

Wyoming Department of Education

Charter School Application



Disclaimer

For thorough discussion of the requirements and applicable laws, please see Chapter 32, Charter Schools, Wyoming Department of Education Rules and Regulations and W.S. § 21-3-301 et seq.

Technical Assistance

The Wyoming Department of Education is available to provide technical assistance for districts and applicants regarding the rules and statutory requirements. Please request assistance in writing by e-mailing Elaine Marces, the Program Manager, at elaine.marces@wyo.gov

Please include the following information: date, name, name of proposed charter, district in which the school is wishing to operate, and contact information.

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Application Instructions

The application of the proposed charter school becomes a public document upon completion and submission to the district superintendent. Contained in this booklet are **checklists to assist in charter school planning, application, evaluation rubric, other useful documents and Wyoming Department of Education Rules and Regulations Chapter 32, Charter Schools (herein after “Chapter 32”)**. Other useful resources are referenced but are not included due to their magnitude.

Format for the Application

- Type the application on 8 ½ x 11 white paper;
- Use a twelve-point or larger font;
- Single-space the body of the application;
- Use only **one side** of each sheet of paper. **Do not copy** front to back;
- Separate each section by inserting tabbed dividers in the application document;
- In the header, include the complete, proper name of the charter school and section number and name of the section. (For example: Favorite 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 Part 1, page 1); and
- Edit document for spelling, grammar, formatting and completeness prior to submission.

Submission of Application

Submit the documents that comprise the Charter School Application in the following order and format:

1. Title Page

- Use the complete, proper name of the proposed charter school;
- The words “Charter School” must be used in the title of the proposed school; and
- Title Page must include the words “[DISTRICT NAME and NUMBER] Charter School Application.”

2. Executive Summary

- Provide an overview of no more than two (2) pages which highlights the primary characteristics of the proposed charter school, including the complete, proper name of the school; the district of residence; the school’s mission; grade levels to be served during length of the charter; and other pertinent information contained in the application. Be sure the innovative features and the value added to the community are included.

3. Table of Contents

The table of contents should be labeled as parts and subsections. For example:

- Part 1: Rationale for the proposed school and evidence of support
Part 1: Subsection 1: if applicable
- Part 2: Description of the long-range vision and philosophy for education
Part 2: Subsection 1: if applicable
- Part 3: Description of the educational program to be offered
- Part 4: Identification of measurable pupil outcomes

- Part 5: Governance structure of school
- Part 6: Facilities Plans
- Part 7: Admission and enrollment policies
- Part 8: Financial Information
- Part 9: Description of the transportation plan the charter school plans to use
- Part 10: A plan for displacement of pupils, teachers, and other employees who will not attend or be employed in the charter school
- Appendix if applicable; and
- List each section and subsection with the appropriate page number.

4. BODY OF APPLICATION

- All the required information in the format outlined in the table of contents and the template application.

5. Appendices

- Appendices are not required;
- Responses to questions in the Implementation Plan and/or Financial Plan must be part of the body of the application not in the appendices; and
- If appendices are being submitted, label the first page of each appendix with a letter (i.e. Appendix A).

Deadline

Two (2) originals of the Charter School Application must be submitted to the district superintendent for consideration and Preliminary Evaluation of Readiness.

Please note, The Charter School Application must be submitted and approved by the district board on or before March 1st of the previous school year prior to operation in the state of Wyoming.

Applications must be submitted to:

DISTRICT NAME:

ATTN:

DISTRICT ADDRESS:

DISTRICT PHONE NUMBER:

| Suggested Pre-Application Activities | | | |
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| | <u>WHO</u> | <u>DUE DATE</u> | <u>✓</u> |
| <u>Research & Planning</u> | | | |
| Assemble initial founding design team around a common vision, theme, target population, or target community. | | | |
| Review and become familiar with state uniform educational program standards (W.S. §§ 21-9-101 and 21-9-102) and uniform state student content and performance standards (W.S. § 21-2-304). | | | |
| Review W.S. § 21-3-301 et seq. and Chapter 32, Charter School Rules for application requirements, guidelines and submission deadlines. | | | |
| Assess the community to help determine the need or rationale for the proposed charter school. | | | |
| Meet with previously successful charter school applicants to obtain information and insight on best practices and lessons learned from their experience. Specifically, find out what they would do differently if beginning the submission process anew and determine the time, resources, and capacity necessary to construct a quality application. | | | |
| Research the academic and non-academic goals and objectives of high performing schools -- charter, contract, or other -- serving similar grade levels and student populations. Focus on how high performing schools measure and evaluate attainment of goals for establishing preliminary academic and non-academic goals to drive the planning process. | | | |
| Research effective school governance structures looking at issues like leadership, board development, board responsibilities and staff roles and responsibilities. | | | |
| Search for and review additional sources of funding - start-up funds, grants, private donations, etc. | | | |
| Develop an executive summary describing the school envisioned including the mission statement, the long-range vision, educational philosophy, design, anticipated impact and goals for student outcomes. | | | |

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| Evaluate whether the design team has the skill, experience and knowledge necessary to design and implement the educational program and school, build necessary organizational capacity and infrastructure, create and implement a strong financial and overall management structure, and ensure details are paid attention to and deadlines met. | | | |
| Submit a letter of intent to the district superintendent that includes the contact information for the application, the geographic area to be served by the school, the grades to be served, and the date the school plans to open. See Chapter 32, Charter Schools, Section 6 of WDE Rules and Regulations. | | | |
| Develop a business plan that focuses on all aspects of school programming (including curriculum) and explains the everyday mechanics of how the proposed charter school will be operated. Elements to be included: | | | |
| <i>-A description of the school including history, mission statement, vision and instructional focus and goals;</i> | | | |
| <i>-A description of the governance, management and operations of the school. Should include the Board of Directors along with their qualifications and responsibilities, how they will be elected or appointed, the management plan and the operations plan;</i> | | | |
| <i>-A preliminary plan for designing the facilities. Should include a project description, the development team, a preliminary capital budget, anticipated timelines and a contingency plan;</i> | | | |
| <i>-A description of the admission and enrollment policies, including when admissions will be accepted, a description of the lottery process if applicable and the policy for a waiting list;</i> | | | |
| <i>-A community assessment describing the context in which the school is being proposed, educational trends, the school's competitive advantage and marketing plans for the school;</i> | | | |
| <i>-A financial plan including a preliminary operating budget for the proposed school balance sheet and cash flow pro forma for the five -year cycle of the school;</i> | | | |
| <i>-Description of a transportation plan for the charter school, in any, and include an explanation of the how any lack of transportation will not impede the ability of students to attend school; and,</i> | | | |
| <i>-A plan, if applicable, for any pupils, teachers and other employees who may be displaced by the operation of the charter school.</i> | | | |

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| Meet with school officials and board members to begin to establish a relationship and share the proposed business plan. | | | |
| Identify potential rules and regulations and/or statutes that may require a waiver from the district or the State Board of Education. | | | |
| Review the district's policies and procedures regarding operations and human resources/personnel to determine if it is in the best interest of the proposed school to use these policies or develop new ones. | | | |
| Begin to quantify the evidence of support in the community for the charter school. Items include petitions, letters of support, public meetings (notices and attendees as evidence), description of partnerships with other organizations and businesses that support the proposed school, etc. | | | |

| Development of the Application | | | |
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| | WHO | DUE DATE | √ |
| Application Preparation | | | |
| Develop a timeline for submission of application to the school district. <u>Note that all applications must be approved by the district board no later than March 1 of the previous school year.</u> Include the required elements of the application and persons responsible for completing each element. A list of the required application elements follows and can be viewed in more detail in Chapter 32, Charter Schools, Section 7 of WDE Rules and Regulations. | | | |
| I. Rationale and Evidence of Support | | | |
| Describe the community that the school hopes to serve. Include how the proposed school meets a community need or fulfills an unmet demand. | | | |
| Begin quantifying the evidence of support for the school by holding public meetings, involving teachers, students and parents in the planning and development of the school, developing partnerships and business arrangements with organizations that represent parents, teachers and pupils and developing a roster of potential students. | | | |
| II. Long Range Vision and Philosophy | | | |
| Describe the long range vision and educational philosophy of the school with emphasis on how the educational philosophy supports the vision and how the rational for the proposed school will be incorporated into the vision and philosophy. Include how the school plans to improve student learning, encourage the use of different and innovative teaching methods, create new professional opportunities for teachers, provide parents and students with expanded choices in the types of educational opportunities. | | | |
| III. Educational Program | | | |
| Determine the education plan of the school and how the applicant plans to meet regulatory and statutory requirements. Include the following: | | | |
| - A description of who the target population will be including the grades to be served each year for the full length of the charter and estimated enrollment | | | |

