

**Criteria Checklist for  
Staff's Re-Review of Certain Components in  
Revised Application from  
Metropolitan Preparatory Academy  
(formerly Church Hill Preparatory Academy)**

**September 16, 2013**

<b>Application Components for Review</b>	
<b>II:</b>	<b>Mission Statement</b>
<b>III:</b>	<b>Goals and Educational Objectives</b>
<b>VI:</b>	<b>Educational Program</b>
<b>XII:</b>	<b>Management and Operation</b>
<b>XIII:</b>	<b>Employment Terms and Conditions</b>

## Criteria Checklist

Required Application Components	Does the Response Meet the Criterion?	Comments
<b>Education Components</b>		
<p><b>II. Mission Statement:</b> The mission statement of the public charter school is consistent with the principles of the Standards of Quality (SOQ). The following elements are addressed:</p> <p><b>Revised Application:</b> The mission statement of the public charter school is consistent with the principles of the Standards of Quality (SOQ). The following elements are addressed:</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>More specificity is needed on how the program will meet the provisions of the Standards of Quality. Recommendations are listed below.</p> <p><b>Revised Comments:</b> The applicant has provided additional information describing how the mission statement is consistent with the Standards of Quality.</p>
<p>1. A description of the public charter school’s mission and how it is consistent with the principles of the Virginia SOQ. (Section 22.1-253.13:1, <i>Code of Virginia</i>)</p> <p><b>Revised application:</b> A description of the public charter school’s mission and how it is consistent with the principles of the Virginia SOQ. (Section 22.1-253.13:1, <i>Code of Virginia</i>)</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>The curriculum is based on the Common Core State Standards with SOL enhancements, but clarity is needed how that meets the SOQ requirement: “School boards shall implement the Standards of Learning or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements.”</p> <p><b>Revised Comments:</b> The applicant has made revisions to the application and has provided additional information about how the charter school will implement the Standards of Learning.</p>
<p>2. A description of any specialized area of academic concentration.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Explain in greater detail what is meant by “college and career preparatory” and how that is different from the curriculum in other Virginia public schools.</p>

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<p>3. Information about the public charter school’s anticipated student population consistent with <u>Section 22.1-212.6</u>, of the <i>Code of Virginia</i>.</p> <p><b>Revised Application:</b> Information about the public charter school’s anticipated student population consistent with <u>Section 22.1-212.6</u>, of the <i>Code of Virginia</i>.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Previous Comments: The application indicates that the prospective students will likely not be achieving at grade level. However, the application also says that the students must be prepared for pre-Algebra or higher by the 6<sup>th</sup> grade, when they are first enrolled in the school. These two expectations appear to be inconsistent.</p> <p>The school is designed to serve a specific population – urban males. There is no information about any comparable programs that will be offered by the school division for students who are not part of the population to be served. The <i>Code of Virginia</i> says, in § <u>22.1-212.1:1</u>: “Consistent with constitutional principles, a school board may establish a single-sex school or class in the school division, if the school board makes available to pupils substantially equal coeducational schools or classes. Participation in such single-sex school or class shall not be required by the school division, and the school board shall ensure that participation by pupils in the single-sex school or class is voluntary. For the purposes of this section, participation by a pupil in a single-sex school or class is voluntary only if the school division also makes available to the pupil a substantially equal coeducational school or class.”</p> <p><b>Revised Comments:</b> The applicant has not addressed the concern that prospective students will likely not be achieving at grade level, but must be prepared for pre-Algebra or higher when first enrolled in the school. These two expectations appear to be inconsistent.</p> <p>The comment about the single gender school may need to be clarified. If the charter school will only serve urban males, the applicant and the local school board may want to consult with counsel to ensure that they meet all applicable federal and state laws and regulations addressing single gender schools.</p>
<p><b>III. Goals and Educational Objectives:</b> The goals and educational objectives to be achieved by the public charter school are stated, and meet or exceed the Standards of Learning. The following elements are addressed:</p> <p><b>Revised Application:</b> The goals and educational objectives to be achieved by the public charter school are stated, and meet or exceed the Standards of Learning. The following elements are addressed:</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Evidence is not available to support school course expectations for student learning and achievement that meet or exceed the Virginia Standards of Learning. Virginia SOL meet and exceed the Common Core State Standards, which appear to serve as the basis for the curriculum and instruction.</p> <p><b>Revised Comments:</b> Each of the elements listed below meets the requirements at a basic level. Additional information should be provided based on the content area comments listed for each element in order to provide a comprehensive application.</p>
<p>1. A description of the performance-based goals.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Many of the student goals seemed overarching and not directly tied to performance goals associated with the academic level of potential students as described in the document. The application restates the Standards of Learning goals for content areas, but does not offer</p>

