Delaware Content Standards. If the proposed school does not intend to join the Delaware Science or Social Studies Coalitions, then 1 Science unit and 1 Social Studies unit with corresponding summative assessments and scoring rubrics to demonstrate alignment of instruction to the Next Generation Science Standards and Delaware Social Studies Content Standards are also required.

5. Describe how the school will ensure that all students have equitable access to the curriculum.
6. Describe the methods and systems that teachers will use to provide 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, including a description of how the school plans to implement procedures to determine whether a student responds to scientific, research-based interventions for reading and mathematics.
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).

Student Performance Goals [14 *Del. C.* § 512(4) and (6)]

Outline the clearly measurable annual performance status and growth goals that the school will set in order to monitor and evaluate its progress accelerating student achievement. Respond to the following with regard to the proposed school's student performance goals and the Delaware School Success Framework (DSSF).

1. Describe the student performance standards for the school as a whole.
2. In addition to the State's mandatory assessments, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and Delaware Content Standards (Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards).
3. If the school plans to adopt or develop additional academic performance goals or assessments beyond the State's mandatory assessments, explain what standards the school will use, and describe the adoption or development process that has taken place or will take place. Include the timeline for achievement of student performance goals and the assessment of such performance.
4. 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.
5. 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)]

1. High schools will be expected to meet the Delaware Graduation Requirements, which may be amended from time to time. The requirements can be found at:

<http://regulations.delaware.gov/AdminCode/title14/500/505.shtml#TopOfPage>

2. Explain how the school will meet these requirements and monitor them through the use of the State's pupil accounting system. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Delaware, explain the additional requirements.
3. If applicable, also explain how the school will meet the requirements for any and all Career and Technical Education (CTE) pathways courses. Requirements include, but are not limited to:
 - a. Programs must follow a State-approved Pathway Standard and be of sufficient size and scope to be effective for graduates;
 - b. Applications must be approved;
 - c. Documented and appropriate labor market opportunities must sufficiently exceed the current training supply;
 - d. Laboratory facilities and equipment must meet all safety requirements pursuant to 14 DE Admin. Code § 885 and reflect current industry standards;
 - e. Curriculum must follow current standards and include a State-approved end-of-pathway assessment;
 - f. Student access to the program must follow the Office of Civil Rights CTE (vocational education) guidelines for admission and recruitment available at:
<http://www2.ed.gov/about/offices/list/ocr/docs/vocre.html>;
 - g. Pathways must follow an approved Program of Study;
 - h. A Program of Study document must be submitted with the application. The state template is available through this link:
https://education.delaware.gov/educators/academic-support/career_and_technical_education/statemodel_programs_of_study/; and
 - i. Programs must include student participation in the related Career and Technical Student Organization.
This website will provide further information on Delaware CTE requirements:
https://education.delaware.gov/educators/academic-support/career_and_technical_education/
4. Explain how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

School Calendar and Schedule [14 Del. C. § 512(6)]

1. Provide, in **Attachment 6**, the school's proposed calendar for the first year of operation. Include the length of the school day, as well as start and dismissal times. Explain how the calendar will support the success of the educational program.
2. Provide, in **Attachment 7**, Hourly Attendance Survey (see attached).

Supplemental Programming [14 Del. C. § 512(6)]

1. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.
2. Describe the school's programs or strategies to address student mental, emotional, and social development and health.
3. If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.
4. *For schools offering summer school.* Describe the extra- or co-curricular activities or programming the school will offer, how often they will occur, and how they will be funded. Describe the program(s) to be offered. Identify how many students are expected to attend summer school and how will they be selected for participation. Identify how many hours and weeks of summer school will you provide, and how will it be funded. Explain how the school will provide Extended School Year services (ESY) for eligible students with disabilities.

Special Populations and At-Risk Students [14 Del. C. § 512(4)-(7)]

1. At-Risk Students
 - a. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise.
 - b. Describe how the school will implement Response to Intervention procedures, including a plan for how data will be collected, progress will be monitored, and instructional decisions made related to student performance in accordance with 14 DE Admin. Code § 925.12.0.
 - c. Describe how the school will organize and use instructional support teams to engage in a problem solving process to ensure the behavioral and academic success of all students in accordance with 14 DE Admin. Code § 923.11.9.
2. Students with Disabilities

Charter schools are responsible for hiring licensed, certified, and highly qualified special educators as required by 14 Del. C. Ch. 1 and 14 DE Admin. Code § 900. School personnel must participate in the IEP Process including identifying students who may be eligible for special education services, evaluating students for special education services, developing an Individualized Education Program (IEP), and

providing special education supports, services, accommodation, and modifications. Schools must comply with all applicable laws as outlined in the Compliance Certification Statement.

A. Identification

- a. Describe how the school will ensure compliance with Child Find responsibilities. Explain how the school will identify students in need of special education services and the steps required to determine eligibility for special education services and avoid misidentification.
- b. Describe the multi-tiers of evidenced-based academic and behavioral interventions and supports that will be provided prior to identification.
- c. Describe the IEP team who will be determining eligibility including required roles.

B. Program Plan

- a. Describe the school's plan for ensuring compliance with state and federal statutes and regulations related to the identification, evaluation, and education of students with disabilities. Include a description of the school's specific action steps to ensure compliance with the Individuals with Disabilities Education Act (IDEA). Specify the programs, strategies, and supports you will provide for students with basic, intensive, and complex needs.
- b. Describe how the school will provide a continuum of educational placements for students with disabilities. Include a description of the instructional strategies and supports that will be implemented to ensure placement and meaningful progress in the least restrictive environment. In addition, describe how students who require a more restrictive setting will be served within the school in accordance with 14 DE Admin. Code § 925.27.0.
- c. Describe how the school will ensure that students with disabilities have access and make meaningful progress in the general education curriculum and Common Core State Standards.
- d. Describe how the school will provide multi-tiers of academic and behavioral supports for students with disabilities.
- e. Explain how the school will ensure parent participation in the IEP process in accordance with 14 DE Admin. Code § 900.925.22.
- f. Describe how the school will ensure that IEP accommodations are provided for students with disabilities on the Delaware System of Student Assessment (DeSSA) and on the Alternate Assessment.
- g. Describe how the school will ensure that IEP services, supports, and accommodations are implemented by all staff working with students with disabilities
- h. For students with disabilities who are age 14 or older, or who are entering the eighth or a higher grade, explain how the school will address transition planning/provision of transition services.