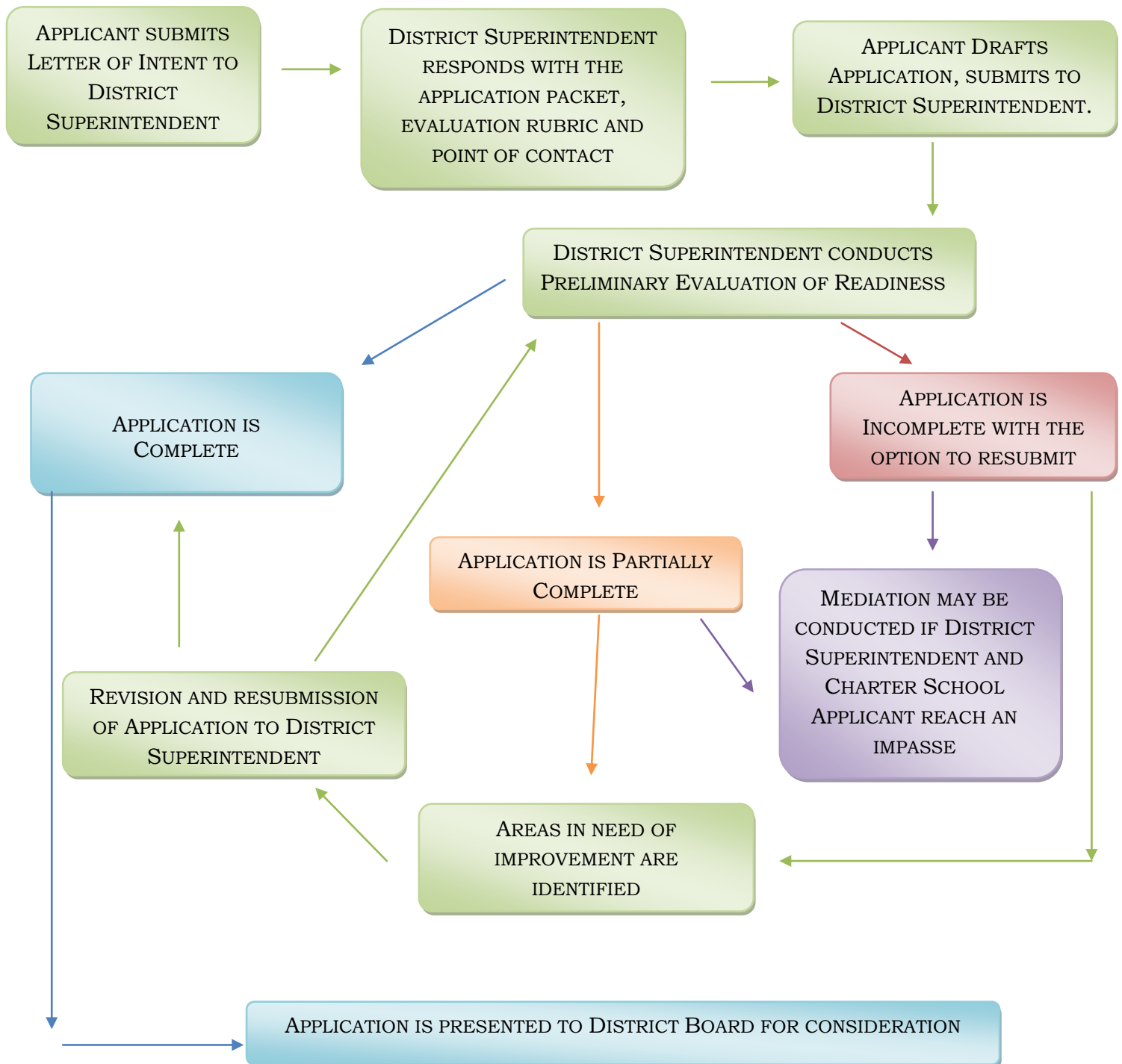
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| projections for a minimum of five (5) years. | | | |
| - A description of how learning will occur including the educational program being offered with supporting research and evidence, evidence that demonstrates compliance and alignment of academic program with uniform content and performance standards and state standards at each grade level for each content area. | | | |
| - A description of the goals regarding how the school plans to improve student learning and enable student to become self-motivated, competent, life-long learners. | | | |
| - A description of extracurricular activities or after school activities. | | | |
| - A description of the school disciplinary procedures including suspension and expulsion policies. | | | |
| - Determine the method of accreditation and describe the process to be utilized to obtain accreditation. Include explanation of evidence that the charter school will operate in a manner to meet or exceed accreditation standards. | | | |
| - A description of how the special education populations will be served appropriately. | | | |
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| VI. Measuring Student Outcomes and School Success | | | |
| Determine and describe how the school will establish first year benchmarks and review the school's goals after two (2) years of performance. | | | |
| Determine and describe how all students will demonstrate that they have attained the skills and knowledge specified as goals in the school's educational program. Include how the state assessment and standards will be met. | | | |
| Determine and describe the method by which pupil progress will be measured. | | | |
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| V. Governance & Management | | | |
| Draft organizational documents (i.e. articles, by-laws or similar organizational documents) that addresses the roles and responsibilities of the Charter School Board of Directors, school leadership and non-instructional management positions and includes an organizational chart of the school administrative structure. Have all individuals/applicants who will be involved in operation/management of the school complete background check consent forms. A sample form is | | | |

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| included in this packet. | | | |
| Research and describe the human resource and personnel aspects of operating a charter school. Include the following: | | | |
| - <i>Information about employment policies;</i> | | | |
| - <i>Explanation of the relationship between the charter school and its employees, including evidence that terms and conditions of employment have been addressed with affected employees and their recognized representative, if any;</i> | | | |
| - <i>Description of the staff qualification requirements to be met by individuals to be employed by the school;</i> | | | |
| - <i>Job descriptions for the positions that will be available as a result of the operation of the charter school;</i> | | | |
| - <i>Description of the rights of the employees, including a description of the rights of any employee of a school district upon commencing work for the charter and any rights upon returning to the school district after employment at the charter school;</i> | | | |
| - <i>Description of the system that will be utilized for employee reviews;</i> | | | |
| - <i>Description of the procedures for reprimands and firing; and,</i> | | | |
| - <i>Description of how the requirements for the Wyoming retirement system and federal social security will be met.</i> | | | |
| Describe the insurance coverage and liability issues, including the agreement between the charter school and the district regarding their respective legal liability and applicable insurance coverage and evidence that the school is indemnified to the fullest extent possible. | | | |
| Describe the policies and procedures to handle student and employee records, including retention. | | | |
| Describe the health and safety procedures for students and staff. | | | |
| Describe plans for parental and community involvement. | | | |
| Describe the process for procurement. Include a list of services anticipated for contracting. | | | |
| VI. Facility Plans | | | |
| Develop a facilities plan. Include as much information as possible about the “envisioned” school. The facilities plan should include the following elements: | | | |