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<p><b>Revised Application:</b> A description of the performance-based goals.</p>	<p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>	<p>explicit performance goals.</p> <p>Each student will be provided the opportunity to experience study in dance arts, music, theatre arts, and visual arts. No further evidence or information pertaining to the study of the fine arts is provided in sufficient detail to understand how the programs will be offered, how will student performance be measured, and how outside resources will be used to support the programs.</p> <p><b>Revised Comments:</b> The application meets requirements for foreign language, English, mathematics, and fine arts pupil performance standards and curriculum. Specific items are listed below that need to be addressed for the performance goals to be met in all subject areas.</p> <p>The application (p. 17) points to Appendix B-3 as the source for performance-based goals and objectives. It looks as though Appendix A.3-2 offers a performance-based goal relating to science. However, the goal does not offer targets for each grade level/subject. The target suggests that 50% or more students will score Advanced Proficient on SOL test in the four core areas. The performance-based goal does not set targets for proficiency levels below Advanced.</p> <p>Each science syllabus seems to indicate a pre-requisite in each science course as being proficient in the previous course; however, a plan is not outlined for students that do not meet the pre-requisite. Appendix B offered the course syllabi for several courses. The physical science course syllabus and chemistry course were not included, making it unclear whether these courses are not required. If so, students would not be well-prepared for Advanced Placement Chemistry. Students would not have middle school Physical Science or Chemistry before taking AP Chemistry. Also, the Physical Science SOL must be a part of the middle school science curriculum. The students would also need to take the Grade 8 Science SOL test which assesses student understanding of the grade six Science, Life Science, and Physical Science SOL.</p> <p>Overall, the performance goals for science need more definition. The performance-based goals for Physical Education, Health, and Driver Education are not included.</p> <p>The application indicates Metropolitan Preparatory Academy will use the Virginia Beach Public Schools curricular model as the basis for their curriculum and instruction for grades 6-12 core history/social science courses. The courses are aligned to Virginia's United States History to 1865 through Virginia and United States Government.</p>

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<p>2. A description of the related measurable educational objectives to be achieved by the public charter school. (Section 22.1-253.13:1.B, <i>Code of Virginia</i>)</p> <p><b>Revised Application:</b> A description of the related measurable educational objectives to be achieved by the public charter school. (Section 22.1-253.13:1.B, <i>Code of Virginia</i>)</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Specific objectives for middle and high school courses in history and social science need to be added to the application. Descriptions of educational objectives for English are taken directly from the Common Core State Standards. The application would be strengthened with additional information on how the objectives will be measured for all subject areas. Terms like ‘proficient’ and ‘fluent’ have a broad range of measurement with no target range listed. The application provides insufficient information about the measurable educational objectives to be achieved for the fine arts.</p> <p><b>Revised Comments:</b> The application meets requirements for foreign language, English, mathematics, and fine arts pupil performance standards and curriculum. Specific items are listed below that need to be addressed for the objectives to be met in all subject areas.</p> <p>See comments for Science objectives in Item #1 above.</p> <p>The English course content is taken from the Virginia Beach course content. The list of reading selections is grade- appropriate but the focus is on literary texts. All grade-level SOLs are addressed in course content provided by Virginia Beach City Schools.</p>
<p><b>VI. Educational Program:</b> A description of the public charter school's educational program is provided. The following elements are addressed:</p> <p><b>Revised Application:</b> A description of the public charter school's educational program is provided. The following elements are addressed:</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Overall, the responses to the elements below were insufficient to describe the school’s education program. More specificity is needed to strengthen the application.</p> <p><b>Revised Comments:</b> The revised application included additional information to address these questions.</p>
<p>1. A synopsis of the public charter school's educational program.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>A synopsis is provided. Additional details should be incorporated regarding the Career and Technical Education (CTE) experiential career preparatory program, including adequate instructional time and coursework that will provide students the depth of knowledge necessary to meet the minimum requirements for CTE program completion.</p>