C. Monitoring and Accountability

- a. Describe how the school will regularly evaluate and monitor the progress and success of students with disabilities to ensure the attainment of each student's goals set forth in the IEP and to ensure mastery of the Common Core Standards. Include a description of how the school will address students not making progress on IEP goals or toward mastery
- b. Describe how the school will ensure that required participants, including parents, will attend IEP meetings.
- c. Describe the strategies that will be used when parents do not respond to school staff attempting to schedule IEP meetings, or when parents cannot or do not attend IEP meetings

- d. Describe how the school will ensure participation of general education in the IEP meeting. For students who turn 14 or enter the 8th grade during the IEP year and who are participating in a career and technical education program, describe how the school will ensure that a CTE teacher/career technical teacher coordinator attends the IEP meeting.
- e. Describe the school's system of accountability to ensure compliance with IDEA, provision of special education services and procedural safeguards, along with a process to monitor student records and staff practices for regulatory compliance across the school.

D. Staffing and Professional Development

- a. Describe how the school will employ qualified special education staff, including, but not limited to, certified and highly-qualified special education teachers, and related service providers (including but not limited to Occupational Therapist, Physical Therapist, Speech/Language Pathologist, and School Psychologist). Include a list of the staff positions and a description of the duties for each position.
- b. Describe how the school will ensure that all staff (including but not limited to administrators, special education teachers, regular education teachers, guidance counselors, and support staff) are adequately trained and properly implementing state and federal law related to the identification, evaluation, and education of students with disabilities.

3. English Language Learners

Charter schools are responsible for the identification of English language learners, the provision of English language services, and the annual assessment of English language proficiency as required by 14 DE Admin. Code 920. Additionally, charter schools are responsible for hiring certified English as a Second Language (ESL) and/or bilingual educators to provide services to English language learners. Paraprofessionals and tutors may serve English language learners only under the supervision of a certified ESL or bilingual teacher. In addition, ESL/bilingual school personnel must participate in the IEP Process of students who are dually identified for both Special Education and English language learners (SWD/ELL).

- a. Explain how the school will identify English language learner students in need of English language services, including the steps required to screen and assess the English language proficiency level and the timeline for completion.
- b. Explain how the school will schedule the contact hours for instruction based upon the English language learner's proficiency level.
- c. Describe the program model(s) the school will use to deliver the English language services to students.
- d. Describe the minimum English proficiency level scores required for enrollment into the ESL/bilingual program and the minimum exit level criteria to transition out of the program.
- e. Describe the school's plan for addressing parent involvement for English language learners, including immigrant students.
- f. Describe how the school will ensure that English language learner students receive instruction and support to access and make meaningful progress in the general education curriculum and Common Core State Standards.

- g. Describe how the school will ensure that all English language learners, including those dually identified as students with disabilities who are also English language learners, will be assessed annually for English language proficiency.
 - h. Describe how the school will ensure that English language learners, including those dually identified as students with disabilities who are also English language learners, will be provided services for both programs.
4. Gifted Students. Explain how the school will identify and meet the needs of gifted students, including:
- a. The specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
 - b. How the school will provide qualified staffing for gifted students; and
 - c. How the school will assess and monitor the progress and success of gifted students.
5. Homeless Students. Explain how the school will identify and meet the needs of homeless students. Describe the training that the staff members will receive to meet the needs of homeless students.

Student Recruitment and Enrollment [14 Del. C. § 512(6) and (8) and 14 DE Admin. Code 275.4.4.2]

1. Describe your plan to recruit students in your pre-opening year, including the strategies, activities, events, responsible parties and benchmarks and timelines that will demonstrate suitable progress over time. (**Note!** Be sure to reference [https://www.schoolchoicede.org/.](https://www.schoolchoicede.org/))
2. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school. Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; linguistically diverse families and other youth at risk of academic failure. The response should include the following:
 - a. A brief description of the recruitment strategies that the school will employ to attract each of the students described above to the school; and
 - b. A brief explanation of the efforts, resources, structures, or programs that the school will take to retain these students and how the school will monitor the efficacy of such efforts, including disaggregation of student performance data for each subgroup. Identify your target re-enrollment rate for each year.
3. In **Attachment 8 (Parent Support Survey)**, provide evidence of demand for the proposed school among prospective parents/guardians. (**Note!** The Department is looking for evidence that your proposed school is wanted by the local community, and that enough pupils would come to your school to make it financially viable. This evidence takes the form of a survey that parents sign expressing support for the school. Specifically, you should aim to show that you have **support from parents for at least as many pupils as the number of seats in your school in its first two years of opening**. This is a minimum and your application will be rated more strongly if the school is significantly oversubscribed.)
4. Describe the ongoing student recruitment work that you will do once your school has opened. Identify the ways in which it will be different than your pre-opening year in terms of the strategies, activities, events, persons responsible and benchmarks.
5. Provide, as **Attachment 9**, the school's Enrollment Policy and Withdrawal Policy, which must include the following:
 - a. Any admission requirements, including an explanation of the purpose of any pre-admission activities for students or parents;
 - b. Any admission preferences in accordance with 14 Del. C. § 506(b) and how they will be used, including how the school will identify Founding Group members and how the preference to children of the school's Founding Group members will be used, if applicable;
 - c. Establish a timeline for its application and admissions processes identical to any such timeline set forth in 14 Del. C. Ch. 4 for the operation of a public school choice program. Provide an approximate date for the lottery and describe the procedures for conducting a fair lottery process;
 - d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
 - e. A timeline and plan for student recruitment and enrollment;
 - f. Plans to maintain on file a written statement, signed by the parent or guardian of each enrolled child, that acknowledges that the child will attend the charter school for at least one complete school year pursuant to 14 Del. C. § 506(c)(3).