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| - A minimum of three (3) site descriptions that details the size, the location, availability and condition of facility. Include a budget detailing the costs involved in acquiring and building and/or renovating the facility. | | | |
| VII. Admission and Enrollment | | | |
| Determine the admission and enrollment policies of the proposed school. Include enrollment timelines, any lottery process or waiting list that may be utilized. | | | |
| VIII. Financial Information and Budget Development | | | |
| Enrollment projections for a minimum of five (5) years. Include a minimum and maximum projected enrollment for each year that demonstrates financial feasibility. | | | |
| Develop a comprehensive operating budget for the term of the charter. The budget should show the expected annual revenues, revenue sources and expenses of the school and any resulting surplus or deficits. If estimates are used, they should be clearly noted in the budget. | | | |
| Develop an accompanying budget narrative that illustrates the economic soundness of the financial plan and clarifies all the funds to be used by the school (i.e. public or private funds). | | | |
| A financial feasibility statement providing evidence of viability following the first three (3) years of the charter operation. | | | |
| Explanation of the process for financial oversight. Include a description of proposed financial policies, how the school will implement financial controls, financial reports including format and frequency and the method for an annual audit of financial and programmatic operations of the school, including any services provided by the school district. | | | |
| IX. Transportation, if applicable. | | | |
| Determine the school plan for transportation. Include any plans for the contracting of transportation whether it is from the school district or an outside provider. If transportation is not being provided, develop an explanation of how the lack of transportation will not impede the ability of students to attend the proposed school. | | | |
| X. Displacement Plan, if applicable. | | | |
| Discuss the potential displacement of any pupils, teachers or other employees that may be the result of the operation of the charter school, include a description of the populations potentially affected and a plan for dealing with this issue. | | | |

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| <u>Additional Application Items</u> | | | |
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| <i>Waivers</i> | | | |
| Determine any waivers the proposed charter school may need to seek from the district or the State Board of Education. Include a citation to the statutory or regulatory provision for which a waiver is sought, the rationale for the proposed waiver, and any financial impact to the school. | | | |
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| <i>Annual Report Requirements</i> | | | |
| Review the annual report requirements required by the State Board of Education. Ensure that the charter school has a means to gather this information for inclusion in the report. | | | |
| | | | |
| <i>Submit Application to District Superintendent for Preliminary Evaluation of Readiness</i> | | | |

Application Process



Charter School Application

Complete Proper Name of the Charter School

(Include words Charter School in the title. Do not include the name or identification of a private entity)

Location of Charter School

County:

District:

Charter School Application Contact Information

Full Name:

Address:

City:

State:

Zip:

Phone:

Fax:

E-mail:

Part I: Rationale for the Proposed School and Evidence of Support (See Chapter 32, Section 7 (a) (i))

Subsection I: Please include a narrative explanation demonstrating evidence of need and/or demand for the proposed school, including a description of the community the school hopes to serve.

Subsection II: Provide evidence of support for the school that includes the following:

- (A) A description of the way in which community groups that represent parents, teachers, pupils or any combination thereof were involved during the planning process of the charter school;
- (B) A description of the business arrangements and partnerships with other organizations that represent parents, teachers, pupils or any combination thereof including five (5) letters of support from the organizations;
- (C) Evidence that one (1) or more public meetings were held, supported by a copy of the meeting notice, a list of attendees, and a meeting summary; and
- (D) A roster of students committed to attend the school that can be verified with letters of intent upon request.

Evaluation Criteria: Rationale for Proposed School

Reviewers will look for:

- Evidence of community need or want for the proposed school.
- Readily apparent community support for the charter school by parents, teachers and students.
- Evidence that demonstrates the ability to attain sufficient enrollment to meet the proposed budget.

Part II: Description of the Long Range Vision and Philosophy for Education (See Chapter 32, Section 7 (a) (ii))

Subsection I: Please include a short narrative of the long-range vision and philosophy for education.

Subsection II: Please include the educational philosophy to be employed, including a detailed description how the following will be accomplished:

- (A) How the educational philosophy will support the long range vision;
- (B) How the school plans to improve student learning;
- (C) How the school will encourage the use of different and innovative teaching methods;
- (D) How the school will create new professional opportunities for teachers; and
- (E) How the proposed school will provide parents and students with expanded choices in the types of educational opportunities.

Subsection III: Please provide a description of how the rationale for the proposed school will be incorporated into the vision and philosophy.

Evaluation Criteria: Long Range Vision and Educational Philosophy

Reviewers will look for:

- An innovative public school with a clearly articulated vision and commitment to strong student achievement.
- Evidence that the community information was incorporated into the long-range vision and educational philosophy for the school.
- Consistency between the vision and the educational philosophy as a means to achieve educational outcomes.

Part III: Description of Educational Program to be Offered (See Chapter 32, Section 7 (a) (iii))

Subsection I: Describe the educational program to be offered in detail, include the following information:

(A) Identification of target population(s) to be educated which includes the grades to be served each year for the full length of the charter and estimated enrollment projections for a minimum of five (5) years;

(B) A description of how learning will occur including information on the academic program being offered with supporting research and evidence, evidence of alignment of the academic program with the uniform content and performance standards and state standards for each grade level for each content area;

(C) Goals regarding how the school plans to improve student learning and enable students to become self-motivated, competent, life-long learners;

(D) A description of extracurricular activities and/or after school activities, if appropriate;

(E) A description of the school/student discipline plans including suspension and expulsion policies;

(F) The method of accreditation and a description of the accreditation process to be used;

(G) Evidence that the charter school will operate in a manner to meet and/or exceed accreditation standards; and

(H) Explanation of the delivery of appropriate educational services to special education populations.

Evaluation Criteria: Academic Program Plan

Reviewers will look for an academic plan that:

- Is appropriate for and likely to be successful with the targeted student population.
- Is research-based or provides clear evidence demonstrating success.
- Is a clear and coherent framework for teaching and learning.

Evaluation Criteria: Academic Program Plan Continued...

- Is consistent with the school's long-range vision, educational philosophy and instructional approach.
- Is aligned with Wyoming State Standards.
See: <http://edu.wyoming.gov/Programs/standards.aspx>
- Will increase learning opportunities and expand learning experiences for students.
- Will enable students to meet state standards.
- Complies with applicable regulations to meet the needs of special populations enrolled in the school program

Part IV: Identification of Measurable Pupil Outcomes (See Chapter 32, Section 7 (a) (iv))

Subsection I: Provide an explanation of how the school will establish first year benchmarks and eventual goals after two (2) years of performance.

Subsection II: Explain how all students will demonstrate attainment of the skills and knowledge specified as goals in the school educational program, including meeting state assessment standards.

Subsection III: Describe the method by which pupil progress will be measured.

Evaluation Criteria: Measurable Pupil Outcomes

Reviewers will look for:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion and/or graduation standards that are based on high expectations and provide clear criteria for promotion.

Evaluation Criteria: Measurable Pupil Outcomes Continued...

- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- An assessment plan that is sufficiently frequent and detailed to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- See <http://edu.wyoming.gov/Programs/accreditation.aspx>

Part V: Governance Structure of School (See Chapter 32, Section 7 (a) (v))

Subsection I: Provide organizational documents including articles, by-laws, or similar organizational documentation that provide a description and explanation of the following:

- (A) Roles and responsibilities of the Charter School Board of Directors;
- (B) Roles and responsibilities of school leadership and non-instructional management positions;
- (C) An organizational chart of the school administrative structure; and
- (D) A Consent to Perform Background Check shall be completed and submitted with respect to each person identified as a Director or as a school leader or non-instructional manager.

Subsection II: Human resource personnel documents that provide a description and explanation of the following:

- (A) Employment policies;
- (B) Explanation of the relationship between the charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees and their recognized representative, if any;
- (C) Staff qualification requirements to be met by individuals employed by the school, including consent forms to be used to conduct pre-employment background screening;

(D) Job descriptions for the positions that will be available as a result of the operation of the charter school;

(E) Employee rights including a description of the rights of any employee of a school district upon commencing work for the charter school and any rights upon returning to the school district after employment at the charter school;

(F) The system that will be utilized for employee reviews;

(G) The procedures for reprimands and firing; and

(H) How the requirements for the Wyoming retirement system and federal social security will be met.

Subsection III: Insurance coverage and liability issues, including agreements between the charter school and the district regarding respective legal liability and applicable insurance coverage and evidence that the school is indemnified to the fullest extent possible.