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<p>2. A description of the pupil performance standards and curriculum, which must meet or exceed any applicable Virginia SOQ. (<a href="#">Sections 22.1-253.13:1</a> through <a href="#">22.1-253.13:9</a>, <i>Code of Virginia</i>)</p> <p><b>Revised Application:</b> A description of the pupil performance standards and curriculum, which must meet or exceed any applicable Virginia SOQ. (<a href="#">Sections 22.1-253.13:1</a> through <a href="#">22.1-253.13:9</a>, <i>Code of Virginia</i>)</p>	<p><input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>	<p>The applicant indicates a curriculum based on Common Core State Standards with Virginia SOL enhancements meets State requirements for content and performance; however, history and social science and science are not included in the Common Core State Standards. “Attaining grade level proficiency in reading, writing, and speaking in at least one world language other than English” is listed as a requirement for graduation. However, foreign language proficiency is not generally attained by grade-level, but rather by performance bands of novice, intermediate, advanced, superior, etc. Virginia SOL Foreign Language standards are grouped by language level, not grade level. Additionally, the school would need a waiver from the Board of Education to require a foreign language for the Standard Diploma. Additional information is needed on how students will be taught the science and mathematics materials that are grade-level aligned according to the <i>Code of Virginia</i>. The application does not mention the <i>Virginia Fine Arts Standards of Learning</i>.</p> <p>The curriculum will be based on the Common Core State Standards, with “Virginia SOL additions.” A number of different components of the curriculum and a number of different tests are included in the application, but it is not clear how all of this will be aligned to the Virginia standards and performance expectations.</p> <p><b>Revised Comments:</b> The application meets requirements for foreign language, English, and fine arts pupil performance standards and curriculum. Specific items are listed below that need to be addressed for the objectives to be met in all subject areas.</p> <p>The application lacks a description of possible science course pathways. Appendix B offers science course syllabi for Grade 6 Science, Life Science, Earth Science, Biology, Advanced Placement Chemistry, Advanced Placement Environmental Science, and Advanced Placement Physics B. The middle school science curriculum is designed to be based on the grade six Science, Life Science, and Physical Science Standards of Learning. A middle school science curriculum must either offer these three as separate courses or by compressing the courses into two years. If they are compressed into two years, the curriculum must reflect this compression. The grade eight SOL test includes the skills and content from each of the three SOL. If students did not receive instruction in Physical Science, they would be put at a significant disadvantage. AP Chemistry is designed as a second-level course. The pre-requisite for this course is Chemistry. Appendix C does not offer a Chemistry syllabus that includes the Chemistry standards. The College Board will not offer AP Physics B after this year. A new course called AP Physics 1 and AP Physics 2 are designed to take its place.</p> <p>Although Driver Education is identified in the application, a syllabus is not offered and it is not included throughout the application as the educational program is described.</p> <p>The application provides very little evidence and explanation as to how the goals and objectives of the curriculum will meet or exceed Virginia’s mathematics SOL.</p>