6. Provide, as **Attachment 10**, the school's Remote Learning Plan (See attached guidance, p. 48).

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

1. Describe the culture or ethos of the proposed school and how this culture or ethos will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain the systems, practices, and traditions that the School Leader and staff will implement to foster this culture for students, teachers, administrators, and parents, starting from the first day of school. (**Note!** You will be asked to describe your discipline policy in the next section).
3. Describe the key elements of the school's bullying prevention and anti-hazing policies. Explain how the school will develop this culture and use scientifically researched-based practices for students, educators, administrators, and parents starting from the first day of school. Resources to ensure compliance with state requirements are available at:
<https://www.stopbullying.gov/laws/delaware.html>
4. Explain how the school culture will serve and support students with special needs, including students receiving special education services, English Language Learners, homeless and migrant students, and any other students at-risk of academic failure.

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

1. What will be the key elements of the school discipline policy, and how will it support the school culture that you describe above? Include plans regarding limitations on seclusion and restraint with respect to all students, including training and reporting requirements in accordance with 14 Del. C. § 4112F and related regulations at 14 DE Admin. Code § 610.
2. How will the discipline policy be practiced in the classroom in order to ensure that students are working on task and focused on learning?
3. 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?
4. 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?
5. How will the school ensure that staff are adequately trained and properly implementing state and federal law related to the discipline of students with disabilities? Include a description of the school's specific action steps to ensure compliance with the disciplinary provisions of the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and Delaware statutes and regulations.

(**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.
 - The Charter Performance Framework may be found [here](#):
 - Guidance Documents for the Delaware School Success Framework (DSSF), Organizational Performance Framework and Financial Performance may be found [here](#).
1. Explain how the school's Board and School Leadership Team will measure and evaluate the academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.
 2. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
 3. Describe the corrective actions the school will take, pursuant to 14 *Del. C.* § 512(5), if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.
 4. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development intended to sustain these processes.
 5. Describe how the School Leadership Team will oversee and monitor compliance with statutory requirements as measured by the Organizational Framework. Include any additional organizational

goals and targets that the school will have. State the goals clearly in terms of the measures or assessments that the school plans to use.

6. Describe any mission-specific academic goal(s) that the school plans to use. State your mission-specific goal(s) clearly in terms of the measure(s) to be used, the rationale(s) for each measure, and the targets that you plan to use to assess student academic performance against these goals. (**Note!** mission-specific goals are optional unless you are proposing to serve students at-risk of academic failure.)
7. If you are proposing to serve students who are at-risk of academic failure, pursuant to 14 DE Admin. Code § 275.4.2.1.5, describe the expected performance of each student on the State's mandatory assessments in each grade during the initial charter period and what, if any, portion of the Performance Framework (see links below) shall or shall not apply to the school, or shall be modified to more appropriately measure the performance of the school. (**Note!** Applicants proposing to serve students who are at-risk of academic failure are required to have one or more mission-specific goals.)

[Delaware School Success Framework](#)

1.5 Staffing

14 *Del. C.* § 512(6)

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

1. Provide, as **Attachment 11**, organizational charts that show the school governance, management, and staffing structure in Year 1 and at full expansion. (**Note!** The organizational charts will be compared against the budget figures supplied elsewhere. The provided organizational charts and budget must align.) The organizational charts and accompanying descriptions should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. The organizational charts and accompanying notes or roster should identify the following:
 - a. Year 1 positions with position descriptions, including those for administrative, instructional, and non-instructional personnel;
 - b. The number of classroom educators, Paraprofessionals, any specialty educators, and contracted professional services, such as Speech Therapists, Physical Therapists, etc.;
 - c. Operational and support staff;
The reporting structure for the proposed school; and
 - d. The educator-student ratio, as well as the ratio of adults to students for the school.

(**Note!** The School Nurse must hold a valid standard certificate as a School Nurse, a bachelor’s degree in Nursing, and a current Registered School Nurse license pursuant to 14 DE Admin Code § 1582.)

2. If the school is part of a network of schools and/or would contract with a Charter Management Company or other education management provider, clearly show the network/provider's role in the organizational structure of the school. Explain how the relationship between the Board and the school administration will be managed.

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

1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.
2. Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school’s strategy for retaining high-performing educators.
3. Describe the plan and timeline for recruiting and selecting the teaching staff and other educators/professional staff. Describe the school’s plan for meeting the educator certification requirements of the Delaware Charter Law, 14 *Del. C.* § 507, which includes ensuring that non-certified educators are participating in a Delaware approved alternative certification program.

Describe any pre-service training that prepares new educators while providing an additional staff screening period for the School Leadership Team.

4. Outline the school's procedures for hiring and dismissing school personnel, including the school's process for conducting criminal background checks.
5. Describe how the School Leadership Team will use the Delaware Performance Appraisal System (DPAS) as required by Delaware Code and regulations or propose an alternative system. Also, explain how the school will use educator evaluation processes to provide support for educators and ultimately make decisions about retention, promotion, and advancement.

Explain how the school will handle unsatisfactory educator performance, as well as educator changes and turnover.

6. Explain how and when the Board will evaluate the Principal/School Leader. What evaluation tool will be used? What key performance criteria will be examined? How will student academic growth be factored into the Principal/School Leader's evaluation?
7. 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?

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

1. 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. 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;
 - b. 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;
 - c. 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;
 - d. An explanation of how the professional development program will be evaluated to assess its effectiveness and success.

- e. 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.

1.6 Governance and Management

14 *Del. C.* §§ 512(1)-(2), (6) and (9)

Charter Management Company

(Note! If the applicant plans to contract with a Charter Management Company, the applicant must complete the Charter Management Company and Highly Successful Charter School Operator Supplement in addition to the application narrative. The Supplement includes the Highly Successful School Operator Capacity section as well as the Portfolio Review and Performance Record section.)

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

1. Identify the name of the organizing corporation, date of incorporation, and names of the corporation's officers and the office held by each.
2. Attach a copy of the Articles of Incorporation, a copy of the Board bylaws, and Board policies of the corporation as **Attachment 12**.