Subsection IV: Matters pertaining to student and employee records retention and privacy issues.

Subsection V: Health and safety procedures for students and staff.

Subsection VI: The process for procurement and contracting, including a list of services anticipated for contracting.

Evaluation Criteria: Governance

Reviewers will look for:

- Documentation of a proper legal structure for the governing board.
- A stable, effective, and comprehensive governance model.
- Adequate policies and procedures for board operation.
- Evidence that the proposed governing board will contribute to the knowledge and skills needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.

Evaluation Criteria: Governance Continued...

- A well-balanced group that brings together people with a range of professional skills capable of the organizational, financial, pedagogical, legal, and other tasks required to open a functioning public school.
- Appropriate teacher and parent input in school decision-making.

Part VI: Facilities Plans (See Chapter 32, Section 7 (a) (vi))

Subsection I: Develop a facilities plan, which provides explanation and a detailed description of the following:

(A) The geographic location, evidence of availability and condition of a minimum three (3) options for the proposed site for operation of the school;

(B) A proposed budget detailing the costs associated with the renovation, construction or purchase of the each site.

Evaluation Criteria: Facility Plans

Reviewers will look for:

- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Evidence that the school will comply with school building standards.
- Evidence of a sound plan for the use and management of technology.
- Evidence that the proposed sites are available and are generally suitable for the operation of a school.

Part VII: Admission and Enrollment Policies (See Chapter 32, Section 7 (a) (vii))

Subsection I: Describe in detail the enrollment and admission policies to be utilized by the charter school. Include the following elements:

- (A) The period for when admissions will be accepted;
- (B) Explain and provide a copy of any lottery process by which students will be admitted, if applicable; and,
- (C) Explain and provide a copy of any waiting list policy, if applicable.

Evaluation Criteria: Admission and Enrollment Policies

Reviewers will look for:

- An enrollment and admissions process that is open, fair and non-discriminatory.
- An enrollment and admissions process that complies with applicable state and federal laws, including one that does not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services.

Part VIII: Financial Information (See Chapter 32, Section 7 (a) (viii))

Subsection I: Provide enrollment projections for a minimum of five (5) years, including the minimum and maximum enrollment projections for each year that demonstrate financial feasibility.

Subsection II: Provide a comprehensive budget for the term of the charter, which includes the expected annual revenues, revenue sources and expenses and any resulting surplus or deficits. Estimates should be clearly denoted. *(NOTE: See attachment A for a proposed format to submit a comprehensive budget.)*

Subsection III: Provide a budget narrative that provides the following:

(A) Evidence of economic soundness; and,

(B) A description of the funds to be utilized (i.e. private or public funds).

Subsection IV: Provide a financial feasibility statement providing evidence of viability following the first three (3) years of the charter operation.

Subsection V: An explanation of financial oversight including the following:

(A) A description of proposed financial policies and how the school will implement internal financial controls;

(B) A description of the financial reports, including format and frequency; and,

(C) The method for an annual audit of the financial and programmatic operations of the school, including any services provided by the school district.

Evaluation Criteria: Financial Plan

Reviewers will look for:

Budgetary projections those are consistent with all parts of the application, including the school vision, educational program, staffing and facility.

- A realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school, including realistic FTE projections.
- Evidence of sound financial planning and the demonstrated fiscal viability of the school.
- A fiscal management system that is appropriate, follows the Generally Accepted Accounting Procedures, and properly safeguards assets.

Part IX: Transportation (See Chapter 32, Section 7 (a) (ix))

Subsection I: Provide a description of the transportation plan the charter school plans to use, if any, which includes:

(A) A description of any contracts, and any terms thereof, that are necessary, including with the district or an outside provider;

(B) If transportation will not be provided, include an explanation of how the lack of transportation will not impede the ability of students to attend the school;

Evaluation Criteria: Transportation

Reviewers will look for:

- A detailed description of how transportation will be provided with schedules and routes, if applicable.
- An explanation as to why the lack of transportation will not be an impediment and how impediments will be overcome to achieve a diverse student population and make the school equally available for all students.
- A narrative on how transportation needs of Special Education students will be assessed and met.

Part X: Displaced Pupils (See Chapter 32, Section 7 (a) (x))

Subsection I: Discuss the potential displacement of any pupils, teachers or other employees that may result from the operation of charter school, including a description of the populations potentially affected and a plan for dealing with the issue.

Evaluation Criteria: Displaced Pupils and Teachers

Reviewers will look for:

- An extensive narrative that discusses any pupils, teachers and/or other employees who will not attend or be employed in charter schools, but may potentially be displaced by the operation of the charter school.
- An explanation for how the charter school plans to account for those populations.

Part XI: Annual Reporting (See Chapter 32, Section 16)

Subsection I:

Review the annual report requirements of the State Board of Education in section 16 of Chapter 32 Rules. The form for the report to the Wyoming Department of Education is included in this packet. (If viewing this electronically, hold the control key and click here: [Attachment C: Annual Report to view](#))

Subsection II: Please address the manner and form in which the following will be provided to the district in a timely fashion to allow the District to report to the Wyoming Department of Education no later than March 15th each year as required by Chapter 32, Section 16(d):

- A) Provide assurance with supporting documentation, evidence or data that students attending the charter school are receiving an education consistent with the educational opportunities available to all students within the school district.
- B) Provide a school description that provides a portrait of the school during the report period.
- C) Provide a narrative explaining the guiding philosophy
- D) Provide a narrative and supporting documentation that explains school programming.
- E) Provide a list of school staff.
- F) Provide a narrative and supporting documentation that explains student characteristics/demographics
- G) Provide a narrative and supporting documentation that explains school governance.
- H) Provide a financial report in the format identified as appropriate by the Wyoming Department of Education, finance unit.
- I) Provide a narrative and supporting documentation that explains facilities updates and information.
- J) Provide a narrative and supporting documentation that explains what has been learned about the schools performance plan against the goals contained in its charter. Include evidence and analysis of performance and progress, practices and performance, unique accomplishments, an audit report, and verification of accreditation status from a recognized accreditation agency and any actions that are being taken to use accountability information to improve the schools programs.

Evaluation Criteria: Annual Reporting

Reviewers will look for:

- A detailed explanation of the how each of the annual reporting requirements will be satisfied.
- Assurances that the elements will be submitted in a timely manner that will allow the district to meet its reporting requirements to the State Board of Education.

Part XII: Waiver Requests (See Chapter 32, Section 13 and 14)

Subsection I: DISTRICT BOARD WAIVER

Please describe any and all waivers from district rules and regulations or policies and procedures that are sought by the charter school. Please provide a specific citation to the rule, regulation or policy for which a waiver is sought and include an explanation as to the necessity of such waiver.

A district board may only waive locally imposed school district requirements. Please note that a district board cannot waive any requirements of the Wyoming State Board of Education or the Wyoming Department of Education or any other state agency.

Subsection II: WYOMING STATE BOARD OF EDUCATION WAIVER

Please describe any and all waivers from statutes, rules and regulation within the authority of the Wyoming State Board of Education that will be sought by the charter school. Please include specific designation of state statute, rule and regulation and explanation of necessity that would require a waiver.

The Wyoming State Board of Education may only waive those rules and regulations or statutes that are within its statutory authority. It may not waive statutes or rules and regulations within the authority of the State Superintendent, the Wyoming Department of Education, the Professional Teaching Standards Board or any other state agency. *See Chapter 32, Section 14(f).*

Evaluation Criteria: Waiver Request

Reviewers will look for:

- A response to the whether waivers from district or State Board statutes, rules and regulations or policies and procedures are necessary.
- A detailed explanation, including citations and adequate justification that demonstrates such a waiver is necessary, of any waiver sought.

Receipt Documentation

Please have district contact person sign and return upon filing of application. Charter School Applicant is to keep this document for record keeping purposes. The district may keep a copy.