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<p>3. A description of how the Virginia SOL and the corresponding SOL Curriculum Framework will be used as the foundation for curricula to be implemented for each grade or course in the public charter school. Include within the description how the goals and objectives of the curricula will meet or exceed the Virginia Standards of Learning (SOL), address student performance standards, relate to state and federal assessment standards, and include measurable student outcomes (See <a href="http://www.doe.virginia.gov/testing/index.shtml">http://www.doe.virginia.gov/testing/index.shtml</a> on the Department’s Web site for more information about the SOL).</p> <p><b>Revised Application:</b> A description of how the Virginia SOL and the corresponding SOL Curriculum Framework will be used as the foundation for curricula to be implemented for each grade or course in the public charter school. Include within the description how the goals and objectives of the curricula will meet or exceed the Virginia Standards of Learning (SOL), address student performance standards, relate to state and federal assessment standards, and include measurable student outcomes (See <a href="http://www.doe.virginia.gov/testing/index.shtml">http://www.doe.virginia.gov/testing/index.shtml</a> on the Department’s Web site for more information about the SOL).</p>	<p><input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>	<p>See notes above. In addition, there is no Foreign Language component to the Common Core, so the Virginia SOL addition would provide for the Foreign Language standards. The science narrative lacks specificity; for example, attachment 6-5 includes only student outcomes related to Physics. An example in mathematics can be found in attachment 6-4. Algebra I curriculum is simply a listing of the Common Core State Standards with checkmarks beside some of the Common Core State Standards components; evidence of the “modified CCSS-SOL Framework” for mathematics is not presented.</p> <p>An explanation is needed on how using the ACT as an assessment will prepare students for the SOL assessments.</p> <p><b>Revised Comments:</b> The application meets requirements for foreign language, English, and fine arts SOL curriculum framework. Specific items are listed below that need to be addressed for the objectives to be met in all subject areas.</p> <p>An explanation is needed on how using the ACT/SAT subject tests as an assessment will prepare students for the SOL assessments.</p> <p>See comments above for concerns about science.</p> <p>The application provides very little evidence and explanation as to how the goals and objectives of the curriculum will meet or exceed Virginia’s mathematics SOL, address student performance standards, and include measurable student outcomes.</p>
<p>4. A description of any assessments to be used to measure pupil progress towards achievement of the school’s pupil performance standards, in addition to the SOL assessments prescribed by <a href="#">Section 22.1-253.13:3</a>, in the <i>Code of Virginia</i>.</p>	<p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>	
<p>5. A description of the public charter school assessment plan to obtain student performance data, which includes how the data will be used to monitor and improve achievement and how program effectiveness, will be measured over a specified period of time. Also, provide benchmark data on how</p>	<p><input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p>	<p>The applicant should provide a remediation plan on how below-level students in reading will achieve reading level proficiency in order to be able to complete Advanced Placement (AP) courses. Because the application states there is no reading subject test except English literature, it is unclear whether students will take the SOL test for all other areas.</p> <p>Specific information should be provided on how data are used to monitor student achievement and program effectiveness over time. More information is needed on how the</p>

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<p>student achievement will be measured and how these data will be established and documented in the first year of operation and how the data will be measured over each year of the term of the charter as approved by the local school board. The benchmark data should address targets for student improvement to be met in each year.</p> <p><b>Revised Application:</b> A description of the public charter school assessment plan to obtain student performance data, which includes how the data will be used to monitor and improve achievement and how program effectiveness, will be measured over a specified period of time. Also, provide benchmark data on how student achievement will be measured and how these data will be established and documented in the first year of operation and how the data will be measured over each year of the term of the charter as approved by the local school board. The benchmark data should address targets for student improvement to be met in each year.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>benchmark will be used for school improvement.</p> <p>The application mentions that substitute assessments will be given in grades 9-12 (SAT subject area tests for mathematics). Explain which test will be given when. Note: All substitute assessments for verified credit are being re-evaluated this summer.</p> <p><b>Revised Comments:</b> A data warehouse system was explained; however, it did not provide a detailed description of the grade level/subject data included in the system.</p>
<p>6. The timeline for achievement of pupil performance standards, in accordance with the Virginia SOL.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>7. An explanation of the procedures for corrective actions needed in the event that pupil performance at the public charter school falls below the standards outlined in the Virginia Board of Education’s <i>Regulations Establishing Standards for Accrediting Public Schools in Virginia</i>, (8 VAC 20-131-310).</p> <p><b>Revised Application:</b> An explanation of the procedures for corrective actions needed in the event that pupil performance at the public charter school falls below the standards outlined in the Virginia Board of Education’s <i>Regulations Establishing Standards for Accrediting Public Schools in Virginia</i>, (8 VAC 20-131-310).</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Although the narrative indicates that the school will develop a plan to correct deficiencies, there are no specifics regarding school improvement systems and processes or addressing the ten required components listed in the Standards of Accreditation. The narrative states that communication between the school and the division regarding the plan will occur twice annually; however, the expectation is that this communication will occur monthly.</p> <p><b>Revised Comments:</b> This section appears to provide the same information as the original application. No new information is presented.</p>