Pursuant to 14 *Del. C.* § 512(1) and (2), the bylaws must be consistent with the provisions of the Freedom of Information Act, 29 *Del. C.* Ch. 100 (related to public bodies, public records, and open meetings) and provide for representation of the school's educators and parents of students on the Board.

The by-laws must demonstrate that the Applicant's business is restricted to the opening and operation of charter schools, before school programs, after school programs, and educationally-related programs offered outside of the traditional school year.

3. Provide, as **Attachment 13**, the completed and signed Compliance Certification Statement.
4. Provide, as **Attachment 14**, the completed and signed Application Certification Statement.

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

1. **Governance Philosophy.** Explain the general philosophy of governance that will guide the proposed school, including the nature and extent of involvement by key stakeholder groups. Please make sure to distinguish management versus governance responsibilities.
2. **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. Explain how this governance structure and composition will help ensure that:
 - a. The school will be an educational and operational success; and
 - b. There will be active and effective representation of key stakeholders. (Note: Pursuant to 14 Del. C. § 512(1), the Board must ensure representation by an educator from at least one of the charter schools operated by the Board and at least one parent of a student enrolled in a charter school operated by the Board.)
3. **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.
4. As **Attachment 15**, provide a completed and signed Charter School Board Member Information Form for each proposed Board member.
5. As **Attachment 16**, provide a completed and signed Charter School Board Member Disclosures Form for each proposed Board member.
6. **Procedures.** Explain the procedure by which Board members have been and will be selected. How will the Board fulfill its responsibilities? What will be the planned frequency and focus of meetings? Identify any standing subcommittees the Board expects to have. Describe how the school and Board will comply with Freedom of Information Act, 29 Del. C.Ch. 100 (related to public bodies, public records, and open meetings).
7. **School Oversight**
 - a. Describe how the Board will approach its oversight role. Describe the metrics or progress indicators that the Board will consider in its analysis of the school, as well as how the Board will receive this information (i.e., dashboard) and from whom (i.e., Principal/School Leader, Business Manager, committees). Be sure to include both the academic, financial and operational metrics, and the frequency with which the Board will review these metrics.
 - b. Describe the financial policies and procedures that the Board and administration will implement and follow in order to ensure that the school remains fiscally solvent and that appropriate internal controls are implemented.
 - 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.
8. **Board Improvement.** Explain the plan for increasing the capacity of the Board. What kinds of orientation or training will new Board members receive? Describe how the Board will evaluate itself and what steps it will take to continually improve its capacity to govern. Describe how current and future Board members will comply with any statutory or regulatory requirement related to the training of Board members.
9. **Board Continuity.** Describe how, and on what timeline, new Board members will be recruited and added. Explain how the Board will screen successor members of the Board to ensure continuing compliance with the requirements that the Board be qualified to operate a charter school and to implement the school’s proposed educational program.
10. **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)]

- 1. Describe any advisory bodies or councils to be formed, including the roles and duties of these bodies. Describe the following: the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and educators (if applicable); and the reporting structure as it relates to the school’s governing body and leadership.

Grievance Process [14 *Del. C.* § 512(9)]

- 1. Explain the process that the school will follow should a parent, student or staff member have an objection to a governing board policy or decision, administrative procedure, or practice at the school.
- 2. Identify the goals of the Board of Directors in terms of monitoring and resolving staff and parent complaints.

1.7 Parent and Community Involvement

14 *Del. C.* §§ 512(1) and (6),

Parent Involvement

1. Describe the role of any parents/guardians and community members involved in developing the proposed school.
2. Describe the outreach that you have conducted to engage prospective parents/guardians in the area you are proposing to serve.
3. Describe how you will engage parents/guardians in the life of the school, in addition to any proposed governance roles described above. Describe how the school will build family-school partnerships to strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities that the school will offer to parents.

Community Involvement

1. Describe how community members are represented on your Board and in your Founding Group?
2. 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.
3. Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student-learning opportunities.
4. Provide, as **Attachment 17**, 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.

1.8 Start-up and Operations

14 *Del. C.* §§ 512(1), (8)-(10), and (12)-(13)

1. **Start-Up Plan.** Provide, as **Attachment 18**, 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:
 - Identifying and hiring key personnel;
 - Creating and/or finalizing curriculum, including purchasing assessment and materials;
 - Creating discipline, attendance, promotion, and grading policies approved by your school’s Board of Directors and the Department;
 - Hiring instructional staff;
 - Having in place the major contracts necessary for the school to open on schedule. Major contracts shall include, without limitation, the school’s contracts for equipment, services (including bus and food services, and related services for special education), leases of real and personal property, the purchase of real property, the construction or renovation of improvements to real property, and insurance. (**Note!** Contracts for bus and food services must be in place no later than August 1st of the year in which the school proposes to open and August 1st of each year thereafter.)
 - Engaging the community and recruiting students; and
 - Other planning activities.
2. Describe what you anticipate will be the challenges of starting a new school and how you expect to address these challenges.
3. Complete the Start-Up (Year 0) Budget in the Budget Sheets. Complete all pages in the Budget Sheets, and provide as **Attachment 19** (see link in Section 1.10 Budget and Finance).
4. **Transportation.** Describe how students will be transported to the school pursuant to 14 *Del. C.* § 508, including any provisions that the school will provide; how students who reside outside the district in which the school will be located will be transported to the school; and how students with special needs will be transported if specialized transportation is required by the student’s IEP.

Describe the plan for oversight of transportation operations (e.g., whether the school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof) and who on the school staff will provide this daily oversight.

5. **Safety and Security.**
 - a. Describe your plan for safety and security for students, staff, guests, and property.
 - b. Explain the types of safety and security personnel, technology, equipment, and policies that the school will employ to provide a safe and healthy environment in accordance with 14 *Del. C.* § 512(12) and the safety provisions included in the Compliance Certification Statement.
 - c. Explain your process to create and maintain the required emergency preparedness plan that is in compliance with the Emergency Preparedness Guidelines established by 29 *Del. C.* § 8237 and 14 DE Admin. Code § 621, and approved by the Department of Safety and Homeland Security (DSHS). Identify which position will have primary responsibility for this plan.