Receipt of Charter School Application

Name of School:

Delivered To:
(county or district)

Date and Time:

Received by:

Signature

Attachment A: Possible Budget Items

| Fund Types | | | Major | Major | Food | Health | Recreation | |
|------------------------------|---------|-----------------|-------------|---------|---------|---------|------------|--------|
| | General | Special Revenue | Maintenance | Capital | Service | Benefit | Mill | Totals |
| Expenditures | | | | | | | | |
| 1000 - Instruction | | | | | | | | |
| | | | | | | | | |
| 2000 - Instructional Support | | | | | | | | |
| | | | | | | | | |
| 3000 - General Support | | | | | | | | |
| | | | | | | | | |
| 4000 - Community Support | | | | | | | | |
| | | | | | | | | |
| Transfers | | | | | | | | |
| | | | | | | | | |
| Principal Payments | | | | | | | | |
| | | | | | | | | |
| Interest Payments | | | | | | | | |
| | | | | | | | | |
| Food Service Expenditures | | | | | | | | |
| | | | | | | | | |
| Health Benefit Expenditures | | | | | | | | |
| | | | | | | | | |
| Recreation Mill Expenditures | - | - | - | - | - | - | | |
| Total | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| Revenues | | | | | | | | |

| | | | | | | | | |
|--------------------------|--|--|--|--|--|--|--|--|
| Local District Sources | | | | | | | | |
| | | | | | | | | |
| County Sources | | | | | | | | |
| | | | | | | | | |
| State Sources | | | | | | | | |
| | | | | | | | | |
| Federal Sources | | | | | | | | |
| | | | | | | | | |
| Food Service Revenues | | | | | | | | |
| | | | | | | | | |
| Health Benefit Revenues | | | | | | | | |
| | | | | | | | | |
| Recreation Mill Revenues | | | | | | | | |
| Total Revenues | | | | | | | | |

ADDITIONAL INFORMATION: The form above is a template form created by the Wyoming Department of Education. This may not include any additional financial information it deemed necessary for a school to be financially viable.

Attachment B: State Board of Education Waiver Request

Wyoming Department of Education Charter School Waiver Request to the Wyoming State Board of Education

SUBMIT THIS REQUEST WITH SIGNATURES OF THE DISTRICT SUPERINTENDENT AND THE CHARTER SCHOOL REPRESENTATIVE ALONG WITH ACCOMPANYING DOCUMENTATION TO THE WYOMING DEPARTMENT OF EDUCATION, ATTENTION CHARTER SCHOOL PROGRAM CONSULTANT, 2300 CAPITOL AVE. HATHAWAY BLDG. 2ND FLOOR, CHEYENNE, WY 82002-0050

DISTRICT NAME & NUMBER:

DATE:

Charter School Name:

Address:

City:

State:

ZIP Code:

WAIVER REQUEST INFORMATION:

Specific state board rule or statute requested to be waived:

Check only one : ☐ NEW WAIVER REQUEST or ☐ WAIVER RENEWAL REQUEST

Rationale for waiver request including how the rule or statute inhibits or hinders the school's ability to meet its goals or comply with its long range vision and educational philosophy:

Description of how waived requirements would be met:

Explanation of any financial impact on the school as a result of the waiver:

Description of how the impact of the waiver will be evaluated:

Wyoming Department of Education

Charter School Waiver Request to the Wyoming State Board of Education

Expected outcomes as a result of the waiver:

ASSURANCES:

Our signatures on this document indicate that both parties have the authority to submit this waiver request and that all information contained herein is true and correct to the best of my knowledge and belief.

Superintendent's Name :

Phone:

Fax:

Email:

Signature:

Date:

Charter School Representative's Name :

Phone:

Fax:

Email:

Signature:

Date:

ADDITIONAL INFORMATION: The form as encompassed above is utilized by the State Board in instances where a district is requesting a waiver on behalf of a charter school which may operate or is operating in the district. It is included as reference material. A district may choose to modify this form to fit its purposes in instances where the waiver sought is from district rules and regulations or policies and procedures.

Any waivers a district seeks from the State Board on behalf of the proposed charter school should include a citation to the statutory or regulatory provision for which a waiver is sought, the rationale for the proposed waiver, and any financial impact this will have on the school.

Please note, in the instance of a new charter school, a district is required to notify the State Board of requests for waivers of state statutes and regulations within its control, within ten (10) days of preliminarily approving a charter school for operation. In addition, in any instance where a waiver is granted by the State Board, it is the responsibility of the school district to seek review by the State Board every two (2) years of the necessity of the waiver. For additional information and guidance regarding waivers of state statutes and rules and regulations under the authority of the State Board, please see Chapter 32, Section 14 and W.S. § 21-3-304(g) and § 21-3-305(c).

Attachment C: Annual Report

Wyoming Department of Education Charter School Annual Report to the Wyoming State Board of Education

SUBMIT THIS REPORT WITH SIGNATURES OF THE DISTRICT SUPERINTENDENT AND THE CHARTER SCHOOL REPRESENTATIVE ALONG WITH ACCOMPANYING DOCUMENTATION TO THE WYOMING DEPARTMENT OF EDUCATION, ATTENTION CHARTER SCHOOL PROGRAM CONSULTANT, 2300 CAPITOL AVE. HATHAWAY BLDG. 2ND FLOOR, CHEYENNE, WY 82002-0050
THIS REPORT IS DUE BEFORE MARCH 15 EACH YEAR

DISTRICT NAME & NUMBER:

DATE:

Charter School Name and Number:

Address:

City:

State:

ZIP Code:

SCHOOL INFORMATION:

Number of Students:

Year the Charter was Granted:

Years in Operation:

Waivers Granted by the State Board of Education:

Accrediting agency

Accreditation status:

Program:

PERFORMANCE DATA:

Provide assurance with supporting documentation, evidence or data that students attending the charter school are receiving an education consistent with the educational opportunities available to all students within the school district.

Provide a school description that provides a portrait of the school during the report period.

Provide a narrative explaining the guiding philosophy.

Provide a narrative and supporting documentation that explains school programming.

Provide a list of school staff.

Wyoming Department of Education

Charter School Annual Report

to the Wyoming State Board of Education page two

Provide a narrative and supporting documentation that explains student characteristics/demographics.

Provide a narrative and supporting documentation that explains school governance.

Provide a financial report in the format identified as appropriate by the Wyoming Department of Education, Finance Unit.

Provide a narrative and supporting documentation that explains facilities updates and information.

Provide a narrative and supporting documentation that explains what has been learned about the schools performance plan against the goals contained in its charter. Include evidence and analysis of performance and progress, practices and performance, unique accomplishments, an audit report, and verification of accreditation status from a recognized accreditation agency and any actions that are being taken to use accountability information to improve the schools programs.

ASSURANCES:

Our signatures on this document indicate that all evidence, data both parties have the authority to submit this report and that all information contained herein is true and correct to the best of my knowledge and belief.

| | | |
|---|---------------|--------------|
| Superintendent's Name : | Phone: | Fax: |
| Email: | | |
| Signature: | | Date: |
| Charter School Representative's Name : | Phone: | Fax: |
| Email: | | |
| Signature: | | Date: |

ADDITIONAL INFORMATION: Each district board that grants a charter school application is required to report to the State Board annually on each charter school operating within the district no later than March 15th. The report and all accompanying documentation is required to be submitted by the district in the form included in this application.