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<p>8. Information regarding the minimum and maximum enrollment per grade as well as class size and structure for each grade served by the public charter school.</p> <p><b>Revised Application:</b> Information regarding the minimum and maximum enrollment per grade as well as class size and structure for each grade served by the public charter school.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>The applicant should clarify the minimum and maximum enrollment. The application states the average class size is expected to be 20 students, and there will be approximately 100 students in each grade, although the application indicates that there could be attrition.</p> <p><b>Revised Comments:</b> The revised application includes additional information about the minimum and maximum enrollment and maximum class size.</p>
<p>9. Information regarding the proposed calendar and daily schedule, including any plans to open prior to Labor Day and how and when a waiver to open early will be submitted by the local school board to the Virginia Board of Education. (<a href="#">Section 22.1-79.1, Code of Virginia</a>)</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>A five week summer school program the last three weeks in July and the first two weeks in August is to be offered. However, the school will not provide transportation to the summer session, Saturday school days, or afterschool activities. As some of the students may come from families without transportation, or the parents may be unable to transport the students because of job responsibilities, it is noted that some students will not be able to take advantage of the opportunities to attend summer school, Saturday classes, or afterschool activities.</p>
<p>10. A description of plans for identifying and serving: a) students with disabilities; b) English Language Learners (ELLs); c) academically at-risk students; and d) gifted and talented students. Such plans must indicate the extent of the involvement of the local school board in providing such services and must comply with state and federal laws and regulations.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>The charter school proposes to use a system of tiered interventions prior to referral for special education. The use of such tiered interventions may unnecessarily delay the eligibility process. It should be noted that the requirement that students be ready for pre-Algebra, at a minimum, may exclude certain special education students.</p> <p>The Student Record Management document contains strict conditions on access to special education records. Note that 8 VAC 20-81-110.B.3 states that a child’s IEP must be accessible to each regular education teacher, special education teacher, related service provider and other service provider who is responsible for its implementation. The requirement for personnel to obtain the permission of one or two administrators to access special education records should not, in its implementation, pose a practical impediment to this required access.</p> <p>Richmond City Public Schools receives Title III, Part A, funding for English Language Learners (ELLs); therefore, the Church Hill Preparatory Academy charter school must adhere to all divisionwide Title III, Part A, policies and procedures. The applicant should provide a more comprehensive plan of how charter school personnel will work with the division to comply with Title III requirements in the following categories: screening, identification, ESL instruction, assessment, parental notification, document translation, and professional development. Detailed information related to Title III requirements is available at: <a href="http://www.ed.gov/policy/elsec/leg/esea02/pg39.html">http://www.ed.gov/policy/elsec/leg/esea02/pg39.html</a>.</p>