6. **Lunch/Breakfast.** Describe the plan for providing meals to students, including homeless students and others students eligible for free or reduced price meals. If the school plans to contract for meals, identify the contractor, if known, and describe the services to be provided.

(**Note!** Passed In 2013, 14 *Del. C.* §506(f) states that if a child would qualify for a no- or low-cost breakfast or lunch under a federal national school breakfast or lunch program, then the charter school shall provide breakfast and lunch to the child at no or low cost to the child's family, beginning in the 2014-2015 school year. Charter schools shall not consider whether a child would qualify for no- or low-cost breakfast or lunch under a federal national school breakfast or lunch program when making enrollment decisions.)

7. **Student Health Services.** Describe the plan to ensure the health of students. Describe how the school will provide health services to all students, including the plan to hire a School Nurse and a description of his/her role in the school. The response must include how the school will promote student health and well-being. The response must also include who at the school will supervise the School Nurse and his/her role in ensuring compliance with health regulations.
8. **Insurance Coverage.** Provide, as **Attachment 20**, a list of the types of insurance coverage that the school will secure, including a description of the levels of coverage in accordance with 14 *Del. C.* § 512(10). Types of insurance should include, without limitation, workers' compensation, liability, property, indemnity, directors and officers, automobile, and other. The Applicant should contact the Insurance Coverage Office at (302) 739-3651 or 877-277-4185 for further information on liability protection for public schools in Delaware.
9. **Student Records.** Describe the plan for the timely transfer of student and school data and records to the Department of Education, pursuant to 14 *Del. C.* § 512(13). (**Note!** eSchool is the electronic system the State uses to enter and count students.)

1.9 Facilities

14 *Del. C.* § 512(8) and (12)

1. Discuss the school's facility needs based on the educational program and projected enrollment. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.
2. If the applicants have identified a facility, state where the school will be located (including county location and any other location specifics) and, as **Attachment 21**, provide floor plans of the school that identifies each room and whether the building will be new construction or an existing building. Include a detailed description of the facility that includes the number of acres.
 - a. If the site has been identified, list the detailed terms and/or conditions for the use of the facility. If not, describe the plans to identify a suitable facility.
 - b. If a facility has not been identified, specify potential locations that are under consideration, and discuss the process and timeline for selecting, acquiring, renovating (if appropriate), and taking occupancy of a suitable facility.
 - c. Explain how the facility will meet the needs of students. Provide an assurance that it will be accessible to students with physical disabilities.
 - d. To the extent that the Applicant has discussed or established specific lease or purchase terms, include the proposed terms and any draft agreements. Ensure that all costs are included in the budget.

1.10 Budget and Finance

14 *Del. C.* §§ 512(8)-(9)

(**Note!** There is no limit to the length of the Budget Narrative. Include it as a separate document.)

1. **Revenue Estimates.** Complete and submit the “New Charter School Estimated State and Local Fund Calculations” spreadsheets as **Attachment 22**. The revenue estimate spreadsheet and budget worksheets are available at the following links:

[Revenue Estimates](#)

[Budget Projection Sheets](#)

(**Note!** Revenue estimate spreadsheets should be completed for each year of operation if anticipated enrollment changes from one year to the next. Please be sure to include copies of both the “Data Entry Page (local detail)” tab **AND** the “State Detail Page” tab.)

2. **Budget Sheets.** Complete and submit the “Charter School Application - Budget Worksheets” as **Attachment 19** (see link above). The Budget Sheets must include separate tabs for State & Local funds, and any other grant/foundation/donation funds. Applicants are not required to submit a Federal funds budget. Please note that the State and Local revenue figures on the Budget Sheets must match the figures calculated on the revenue estimates spreadsheet (Attachment 15). Applicants must submit two budgets with justification as to how the figures were derived:
 - a. A budget based on the targeted enrollment; and
 - b. A budget based on 80% of the targeted enrollment.

3. **Budget Narrative** (Provide as **Attachment 23**)

Provide a detailed Budget Narrative that clearly describes assumptions and revenue estimates, including but not limited to the basis for Per-Pupil Revenue projections, staffing levels, and costs.

All figures contained in the budget worksheets should be clearly identified and explained in the Budget Narrative. The Budget Narrative must provide details on how each number on the Budget Sheet was estimated. A separate Budget Narrative for the five-year contingency budget based on 80% of targeted enrollment is also required.

4. **Business Plan** (Provide as **Attachment 24**)

- a. **Expected Funding Sources.** Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of firm commitments, where applicable. Describe the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget.
- b. **Operations Overview.** Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits, pursuant to 14 *Del. C.* § 512(8) and (9). Specify any administrative services expected to be contracted for the school, and describe the criteria and

procedures for the selection of contractors. Provide details on how financial, personnel, and administrative support will be provided to the charter school and how internal controls will be maintained.

- c. **Depositing Funds.** Describe the process by which funds will be deposited into the school's state account. If a state account is not used, describe where the funds will be deposited to ensure that all school funds are available for audit by the State Auditor's Office upon request.
- d. **Audits.** Describe the financial controls that the school will have in place, including the annual audit of the financial and administrative operations of the school. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Delaware in accordance with the [State Budget and Accounting Manual](#) and 29 *Del. C.* Ch. 69.
- e. **School closure, non-renewal, or dissolution.** Describe the plan and procedures that the school will follow in the event of the closure, non-renewal, or dissolution of the school. Also, the applicant is to put forth a reasonable plan to establish sufficient available balances pursuant to 14 *Del. C.* § 515(k) below.

§ 515. Oversight and revocation process.

(k) In the event that all state and local funds due to a charter school are paid timely as required by 14 *Del. C.* § 509, a charter school authorized to operate in the State must by December 31 of that fiscal year maintain an available balance sufficient to pay the minimum costs necessary to provide students with the minimum annual instructional hours required by the Department of Education during the remainder of that fiscal year as reasonably projected by the charter school. Such costs include, but are not limited to, all employee compensation required to attain the minimum annual instructional hours during the remainder of that fiscal year. Such costs also include all fixed and variable non-payroll expenditures incurred through the final month of that school year. A school's failure to maintain sufficient available funds by December 31 of its third year of operation shall be deemed a material violation of its charter.