Attachment D: Sample Background Screening Consent Form

| CONSENT TO PERFORM BACKGROUND CHECK | | |
|---|------------------------------|----------------------------------|
| Date: _____ | Driver's Lic # _____ | State Issued _____ |
| Last Name _____ | First Name _____ | Middle Initial _____ |
| Maiden and/or Other Last Names Used _____ | | |
| Current Address _____ | City and County _____ | State and Zip Code _____ |
| Date of Birth _____ | Social Security Number _____ | Circle One: Male / Female |
| <p>This authorization and consent for release of personal information acknowledges that _____ [Name of District] (Hereafter referred to as "District"), the State of Wyoming, including the Wyoming Department of Education, and/or their agents, officers and employees, may now, or at any time while this application for charter school is pending or after it has been granted and while it is effective, , conduct investigations whether the records are of a public, private or confidential nature. These investigations might include, but are not limited to, searches of educational institutions attended; financial or credit institutions, including records of loans; records of commercial or retail credit agencies; other financial statements; records of previous employment, including work history, efficiency ratings, complaints and grievances filed by or against me; records and recollections of attorney-at-law or of other counsel, whether representing me or any other person (in either a civil or criminal case in which I have been involved); records from the U.S. Veterans' Administration; criminal history information of file in local, state or federal agencies; and motor vehicle records, and following an employment offer, workers' compensation reports from either the Department of Labor, National Personnel Records or the Industrial Commission or similar agencies under the provisions of the Fair Credit Reporting Act 15, USC section 1681 et seq. I also authorize the National Personnel Records Center, or other custodian of my military service record, to release , the following information and/or copies of documents from my military service record: DD214, service record, and any disciplinary records.</p> <p>I understand that these searches will be used to determine suitability of applicant to operate or in any way be associated with the proposed Charter School. Therefore, I authorize and consent for full release of records (either orally or in writing) to the authorized representatives of the District. In addition, I release and discharge the District and its agents, officers and employees to the full extent permitted by law from any claims, damages, losses, liabilities, costs expenses or any other charge or complaint filed with any agency arising from retrieving and reporting this information. I understand that according to the Federal Fair Credit Reporting Act, I am entitled to know whether employment was denied based upon the information obtained and to receive, upon written request, a disclosure of the background report. I also understand that I may request a copy of the report from my employer. After reading this document, I fully understand its contents and authorize the background verification.</p> <p>The following are my responses to questions about my criminal record history (if any) with descriptions to any question with a YES answer:</p> <p>1. Have you ever been convicted or plead guilty before a court of any federal, state, or municipal criminal offense? (Excluding minor traffic violations) YES NO If YES, please provide an explanation below: _____ _____ _____</p> <p>2. Have you ever received deferred adjudication or similar disposition for any federal, state or municipal criminal offense? YES NO If YES, Please provide an explanation below: _____ _____ _____</p> | | |

Attachment D: Sample Background Screening Consent Form

3. Have you ever received probation or community supervision for any federal, state or municipal criminal offense? YES NO

If YES, Please provide an explanation below:

4. Have you ever been convicted of any criminal offense in a country outside the jurisdiction of the United States? YES NO

If YES, Please provide an explanation below:

5. As of the date of this authorization, do you have any pending criminal charges against you? YES NO

If YES, Please provide an explanation below:

THIS SECTION IS TO BE USED TO LIST ALL COUNTIES AND STATES OF RESIDENCE SINCE AGE 18 OR HIGH SCHOOL GRADUATION. YOU MUST BE SPECIFIC ABOUT DATES OF RESIDENCE.

| CITY/TOWN | COUNTY | STATE | DATES FROM | TO |
|-----------|--------|-------|------------|----|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

I HEREBY CERTIFY THAT ALL INFORMATION PROVIDED IN THIS AUTHORIZATION IS TRUE, CORRECT AND COMPLETE. I UNDERSTAND THAT IF ANY INFORMATION PROVES TO BE INCORRECT OR INCOMPLETE THAT IS GROUNDS FOR THE REFUSAL TO GRANT THE APPLICATION FOR OR REVOCATION OF THE CHARTER SCHOOL.

Signed this _____ day of _____, 20____

Applicant (Print Name) _____

Applicant Signature _____

Chapter 32 Rules and Regulations

Districts should verify that the most current rules on file with the Secretary of State's Office are included with this application packet.

[Click here to connect to the Secretary of State's Public Access to Rules Database.](#)

Attachment E: Evaluation Rubric Template

Scoring:

A score of three (3) should be given for applications that meet all the criteria in the first column. A score of two (2) should be given for an application that meets the criteria in the second column. A score of one (1) should be given for applications that meet all the criteria in the third column. Each row is to receive a score of three (3), two (2), or one (1). Each numbered section should be scored accordingly and section totals score should be added to the weighted table below once the entire application has been evaluated.

A score total of 90-100% will be given a Complete Status; a score total of 70-89% will be given a Partially Complete Status; and a score total of 69% or lower will be given an Incomplete Status.

Final Score: Take the total raw score, divide by total possible points multiply that total by the weight amount.

$$(\text{Section total} / \text{total section points possible})(\text{weight amount}) = \text{final score}$$

The following page provides a scoring table with the mathematical equations set up for your convenience.

In the alternative, you can double click on the scoring table on the last page of the evaluation rubric and it will open the file in Microsoft excel. This will complete the calculations for you.

Scoring Sheet Table

| Section | Raw Score | Total Possible | WEIGHT AMOUNT | FINAL SCORE |
|---|-----------|----------------|------------------|-------------|
| Section 1, Format Total Score: | | 3 | 2% (score x .02) | |
| Section 2, Rational Total Score : | | 15 | 12% (score x.12) | |
| Section 3, Vision and Philosophy Total Score | | 9 | 10% (score x.10) | |
| Section 4, Educational Program Total Score | | 24 | 15% (score x.15) | |
| Section 5, Measurable Pupil Outcomes Total Score | | 9 | 15% (score x.15) | |
| Section 6, Governance Total Score | | 27 | 15%(score x.15) | |
| Section 7, Facilities Total Score | | 6 | 5% (score x.05) | |
| Section 8, Enrollment Total Score | | 9 | 2% (score x.02) | |
| Section 9, Financial Plan Total Score | | 3 | 10% (score x.15) | |
| Section 10, Transportation Total Score | | 3 | 3% (score x.10) | |
| Section 11, Displaced Pupils Total Score | | 3 | 2% (score x.02) | |
| Section 12, Annual Reporting Total Score | | 3 | 2% (score x.02) | |
| Section 13, Waivers Total Score | | 6 | 2% (score x.02) | |
| TOTAL SCORE | | 120 | 100% or 1.0 | |

| | A Complete Application : (3 points each row) | A Partially Complete Application: (2 points each row) | An Incomplete Application : (1 point each row) | SCORE: |
|---|--|--|---|---------------|
| 1. Format of the Application | 1a) Application has met or exceeded the formatting requirements as specified in the application packet. The application is complete with a title page, executive summary, table of contents, body and appendices if applicable. The application is well organized and headers, footers and sections are clearly labeled as required. The Application has been proof read for spelling, grammar, formatting, and completeness and requires no further formatting. | 1a) The application has met the majority of the formatting and submission requirements in a satisfactory manner, but fails to address all subparts specified in the application packet, or any portion thereof. The application has been proof read for spelling, grammar, formatting and requires little to no grammatical or formatting changes. | 1a) Completed in an unsatisfactory manner and/or fails to address the majority of the formatting and submission requirements found in the application packet. | |
| | Questions for Applicant Relative to this Section | | | |
| | Reviewer's Summary of this Section (note reason for score) | | | |
| RAW SCORE FOR SECTION 1: | | | | |
| 2. Rationale for Proposed School and Evidence of Support | 2a) Provides a narrative demonstrating evidence of need and or demand for the proposed school including a description of the community the school hopes to serve. Supportive documentation and sources are provided. | 2a) Addresses Rationale for the proposed school and provides documentation as evidence, but lacks details and organization. | 2a) Has not provided a narrative and/or supporting documentation. | |