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<p><b>Revised Application:</b> A description of plans for identifying and serving: a) students with disabilities; b) English Language Learners (ELLs); c) academically at-risk students; and d) gifted and talented students. Such plans must indicate the extent of the involvement of the local school board in providing such services and must comply with state and federal laws and regulations.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Statements addressing gifted students at the Academy are general and should be more specific. The Academy must adhere to the requirements of the gifted referral and identification criteria for Richmond City Public Schools as noted in their local gifted plan. Additional details are needed to support a program of services for gifted students regarding ‘appropriate and differentiated curriculum’, which would require some modifications to the currently selected curriculum. Additional local plan requirements, such as student growth measures, will need to be determined based on ‘appropriate and differentiated curriculum’ outcomes.</p> <p>The application states that learning gaps in reading are expected, but it should also address the identification process or specific instructional practices to improve reading ability.</p> <p><b>Revised Comments:</b> The section on ELLs appears to provide the same information as the original application. This needs to be expanded with details about the applicant’s plan to comply with state and federal requirements for ELLs.</p> <p>Statements addressing gifted students at the Academy are general and should be more specific. The Academy must adhere to the requirements of the gifted referral and identification criteria for Richmond City Public Schools as noted in their local gifted plan. Additional details are needed to support a program of services for gifted students regarding ‘appropriate and differentiated curriculum’, which would require some modifications to the currently selected curriculum. Additional local plan requirements, such as student growth measures, will need to be determined based on ‘appropriate and differentiated curriculum’ outcomes.</p>
<p>11. A description of the learning environment and scientifically-based research instructional strategies to be used at the public charter school to ensure student achievement.</p> <p><b>Revised Application:</b> A description of the learning environment and scientifically-based research instructional strategies to be used at the public charter school to ensure student achievement.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Basic descriptions of class size and facilities are given. The application should offer more detail on the facilities to offer laboratory sciences. The application mentions traditional classroom environment, theatre-styled seating, and open creative-laboratory space. The short description offered for these should be expanded.</p> <p>Details are needed regarding the scientifically-based research strategies that will take the “80-90 percent of the students who would be reading below grade level” to a level where they can be successful in AP courses.</p> <p><b>Revised Comments:</b> More details would strengthen this application. Information was added to describe the possible use of a vacated elementary school to be used for science laboratory space. Typically, elementary schools are not designed to include the safety features required to conduct secondary science laboratories. Also, most elementary schools are not plumbed or wired to support gas, electrical, etc needed for secondary laboratories.</p>

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<p>12. If the public charter school plans to utilize virtual learning in its educational program, identify the virtual learning source, describe how virtual learning will be used and estimate how many students may participate.</p> <p><b>Revised Application:</b> If the public charter school plans to utilize virtual learning in its educational program, identify the virtual learning source, describe how virtual learning will be used and estimate how many students may participate.</p>	<p><input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p><b>Not Applicable</b></p>	<p>A general description is provided of how technology will be used; however, the applicant has provided information that addresses information, communication, and technology literacy instead of a virtual model. Information is needed on what type of virtual learning program is offered, the source for virtual learning, and how virtual learning will be used.</p> <p><b>Revised Comments:</b> Based upon information in the revised application, the applicant is not utilizing virtual learning in its educational program.</p>
<p>13. A general description of any alternative accreditation plans, in accordance with the Virginia Board of Education’s <a href="#">Regulations Establishing Standards for Accrediting Public Schools in Virginia</a> (8 VAC 20-131-280), that the public charter school would request the local school board to submit to the Virginia Board of Education for approval.</p>	<p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input checked="" type="checkbox"/> Not Applicable</p>	
<p>14. A general description of any alternative accreditation plan for serving students with disabilities, in accordance with the Virginia Board of Education’s <a href="#">Regulations Governing Special Education Programs For Children With Disabilities in Virginia</a> (8 VAC 20-80-40) that the public charter school would request the local school board to submit to the Virginia Board of Education for approval.</p>	<p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input checked="" type="checkbox"/> Not Applicable</p>	

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<b>Logistical Components</b>		
<p><b>XII. Management and Operation:</b> A description of the management and operation of the public charter school, including the nature and extent of parental, professional educator, and community involvement in the management and operation of the public charter school is provided. (Section 22.1-212.7, Code of Virginia) The following elements are addressed:</p> <p><b>XII. Management and Operation:</b> A description of the management and operation of the public charter school, including the nature and extent of parental, professional educator, and community involvement in the management and operation of the public charter school is provided. (Section 22.1-212.7, Code of Virginia) The following elements are addressed:</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Insufficient details are outlined in several of the items below and should be addressed to strengthen the application.</p> <p><b>Revised Comments:</b> The revised application included additional information to address these questions.</p>
<p>1. A description of any discussion, to date, with the local public system or local school board where the charter school will be located regarding the management and operations of the public charter school.</p> <p><b>Revised Application:</b> A description of any discussion, to date, with the local public system or local school board where the charter school will be located regarding the management and operations of the public charter school.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>It is not clear where the school will be located.</p> <p><b>Revised Comments:</b> The applicant has included additional information about several sites that could be considered for the charter school.</p>