Forms and Guidance Attachments

- 2.1 Hourly Attendance Survey (Attachment 7)
- 2.2 Parent Support Survey (Attachment 8)
- 2.3 Remote Learning Plan Guidance (Attachment 10)
- 2.4 Compliance Certification Statement (Attachment 11)
- 2.5 Application Certification Statement (Attachment 12)
- 2.6 Charter School Board Member Information Form (Attachment 13)
- 2.7 Charter School Board Member Disclosure Form (Attachment 14)
- 2.8 Charter Management Company and Highly Successful Charter School Operator Supplement (***If applicable***)

2.1 Hourly Attendance Survey

Attachment 7

2022 - 2023 School Year

Number of school attendance days	_____
Number of full days	_____
Number of half days	_____
Number of instructional hours in a day	_____
Number of hours in a full day	_____
Number of hours in a half day	_____

2.2 Parent Support Survey

Attachment 8

14 DE Admin. Code 275.4.4.2

We are currently collecting surveys to measure support for a new school in our area. We may share this information with the Department of Education as part of our application for a new school.

Please register your interest in sending your child to this school by completing the form below. If you provide us with your contact details we will keep you updated on the progress of the campaign.

Insert a paragraph clearly describing the school you are proposing

You must show the Department of Education that your survey respondents have made an informed decision when choosing your school as their first choice.” Please use this space to briefly describe your school’s: 1. ethos, 2. age range and size, 3. proposed curriculum, and 4. aspirations and outcomes. This will show the Department that parents know exactly what they are signing up for. By providing a clear description of your proposed school you will ensure that this survey shows demand for your particular school proposal rather than for a new school in general.

Name	Postcode	Grade Level your child will enter into for school year 2021-22	I would select (insert school name) as first choice for my child(ren) Please sign	OR: I am interested in finding out more information	Email address

2.3 DOE Remote Learning Plan Guidance for Charter Schools

Attachment 10

[Remote learning](#) occurs when the learner and instructor, or source of information, are separated by time and distance and therefore cannot meet in a traditional classroom setting. While information is typically transmitted via technology so that no physical presence in the classroom is required, it can occur through other instructional models such as hybrid or analog learning. Remote learning can occur synchronously or asynchronously.

This plan should account for the completion of 1060 hours (grades K-11), 1032 hours (grade 12) and 188 teacher days.

Plans must include the following three items:

1. Start date for teachers and students

Teacher days may include, but are not limited to, work such as

- Instructional contact hours with students
- Daily planning
- Short- and long-term planning
- Professional learning
- Phone calls to students/families
- Creation of videos, and other learning activities

Student hours should primarily focus on the critical standards needed for the content areas. Student hours may include, but are not limited to,

- Phone contact/instruction with teacher
- Online or hardcopy lessons
- Weekly assignments
- Projects
- Video lessons
- Additional learning experiences

2. End date for teachers and students

3. Overview of delivery model by grade span

Additional resources can be found in DDOE's [District and Charter Supports remote learning resources](#).

2.4 Compliance Certification Statement

Attachment 11
14 Del. C. §§ 512(1)-(14)

The Board of Directors of this charter school certifies that it will materially comply with all applicable laws, rules, regulations, and provisions of the charter relating to the education of all students enrolled at the school.

Date of Signature

Name of the Charter School

We have reviewed the Delaware Charter Law (14 *Del. C.* Ch. 5) and 14 DE Admin. Code § 275 in Department of Education regulations (Regulation 275), and have based the responses in this renewal application on the review of these documents.

Signature of the Chairperson of the Board of Directors

Print/Type Name:	
Title (if designated):	

2.5 Application Certification Statement

Attachment 12

Name of School:	
Location:	

I hereby certify that the information submitted in this application for a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors; and that, if awarded a charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury.

Signature: Chairperson of Board of Directors (or designated signatory authority)

Date

Print/Type Name:	
Title (if designated):	
Date of approval by board of directors:	

2.6 Charter School Board Member Information Form

Attachment 13

14 *Del. C.* § 512(1), (3), (6) and (9)

To be completed individually by each proposed charter school board member

Serving on a public charter school board of directors is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Delaware Department of Education (DDOE) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

- (1) To give application reviewers a clearer introduction to the Founding Group behind each school proposal in advance of the applicant interview, and to be better prepared for the interview/Initial Meeting; and
- (2) To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. The name of the charter school on whose board you intend to serve:

2. Full name:

Home Address:

Business Name and Address:

Telephone Number:

E-mail address:

3. Brief educational and employment history (no narrative response is required if résumé and professional biography are attached).

Résumé and professional biography are attached

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Yes

Does not apply to me

5. Why would you like to serve on the board of the proposed charter school?

6. What is your understanding of the appropriate role of a public charter school board member?

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective charter school board member.

8. Describe the specific knowledge and experience that you would bring to the board.

9. Indicate whether you have submitted the results of a criminal background check and check of the Child Abuse Registry according to the instructions provided in the charter application.

Yes

No

Governance

1. Describe the role that the board will play in the school's operation.
2. Provide a forecast of where you see the school after its first year of operation and then again in four years.
3. What specific steps do you think the board will need to take to ensure that the school is successful?
4. What is your responsibility and what course of action would you take if you believed that one or more members of the school's board were acting unethically or not in the best interests of the school?

2.7 Charter Board Member Disclosures Form

Attachment 14

14 *Del. C. § 511(q)*

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. *If so, please describe the precise nature of your relationship.*

I / we do not know prospective board members.

Yes; I/we do know prospective board members.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. *If so, describe the precise nature of your relationship.*

I / we do not know any such school employees.

Yes; I/we do know such school employees. The description of the relationship follows.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). *If*

so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons.

Yes; I/we do know such persons.

4. Indicate if you, your spouse, or other immediate family members have any ownership or financial interest in the charter school, including but not limited to the building and real property to be used in the operation of the charter school, or anticipate conducting, or are conducting, any business with the school. *If so, describe the precise nature of your ownership or financial interest in the school and/or the business that is being or will be conducted.*

I / we do not expect to conduct any such business.