| | | | | |
|---------------------------------|--|---|--|--|
| | 2b) Community involvement by teachers, parents and students, or any combination thereof, in the planning of the charter school and their support of the application is apparent through documented evidence. | 2b) Community involvement by teachers, parents and students, or any combination thereof, in the planning of the charter school and their support of the application is evident, but may require further work, details, or supportive documentation. | 2b) Fails to address involvement or opportunities in the planning of the school and support of the application by teachers, parents and students, or any combination thereof. | |
| | 2c) Provides description of the business arrangements and partnerships with other organizations that represent parents, teachers, students, or any combination thereof. Includes five (5) letters of support from these organizations. | 2c) Provides description of the business arrangements and partnerships with other organizations that represent parents, teachers, students, or any combination thereof. Includes less than five (5) letters of support | 2c) Provides no evidence of business arrangements or partnerships that represent parents, teachers and or students, or any combination thereof. Does not include any letters of support. | |
| | 2d) Provide evidence that one (1) or more meetings were held to inform the public of the intent to open a charter school. (i.e. meeting notice, list of attendees, meeting summaries) | 2d) Provide evidence (i.e., an established meeting agenda) that at least one meeting was held, to inform the public of the intent to open a charter school. | 2d) Does not provide evidence that at least one (1) public meeting was held. | |
| | 2e) Provide evidence to establish a school through supporting documentation including a roster of students committed to attending the school, supported by letters of intent. | 2e) Provides statement supporting establishing a charter school including a roster of students committed to attend, but lacks supportive evidence such as letters of intent. | 2e) Does not include a roster of students committed to attending the school and does not have supportive letters of intent. | |
| | Questions for Applicant Relative to this Section | | | |
| | Reviewer's Summary of this Section | | | |
| RAW SCORE FOR SECTION 2: | | | | |

| | | | | |
|--|--|--|--|--|
| 3. Long Range Vision and Educational Philosophy | 3a) Provides a short narrative of the long-range vision of the school. | 3a) Addresses of the long-range vision, but lacks detail and organization. | 3a) Does not provide a narrative on the long-range vision of the school. | |
| | 3b) Describes the educational philosophy to be employed including how it will support the vision, improve student learning, encourages different and innovative teaching methods, provides professional opportunities for teachers and provides parent and teachers with expanded choices for education. | 3b) Describes the educational philosophy, but lacks detail and organization or fails to address all five (5) subparts or any portion thereof. | 3b) Does not discuss educational philosophy or fails to substantially address the five (5) subparts or the issue. | |
| | 3c) Provides clear explanation of how the rationale for the proposed school will be incorporated into the vision and philosophy of the charter school. | 3c) Provides explanation of how the rationale for the proposed school will be incorporated into the vision and philosophy of the charter school, but lacks detail and organization. | 3c) Fails to address or include explanation of how the rationale for the proposed school will be incorporated into the vision and philosophy. | |
| | Questions for Applicant Relative to this Section | | | |
| | Reviewer's Summary of this Section | | | |
| RAW SCORE FOR SECTION 3: | | | | |
| 4. Educational Program | Academic Program Design For more information on state standards, see http://edu.wyoming.gov/Programs/standards.aspx | | | |
| | 4a) Describes educational program to be offered and identifies target populations to be educated including the grades to be served each year for the length of the charter and estimated enrollment projections for a minimum of five (5) years. | 4a) Describes educational program to be offered and identifies target populations to be educated including the grades to be served each year for the length of the charter and estimated enrollment projections, but is unorganized and lacks supportive details and/or does not provide projection for entire five (5) year period. | 4a) Fails to describe educational program to be offered and identify target populations to be educated including grades to be served and projected enrolments. | |

| | | | | |
|---------------------------------|--|---|---|--|
| | 4b) Describes how learning will occur including information on the academic program to be provided with supporting research and evidence of alignment of academic programs with uniform content, performance standards and state standards for each grade level for each content area. | 4b) Describes how learning will occur including information on the academic program to be provided with supporting research, but lacks detail and organization. | 4b) Fails to provide a description of how learning will occur or description is not completed in a satisfactory manner. | |
| | 4c) Identifies and explains how the school plans to improve student learning and enable students to become self-motivated, competent life-long learners. | 4c) Identifies goals regarding how the school plans to improve student learning and enable students to become self-motivated, competent life-long learners, but response lacks detail and organization. | 4c) Fails to describe or explain goals regarding how the school plans to improve student learning and enable students to become self-motivated, competent life-long learners. | |
| | 4d) Contains detailed comprehensive a list of extracurricular and/or after school activities if appropriate, includes schedules, coaches and other details. | 4d) Contains a list of extracurricular and/or after school activities if appropriate, includes schedules, coaches and other details, but lacks detail and organization. | 4d) fails to address whether or not after school/extracurricular activities will be provided. | |
| | 4e) Clearly describes school/student discipline plans including suspension and expulsion policies. | 4e) School/student discipline plans including suspension and expulsion policies are present, but lack detail and organization. | 4e) Fails to address school/student discipline plans including suspension and expulsion policies. | |
| | 4g) The method of accreditation and description of the accreditation process to be used is clearly explained. | 4g) The method of accreditation and description of the accreditation process to be used is included, but lacks detail and organization. | 4g) Fails to address the method of accreditation and description of the accreditation process to be used. | |
| | 4h) Explains the delivery of the appropriate educational services to special education populations in detail. | 4h) Explains the delivery of the appropriate educational services to special education populations but lacks detail and organization. | 4h) Fails to address delivery of the appropriate educational services to special education populations. | |
| | Questions for Applicant Relative to this Section | | | |
| | Reviewer's Summary of this Section | | | |
| RAW SCORE FOR SECTION 4: | | | | |

| | | | | |
|---|---|---|---|--|
| 5. Measuring Student Outcomes and School Success | Assessment and Accountability Plan | | | |
| | 5a) Provides an explanation of how the school will establish first year benchmarks and eventual goals after two (2) years of performance. | 5a) Explanation of how the school will establish first year benchmarks and eventual goals after two (2) years of performance, but lacks detail and organization. | 5a) Fails to address how first year benchmarks will be developed and/or eventual goals after two (2) years of performance. | |
| | 5b) Explain how all students will demonstrate attainment of the skills and knowledge specified as goals in the school education program including meeting state assessment requirements and standards. | 5b) Addresses how all students will demonstrate attainment of the skills and knowledge specified as goals in the school education program including meeting state assessments and standards, but lacks detail and organization. | 5b) fails to address how assessment requirements and/or standards will be met. | |
| | 5c) Describes the method(s) or process by which student academic progress will be measured in detailed and organized fashion. | 5c) Describe the method(s), or process, by which student academic progress will be measured, but lacks detail and organization. | 5c) fails to address a method or process for measuring student progress. | |
| | Questions for Applicant Relative to this Section | | | |
| | Reviewer's Summary of this Section | | | |
| RAW SCORE FOR SECTION 5: | | | | |
| 6. Governance Structure | Governing Body | | | |
| | 6a) Provides organizational documents including articles of incorporation, by-laws or similar organizational documents that outlines the roles of the charter school board of Directors; school leadership and management positions and includes and organizational chart. Includes duly executed background consent forms for all owner(s), director(s) and/or manager(s) applying for the charter school. | 6a) Provides organizational documents with most of the required elements, but fails to address all the required elements and/or the response lacks detail and organization. Lacks one or more duly executed background consent forms from owner(s), director(s), and/or manager(s) applying for the charter school. | 6a) Fails to address any organizational documents and the necessary requirements associated with this element and/or does not include any background consent forms. | |
| | Human Resources and Personnel | | | |

| | | | | |
|--|--|--|---|--|
| | 6b) Include organized and detailed documents that explain employment policies. | 6b) Addresses documents that explain employment, but lacks details and organization. | 6b) Does not address or fails to address employment policies | |
| | 6c) Includes organized and detailed documents that explain the relationship between the charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees and their respective representative(s), if any. | 6c) Includes documents that explain the relationship between the charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees and their respective representative(s), but lacks detail and organization. | 6c) Does not address or fails to address the relationship between the charter school and its employees. | |
| | 6d) Includes organized and detailed documents that explain staff qualification requirements to be met by individuals employed by the school. | 6d) Includes documents that explain staff qualification requirements to be met by individuals employed by the school, but lacks detail and organization. | 6k) Does not address or fails to address staff qualification requirements. | |
| | 6e) Includes organized and detailed documents that explain job descriptions for the positions that will be available as a result of the operation of the charter school. | 6e) Include documents that explain job descriptions for the positions that will be available as a result of the operation of the charter school but lack detail and organization. | 6e) Does not address or fails to address job descriptions in any detail. | |
| | 6f) Includes organized and detailed documents that explain employee rights including a description of the rights of any employee of a school district upon commencing work for the charter school and any rights upon returning to the school district after employment with the charter school. | 6f) Includes documents that explain employee rights including a description of the rights of any employee of a school district upon commencing work for the charter school and any rights upon returning to the school district after employment with the charter school, but lacks detail and organization. | 6f) Does not address employee rights. | |
| | 6g) Includes organized and detailed documents that explain system for employee reviews. | 6g) Includes documents that explain system for employee reviews, but lacks detail and organization. | 6g) Does not address system for employee review. | |