Required Application Components	Does the Response Meet the Criterion?	Comments
<p>2. A description of the functions, roles, and duties of the management committee as defined in Section 22.1-212.6 of the <i>Code of Virginia</i> in the operation and oversight of the public charter school and its proposed constitution and bylaws.</p> <p><b>Revised Application:</b> A description of the functions, roles, and duties of the management committee as defined in Section 22.1-212.6 of the <i>Code of Virginia</i> in the operation and oversight of the public charter school and its proposed constitution and bylaws.</p>	<p><input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>	<p>The roles of the foundation, the advisory board, and the institute are unclear. There are a large number of administrative personnel, but their roles and responsibilities must be delineated. It is not clear if there is a school counselor, but there is a life coach, a learning strategies specialist, and a success services director.</p> <p><b>Revised Comments:</b> The applicant provided additional information about the roles and responsibilities of these entities. However, the role of the foundation is still unclear.</p>
<p>3. An explanation of how support services will be provided. These services, include, but are not limited to: 1) food services; 2) school health services; 3) custodial services; 4) extracurricular activities; and 5) security services.</p>	<p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>	<p>Custodial services should be addressed in the application.</p>
<p>4. An explanation of any partnerships or contractual relationships (education management organization, food services, school health services, custodial services, security services, etc.) central to the school's operations or mission, including information regarding the relationship of all contractors to the governing board of the public charter school, and information regarding how contractors and the employees of the contractors having direct contact with students will comply with the provisions of <a href="#">Section 22.1-296.1</a>, of the <i>Code of Virginia</i>.</p>	<p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>	<p>It would strengthen the application if additional details were included about the contract with a vendor to provide meals. It should be noted that the charter could operate as a USDA Summer Food Service Program (SFSP) site under the Richmond City Public Schools agreement with the Virginia Department of Health, if the division will be an active SFSP sponsor at that time.</p>

Required Application Components	Does the Response Meet the Criterion?	Comments
<p>5. A detailed start-up plan, identifying tasks, timelines, and responsible individuals.</p> <p><b>Revised Application:</b> A detailed start-up plan, identifying tasks, timelines, and responsible individuals.</p>	<p><input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>	<p>A start-up plan and timelines are presented; however, the applicant should delineate who is responsible for each task.</p> <p><b>Revised Comments:</b> The start-up plan and timeline have been revised and include information about who is responsible for each step. The timeline doesn't specify when the application would be submitted to the local school board. The timeline indicates that the school will open in 2014. Considering the aggressive time frame, the applicant may want to consider contingency plans should the approval process take longer than expected.</p>
<p>6. A proposed organization chart that clearly presents the school's organizational structure, including the lines of authority and reporting between the management committee, staff, any related bodies (such as parent organizations, the school division and external organizations) that will play a role in managing the school.</p>	<p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>	<p>To strengthen the application, clarify the roles and responsibilities of the various entities and individuals as well as what role a parent-teacher organization, the school division, or any other external organization would have in managing the school.</p>
<p>7. Plans for recruiting school leadership and staff.</p>	<p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>	

Required Application Components	Does the Response Meet the Criterion?	Comments
<p><b>XIII. Employment Terms and Conditions:</b> An explanation of the relationship that will exist between the proposed public charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees is provided. (Sections 22.1-212.13, 22.1-296.1 and 22.1-296.2, <i>Code of Virginia</i>) The following elements are addressed:</p> <p><b>XIII. Employment Terms and Conditions:</b> An explanation of the relationship that will exist between the proposed public charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees is provided. (Sections 22.1-212.13, 22.1-296.1 and 22.1-296.2, <i>Code of Virginia</i>) The following elements are addressed:</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Insufficient details are outlined in several of the items below and should be addressed in the application.</p> <p>Additional information is needed to indicate how staff will be evaluated at regular intervals in accordance with the <i>Code of Virginia</i> and aligned to the <i>Uniform Performance Standards and Evaluation Criteria for Teachers and Principals</i> and how the Human Resource Policy will be consistent with state and federal laws.</p> <p>A more detailed staffing plan is needed to ensure that students needs are being met (e.g., students with disabilities taught by appropriate teacher of special education) and that the number classes/subject areas are taught by appropriately licensed and endorsed teachers. A staffing plan for the term of the contract is needed.</p> <p><b>Revised Comments:</b> This area needs to be explained in greater detail as indicated by the comments below.</p>
<p>1. A plan that addresses the qualifications of teachers and administrators at the public charter school, including compliance with state law and regulation regarding Virginia Board of Education licensing endorsements.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>2. A plan to provide high-quality professional development plans. (Section 22.1-253.13.5, <i>Code of Virginia</i>)</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>3. Provisions for the evaluation of staff at regular intervals and in accordance with state law and regulation.</p> <p><b>Revised Application:</b> Provisions for the evaluation of staff at regular intervals and in accordance with state law and regulation.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>It is stated that provisions for staff evaluation will be provided in the school's Human Resources Policy; however, no attachment or policy document is referenced.</p> <p><b>Revised Comments:</b> The application states under section 13.3 that provisions for staff evaluation will be detailed in the school's human resources policy; however, details for staff evaluation are not provided in the attached policy. Additional information is needed to indicate how staff will be evaluated at regular intervals in accordance with the <i>Code of Virginia</i> and aligned to the <i>Uniform Performance Standards and Evaluation Criteria for Teachers and Principals</i>.</p>