Yes; I/we do such business. The precise nature of the ownership or financial interest in the school and/or the business that is being or will be conducted follows.

5. If the school intends to contract with a Charter Management Company, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. *If so, please describe the precise nature of the relationship.*

Not applicable because the school does not intend to contract with a charter management company.

I / we do not know any such persons.

Yes, I/we do know such persons.

6. If the school contracts with a Charter Management Company, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. *If so, please describe the precise nature of the interest.*

Not applicable.

I / we have no such interest.

Yes, I/we have a direct or indirect ownership, employment, contractual or management interest in the provider.

7. If the school plans to contract with a Charter Management Company, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. *If so, describe the precise nature of the business that is being or will be conducted.*

Not applicable.

I / we or my family do not expect to conduct any such business.

Yes. We or my family do expect to conduct such business.

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. *If so, please describe the precise nature of the relationship.*

Does not apply to me, my spouse, or family.

Yes. I, my spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school.

9. Indicate whether there are any potential ethical or legal conflicts of interests that would, or are likely to exist, should you serve on the school's board. *If so, describe the potential ethical or legal conflicts of interest.*

None

Yes. A description of the potential ethical or legal conflicts(s) of interest follows.

Certification

I hereby certify that the information above is true and accurate. I further certify that I will notify the Delaware Department of Education in writing if my answers to the questions on this form should change.

Name (Printed)

Signature

Date

2.8 Charter Management Company and Highly Successful Charter School Operator Supplement

Attachment 22

14 *Del. C.* §§ 512(1), (6), (8)-(10), (9), and (10)-(11)

If the Applicant plans to contract with a Charter Management Company, the Applicant must complete the Charter Management Company and Highly Successful Charter School Operator Supplement in addition to the application narrative. Other applicants need not respond to this supplement. If an applicant group is unsure whether this supplement applies to them, they should contact the DDOE for guidance.

(Note! As used in this application, a school “**network**” may refer either to an *existing* network of multiple schools operated by the Applicant or partner organization, or to an *emerging* network of two or more schools (which may result from the addition of the proposed school). Thus, a school or organization that is applying to replicate a highly successful charter school for the first time should answer “network”-related questions applicable to the emerging or nascent network.)

The term “**organization**” applies to any applicant or partnership among groups applying to replicate a school model in Delaware. Thus, it may include an existing school or group of schools proposing to replicate; or an existing school network or Charter Management Company applying directly for a charter; or a governing board proposing to contract with a Charter Management Company; or other entities and arrangements.

In the case of an applicant proposing to contract with a service provider, applicants should provide requested information for both entities if applicable.

Mission and Vision

14 Del. C. § 512(1)

Describe how this school's mission aligns with the mission of the organization. Describe the vision of the organization. Discuss how this charter application advances the strategic vision of the network.

School Management Contracts

14 Del. C. §§ 512(1), (6), and (8)-(9)

If the proposed school intends to contract with a Charter Management Company, provide the following information.

Also, provide the requested documentation as **Attachment 25**.

1. An explanation of how and why the Charter Management Company was selected;
2. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the Charter Management Company; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of management contract oversight and enforcement; service goals; investment disclosure; and conditions for renewal and termination of the contract.
3. An explanation of the supervisory responsibilities of the Charter Management Company (if any), including which school employees the Charter Management Company will supervise, how the Charter Management Company will supervise these employees, and how the Board will oversee the Charter Management Company supervisory responsibilities.
4. A draft of the proposed management contract detailing all of the above terms.
5. A description of the oversight and evaluation methods that the Board will use to oversee the Charter Management Company. Identify which school-wide and student achievement results the management organization is responsible for achieving. Identify how often, and in what ways, the Board will review and evaluate the Charter Management Company's progress toward achieving agreed-upon goals. Indicate whether there will be an external evaluator to assess the Charter Management Company's performance. Identify the conditions, standards, and procedures for Board intervention if the management organization's performance is deemed unsatisfactory.
6. A description of the oversight and evaluation methods that the Board will use to oversee the Charter Management Company. Identify which school-wide and student achievement results the management organization is responsible for achieving. Identify how often, and in what ways, the Board will review and evaluate the Charter Management Company's progress toward achieving agreed-upon goals. Indicate whether there will be an external evaluator to assess the Charter

Management Company's performance. Identify the conditions, standards, and procedures for Board intervention if the management organization's performance is deemed unsatisfactory.

7. A description of the procedures for determining whether the management agreement will be renewed. Identify the grounds upon which the Charter Management Company or the school can terminate the management agreement for cause (including provisions for notice to the other party). Identify the conditions under which either party can terminate the management agreement without cause. List any indemnification provisions in the event of default or breach by either party.
8. A disclosure and explanation of any existing or potential conflicts of interest between the governing board and the proposed service provider or any affiliated business entities.
9. Evidence that the service provider is authorized to do business in Delaware.
10. If the charter school intends to enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement or other financing relationships with the Charter Management Company, evidence that such agreements are separately documented and not part of or incorporated in the Charter Management Company agreement. Such agreements must be consistent with the school's authority to terminate the Charter Management Company agreement and continue operation of the school.

Network Management

14 Del. C. §§ 512(1), (6), and (8)-(9)

1. Identify the network organization’s leadership team and their specific roles and responsibilities. Explain the network-level positions that will provide services and support to the school. The organization chart requested in the application narrative should clearly illustrate these positions and how they relate to the proposed school.

2. Explain any shared or centralized support services the network organization will provide. Describe the structure; the services to be provided; the cost of those services; how costs will be allocated; and specific service goals. Describe how the organization will know whether it is successfully delivering these services.

3. Using the table on the following pages, define school- and organization-level decision-making authority as it relates to key functions in the areas of academics, operations, and finances.