| | | | | |
|----------------------|---|--|---|--|
| | 6h) Includes organized and detailed documents that explain reprimand and firing policy. | 6h) Includes documents that explain reprimand and firing policy, but lacks detail and organization. | 6h) Does not address employee reprimand and firing policies. | |
| | 6i) Include organized and detailed documents that explain how requirements of the Wyoming retirement and federal social security will be met. | 6i) Includes documents that explain how requirements of the Wyoming retirement and federal social security will be met, but lacks detail and organization. | 6i) Does not address retirement and social security. | |
| | Operational Policies and Procedures | | | |
| | 6j) Provides a copy of the policy and procedures by which school records for personnel and students will be maintained and destroyed. | 6j) Provides a copy of the policy and procedures by which school records for personnel and students will be maintained and destroyed, but lacks detail and organization. | 6j) Does not address records management and privacy issues for students and teachers. | |
| | 6k) Describes the health and safety procedures for students and staff. | 6k) Describes the health and safety procedures that will be implemented for students and staff, but lacks detail and organization. | 6k) Does not address the health and safety procedures that will be implemented for students and/or staff. | |
| | 6l) Includes a list of services anticipated for contracting. Describes the procedure for procurement and contracting of services.. | 6l) Description for the procedure for procurement and contracting of services is evident, but lacks detail and organization or list of services anticipated for contracting is incomplete. | 6o) Does not address procedures for procurement and contracting of services and/or fails to provide a list of services anticipated for contracting. | |
| | Questions for Applicant Relative to this Section | | | |
| | Reviewer's Summary of this Section | | | |
| | RAW SCORE FOR SECTION 6: | | | |
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| 7. Facilities | 7a) Provides a facilities plan that gives a detailed description of geographic location, evidences availability and addresses the condition of three (3) options for a proposed | 7a) Facility plan addresses a minimum of three (3) sites, geographic location and evidence of availability for each, but lacks supportive documentation. | 7a) Does not address or fails to provide a facility plan, which addresses a minimum of three (3) sites including geographic location, evidence of availability and condition of | |

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| | site. | | location. | |
| | 7b) Provides a facility plan that includes a proposed budget detailing the costs for renovation, construction or purchase of each of the proposed sites (minimum of 3). | 7b) Facility plan includes a budget, but supportive documentation and/or details. | 7b) Does not address or fails to include a budget or facility plan for each of the proposed sites in a satisfactory manner. | |
| | Questions for Applicant Relative to this Section | | | |
| | Reviewer's Summary of this Section | | | |
| RAW SCORE FOR SECTION 7: | | | | |
| 8. Admission and Enrollment | 8a) Describes the period and process for when admissions will be accepted in detail. | 8a) Describes the period and process for when admissions will be accepted, but lacks detail and organization. | 8a) Does not address an admission policy. | |
| | 8b) Addresses if a lottery process will be used for student admittance, and if used, describes the process in detail and provides a copy of the policy and/or other supportive documentation. | 8b) Response lacks detail and organization. | 8b) Fails to address if a lottery process will be used or doesn't describe process or fails to include a copy of the process. | |
| | 8c) Addresses the use of a waiting list policy and describes the policy in detail. Copy of the policy is provided. If a waiting list policy will not be used, reasons for that choice is provided. | 8c) Addresses the use of a waiting list policy, but fails to describe the policy or fails to provide a copy. If a waiting list will not be used, fails to provide reasons. | 8c) Fails to address the use of a waiting list policy. | |
| | Questions for Applicant Relative to this Section | | | |
| | Reviewer's Summary of this Section | | | |
| RAW SCORE FOR SECTION 8: | | | | |
| 9. Financial | 9a) Provides enrollment projections for a minimum of five (5) years, including | 9a) Addresses enrollment projections for a minimum of five (5) years, including | 9a) Fails to address enrollment projections for a minimum of five (5) years, including | |

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| Information | minimums and maximums that demonstrate financial feasibility for each year. Includes supportive documentation for the projection. | minimums and maximums that demonstrate financial feasibility for each year, but lacks supportive details. | minimums and maximums that demonstrate financial feasibility for each year at all. | |
| | Questions for Applicant Relative to this Section | | | |
| | Reviewer's Summary of this Section | | | |
| RAW SCORE FOR SECTION 9: | | | | |
| 10. Transportation | 10a) Addresses transportation, and describes in detail, any contracts that are necessary (including contracts with the district or an outside provider). An alternative plan for transportation is described in detail, if the charter school will not be contracting for transportation services. Plan explains how lack of transportation will not impede on the ability of the student to attend. | 10a) Addresses transportation and briefly addresses contracts that may be necessary (including contracts with the district or an outside provider). Contract requirements are not described in detail. An alternative plan for transportation is addressed, but not explained. If the charter school will not be contracting for transportation services, plan does not explain how lack of transportation will not impede on the ability of the student to attend. | 10a) Does not address transportation issues in the application fails to include an explanation for the transportation of students or lack thereof. | |
| | Questions for Applicant Relative to this Section | | | |
| | Reviewer's Summary of this Section | | | |
| RAW SCORE FOR SECTION 10: | | | | |
| 11. Displacement of Students | 11a) Discusses the potential displacement of any pupils, teachers or other employees that may be the result of the operation of charter school, including a description of the populations potentially affected and a plan for dealing with the issue. | 11a) Discusses the potential displacement of any pupils, teachers or other employees that may be the result of the operation of charter school, including a description of the populations potentially affected, but lacks detail and/or organization. | 11a) fails to address displaced students. | |
| | Questions for Applicant Relative to this Section: | | | |

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| | <i>Reviewer's Summary of this Section:</i> | | | |
| RAW SCORE FOR SECTION 11: | | | | |
| 12. Annual Report | 12 a) Address Annual reporting requirements and explains how information will be provided in a timely manner, which will allow the district to report to the Wyoming Department of Education no later than March 15 th annually. | 12a) Address Annual reporting requirements, but lacks supportive detail. | 12a) Fails to address annual reporting requirements, and/or how reports will be made in a timely manner. | |
| | <i>Questions for Applicant Relative to this Section:</i> | | | |
| | <i>Reviewer's Summary of this Section:</i> | | | |
| RAW SCORE FOR SECTION 12: | | | | |
| 13. Waiver | 13a) Addresses the necessity of any waivers that will be requested from district policies, procedures, rules or regulation and if applicable , provides specific citation(s) to the provision and fully explains the necessity for the waiver. If waivers will not be requested, that fact is clearly stated. | 13a) Addresses the necessity of any waivers that will be requested from district policies, procedures, rules or regulation, and if applicable , provides specific citation(s) to the provision. Does not provide detailed explanation for the necessity of said waiver. If waivers will not be requested, the application does not clearly state this fact. | 13a) Fails to the address the necessity of any waivers. | |

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| | 13b) Addresses the necessity of any waivers that will be requested from Wyoming State Board of Education policies, procedures, statute, rules or regulation and if applicable , provides specific citation(s) to the provision and fully explains the necessity for the waiver. If waivers will not be requested, that fact is clearly stated. | 13b) Addresses the necessity of any waivers that will be requested from Wyoming State Board of Education policies, procedures, statute, rules or regulation and if applicable , provides specific citation(s) to the provision. Does not provide detailed explanation for the necessity of said waiver. If waivers will not be requested, the application does not clearly state this fact. | 13b) Fails to address the necessity of any waivers or fails to clearly state that waivers will not be needed. | |
| | Questions for Applicant Relative to this Section: | | | |
| | Reviewer's Summary of this Section: | | | |
| RAW SCORE for this section: | | | | |
| Final RAW SCORE | | | | |