Required Application Components	Does the Response Meet the Criterion?	Comments
<p>4. Provisions for a human resource policy for the public charter school that is consistent with state and federal law.</p> <p><b>Revised Application:</b> Provisions for a human resource policy for the public charter school that is consistent with state and federal law.</p>	<p><input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p>	<p>Policy for the recruitment and hiring of staff is provided but an overall human resource policy was not included within the application.</p> <p><b>Revised Comments:</b> It is not clear what the detailed plan is for the human resource policy and if the policy will be consistent with state and federal law. It is stated in the application that the charter school is exploring the prospect of contracting with the school division as a vendor providing human resources. Implementation of human resource policies requires very specific and clear policies that often require legal guidance.</p>
<p>5. Notification to all school employees of the terms and conditions of employment.</p>	<p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>	



Required Application Components	Does the Response Meet the Criterion?	Comments
<p>6. A staffing chart for the school's first year and a staffing plan for the term of the contract.</p> <p><b>Revised Application:</b> A staffing chart for the school's first year and a staffing plan for the term of the contract.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>The staffing chart does not provide a clear picture of the number of classes/subject areas that will be offered with the number of teachers that will be necessary to teach these sections. In addition, the chart does not indicate if there will be teachers for students with disabilities, a library/media specialist, or a school counselor. A staffing plan for the term of the contract is not provided. It is unclear how many classes/courses will be offered during the years of the contract and how this will impact the staffing plan. The applicant should explain how the addition of high school credit courses impact staffing needs.</p> <p>The program description provides for assigning staff for IEP services when/if a student is identified as needing special education services after he/she is referred for special education evaluation. However, there is no detail on recruitment or partnering with the school division for this unanticipated need. Detail should be provided on an expected number of students with disabilities entering through the lottery.</p> <p><b>Revised Comments:</b> The staffing chart does not provide a clear picture of the number of classes/subject areas that will be offered with the number of teachers that will be necessary to teach these sections (e.g. arts, science, history/social science). In addition, the chart does not indicate if there will be teachers endorsed to teach students with disabilities or a school counselor. A clear staffing plan for the term of the contract is not provided. The staffing plan should indicate additional subjects/courses that will need to be offered as the number of grade levels increase each year and the requirements for high school graduation become a major issue for staffing. It is unclear how many classes/courses will be offered during the years of the contract and how this will impact the staffing plan. The applicant should explain how the addition of high school credit courses impact staffing needs.</p> <p>The program description provides for assigning staff for IEP services when/if a student is identified as needing special education services after he/she is referred for special education evaluation. However, there is no detail on recruitment or partnering with the school division for this unanticipated need. Detail should be provided on an expected number of students with disabilities entering through the lottery.</p> <p>It is not clear if there is a school counselor, as required by § 22.1-253:2 of the Code. There is a life coach, a learning strategies specialist, and a success services director, but it is not clear what their roles and responsibilities would be. It is also not clear if there will be teachers for students with disabilities. The application has been revised to include a part-time librarian, as required by § 22.1-253.13:2 of the Code.</p>