Function	Network/Management Organization Decision-Making	School Decision-Making
Academic		
Academic Performance Goals		
Curriculum		
Professional Development		
Data Management and Interim Assessments		
Promotion Criteria		
Culture		
Operational		
Operational Performance Goals		

Student Recruitment		
School Staff Recruitment and Hiring		
H/R Services (payroll, benefits, etc.)		
Operational (continued)		
Community Relations		
Information Technology		
Facilities Management		
Vendor Management / Procurement		
Other operational services, if applicable		
Financial		
Financial Performance Goals		
Budgeting, Finance, and Accounting		
Fundraising/Development		

Highly Successful Charter School Operator Capacity

14 Del. C. § 512(1) and (6)

(Note! Pursuant to 14 DE Admin. Code § 275, DDOE defines a “Highly Successful Charter School Operator as a charter school with sustained high levels of student achievement and sustained financial stewardship.”)

A highly successful charter school is one which has been in operation for at least three years and which, during the three years prior to filing a charter application in Delaware, has a combined student performance which exceeds the statewide average student performance in the state in which the highly successful charter school is located based upon that state’s performance score or measure on its statewide assessment for purposes of the Elementary and Secondary Education Act (ESEA) or any reauthorization thereof.

In addition, during the same three year period, the school must have had no adverse financial findings and has successfully completed any required financial audits in the state in which it is located, and be able to demonstrate that it will be economically viable.

Provide the following information about the organization’s capacity to carry out the proposed school replication with quality and integrity:

1. Describe the organization’s current and planned portfolio, including:
 - The number and locations (city, state) of charter schools currently managed by the organization, including any opening in Fall 2020 or planned to open in Fall 2020 or 2021;
 - Whether the organization envisions applying for additional schools in Delaware in the future (*Your response to this question implies no commitment; the question is simply intended to understand your present vision and the broader context for this application.*); and
 - Any other jurisdictions or markets, in Delaware or other states, in which you are currently operating, developing, planning, or planning to apply for a charter school.

If the organization’s existing portfolio or growth plan includes schools in other states, explain how Delaware fits into the larger growth plan and how the organization will support and ensure quality in the proposed school. If you have a business plan, provide as **Attachment 26**.

2. Summarize the organization’s capacity to support and ensure the quality and long-term success of the new school proposed. Outline specific tasks and timelines for building or deploying organizational capacity to support the proposed school.

3. Provide, as **Attachment 27**, a detailed 5-year budget for the operator at the **network level** (no template is provided). The network-level budget should include revenue and expenditure projections that reflect current campuses and proposed growth and development needs over time. The budget should also align with the operator’s historical performance and the completed budget sheets provided in Attachment 18.
4. Include, as **Attachment 28**, a detailed Budget Narrative that provides a high-level summary of the budget and how the budget reflects the mission, vision, educational plan, and strategic development of the schools and network as a whole. The Budget Narrative should clearly describe assumptions and revenue estimates, including but not limited to, the basis for revenue projections, staffing levels and costs. Provide supplemental assumptions and/or explanations for budget line items as necessary. (Assumptions that are clearly detailed in the network-level budget need not be repeated in the narrative.) The Budget Narrative should specifically address the degree to which the network and school budgets rely on variable income (e.g., grants, donations, fundraising).
5. Describe how the organization will reach its fundraising goals over the next five years. Provide a development plan, including staffing needs. Describe the contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget.

Portfolio Review and Performance Record

14 Del. C. §§ 512(1), (6), and (9)-(11)

The Delaware Department of Education (DDOE) will base approval decisions, in substantial part, on the organization's past performance. Provide the following information about schools operated by the organization. The DDOE retains discretion to request additional information from applicants at any time during the review process, including possible site visits.

(Note! The term "organization" applies to any applicant or partnership among groups applying to replicate a school model in Delaware. Thus, it may include an existing school or group of schools proposing to replicate; an existing school network or Charter Management Company (e.g. Charter Management Organization or Education Management Organization) applying directly for a charter; a governing board proposing to contract with a Charter Management Company; or other entities and arrangements. *In the case of an applicant proposing to contract with a service provider, applicants should provide requested information for both entities if applicable.*)

1. Using the Portfolio Summary Template provided by the DDOE, provide, as **Attachment 29**, a detailed summary of all of the schools in the operator's portfolio, including the following:
 - Year opened;
 - City/location and school contact information;
 - Number of students and grade levels served in the most recent year and at capacity;
 - Demographic and socioeconomic data – particularly free/reduced-price lunch status, race/ethnicity, special education, and English Language Learner data; and
 - Contact information for the authorizer.

2. Select one or more of the consistently high-performing schools that the organization operates and discuss the school's performance.
 - Be specific about the results on which you base your judgment that the school is high-performing. Include student achievement status, growth, absolute, and comparative academic results, as available.
 - Discuss the primary causes to which you attribute the school's distinctive performance.
 - Discuss any notable challenges that the school has overcome in achieving its results.
 - Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.

3. Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's performance.
 - Be specific about the results on which you base your judgment that performance is unsatisfactory. Include student status, growth, absolute, and comparative academic results, as available.
 - Describe the primary causes to which you attribute the school's problems.
 - Explain the specific strategies that you are employing to improve performance.

- Explain how you will know when performance is satisfactory. Identify your expectations for satisfactory performance in terms of performance levels and timing.
4. *For any and all schools operating in the state of Delaware* provide, as **Attachment 30**, the most recent performance/evaluation/renewal reports produced by any authorizer(s) other than the DDOE (or by a third-party evaluator, if applicable).
 5. *For any and all schools operating in the state of Delaware*, provide the following as **Attachment 31**:
 - the last three years of audited financial statements for the school; and
 - the most recent internal financial statements, including balance sheets and income statements (at least through the end of June 2019) for the organization and any related business entities. Be sure that the school level, Charter Management Company/network level, and the overall operations are distinctly represented.
 6. For the organization as a whole and any related business entities, provide the following as **Attachment 32**:
 - Last three years of audited financial statements and management letters; and
 - Most recent internal financial statements, including balance sheets and income statements (at least through the end of June 2019). Be sure that the Charter Management Company/network-level and the overall operations are distinctly represented.
 7. List any management contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for “material breach.”
 8. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization, and explain what caused these actions.
 9. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years and how such deficiencies or violations were resolved.
 10. Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. Provide the following as **Attachment 33**:
 - Demand
 - Response to the demand, and
 - Results of the arbitration or litigation.