

**DOE Staff Review of
Virginia Public Charter School Applications**

**Bertha B. Williams Academy
April 2015**

SUMMARY		
Required Application Components		DOE Staff Review Met the Criterion
I.	Executive Summary	Yes
Education Components		
II.	Mission Statement	Yes
III.	Goals and Educational Objectives	No
IV.	Evidence of Support	Yes
V.	Statement of Need	No
VI.	Educational Program	No
Logistical Components		
VII.	Enrollment Process	Yes
VIII.	Displacement	Yes
IX.	Transportation	Yes
X.	Residential Charter School	N/A
Business Components		
XI.	Economic Soundness	Yes
XII.	Management and Operation	No
XIII.	Employment Terms and Conditions	No
XIV.	Liability and Insurance	Yes
XV.	Disclosures	Yes

Criteria Checklist

Required Application Components	Does the Response Meet the Criterion?	Comments
<p>Cover Page All requested information has been provided and the authorized official has signed and dated the cover page.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>Applicant Information All applicant information has been provided.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If known, provide additional information on the facility ownership, proposal to the local school board, and the proposed start date.
<p>I. Executive Summary: The executive summary provides an overview of the proposed charter school and must include the need for the public charter school and its goals and objectives.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The executive summary could be more comprehensive and detailed. Information regarding the museum learning model was general in nature and needs to be more specific.
Education Components		
<p>II. Mission Statement: 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<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, Code of Virginia)</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	The school mission (p. 7) specifies that it is consistent with the Virginia Standards of Quality (SOQ) but alignment is unclear. References are made to Virginia Standards of Learning (SOL) and the Common Core; it is not clear that the difference is understood.
<p>2. A description of any specialized area of academic concentration.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	No specialized area of academic concentration are described but focus is on the Museum Learning model (p. 8) noted in the application.
<p>3. Information about the public charter school's anticipated student population consistent with Section 22.1-212.6, of the <i>Code of Virginia</i>.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The application states that BBWA will accept any student consistent with Section 22.1-212.6 and indicates that children with special education needs will be served. Note: Appendix 8 identifies demographics of two Detroit zip codes, not those of the school's proposed service population.

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<p>III. Goals and Educational Objectives: 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>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Specific details about the goals and objectives as they relate to the SOL are not provided.</p>
<p>1. A description of the performance-based goals.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>No details are shared regarding the goals of the Hampton City Public Schools. The application states that a museum learning model will be used at the Academy. Explicit performance-based goals for subject area disciplines are not evident in this section of the application.</p>
<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, Code of Virginia)</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The only related measurable educational objective given was that the school will adopt the Standards of Learning that are already in use by the Hampton City Public Schools. However, throughout the application, they refer to numerous variations of the Virginia Standards of Learning, the Virginia SOL Curriculum Framework, and the Common Core Standards. On page 19, references are made that the Common Core Standards are adopted by Virginia, but then page 30 states that the SOL are being adopted as the foundation for curricula in each grade level or course. On page 16, the application states that the curriculum is the SOL Curriculum Framework and the Common Core Standards. There seems to be a general confusion throughout the application about standards in general.</p> <p>The application does not provide sufficient details about the measurable objectives for history and social science.</p>
<p>IV. Evidence of Support: Evidence that an adequate number of parents, teachers, pupils, or any combination thereof, supports the formation of a public charter school is provided. The following elements are addressed:</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>1. Information and materials indicating how parents, the community, and other stakeholders were involved in supporting the application for the public charter school.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Page 9 of the application details a Community Engagement Participatory Research and focus groups conducted in 2014. While this process to discuss educational needs with the community is good, this information does not connect to support for this charter school application. Also, it is not clear what “members of the community” in the study group means, since the application initially indicated the location as Hampton Roads but was changed to Norfolk City Public Schools. Did the participants in this study live in or represent school communities in Norfolk?</p>

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2. Tangible evidence of support for the public charter school from parents, teachers, students, and residents, or any combination thereof, including but not limited to information regarding the number of persons and organizations involved in the process and petitions related to the establishment of the charter school.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Application references focus group participation of 199 individuals but none are identified nor is specific support for the proposal noted. (p. 9)
3. A description of how parental involvement will be used to support the educational needs of the students, the school's mission and philosophy, and its educational focus.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Application references students to be tested to identify the student's competencies based on Virginia's SOLs and the CCSS. Virginia is not a Common Core state; therefore, testing in the CCSS should not be included as part of the testing process to identify student's competencies.</p> <p>On page 11, application notes that parents will be engaged with the creation of an IEP for their own child. Use of the term <i>Individual Education Plan</i> (IEP) may be confusing since it is very similar to the term used in special education, <i>Individualized Education Program</i> (IEP).</p>
<p>V. Statement of Need: A statement describing the need for a public charter school in a school division or relevant school divisions in the case of a regional public charter school, or in a geographic area within a school division or relevant school divisions, is provided. The following elements are addressed:</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>On page 12, the application references desire to supervise and manage any low-achieving school, but such a charter turnaround model is not consistent with Code of Virginia. See § 22.1-212.6, which requires in the case of the conversion of an existing public school, students who attend the school and the siblings of such students shall be given the opportunity to enroll in advance of the lottery process. Common Core State Standards (CCSS) are mentioned throughout the proposal. Virginia has not adopted those standards. The application also mentioned that charter schools are needed because minority children are not being taught the knowledge required to meet the challenges of a global society, yet it is unclear how that statement will impact the enrollment pool since the applicant has already agreed to serve all students. Applicant needs to show need through data rather than philosophical opinions and assumptions.</p>
1. A statement of the need for a public charter school that describes the targeted school population to be served and the reasons for locating the school within a particular school division.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	The applicant references a study in which parents expressed preferences for certain kinds of schools; however, the data from the study, the number of participants, and other details about the study are not shared in this section. Also, the applicant references the need for the Academy to supervise and manage low-achieving schools in the Hampton Roads area. It is unclear what this means, or how a charter school would serve in such a capacity considering purview for supervision and management

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		<p>of a school is given to the division administration and individual school leadership.</p> <p>Furthermore, the applicant makes a broad statement that "...minority children are not being taught the knowledge required to meet the challenges of a global society" without evidence to justify the statement.</p>
<p>2. An explanation of why the public charter school is being formed. (Is the school being formed at the request of parents or community organizations? How was the need determined? What data were examined as part of the needs assessment? Briefly describe the need and include a summary of the quantitative data.)</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>The applicant references comments expressed by parents during meetings about the proposed charter school; however, there is no data, report, or other evidence to support the perceptions around segregation and unequal treatment of minority students by the division as factual. The applicant is referring to Norfolk City Public Schools, not Hampton Roads City Public Schools as referred to in the application.</p>
<p>3. An explanation of why a public charter school is the appropriate vehicle to address the identified need.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>The applicant provides some rationale describing how the design of the school will serve the target population, but does not provide evidence that such a model will positively impact student achievement as claimed.</p>
<p>VI. Educational Program: 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>Comments in each of the components below outline concerns in describing the educational program, including, but not limited to, clarifying the role of Common Core when Virginia is not a Common Core state. This concern is mentioned in several areas below and should be addressed. Additional specific information is needed on the museum learning model, including how students with special needs will be involved. The applicant does not provide information regarding school-wide corrective actions. Applicant is not clear what types of interventions would be put in place for struggling students at risk of failing. Additional information is needed on the Hybrid Learning Management System (HLMS).</p>

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<p>1. A synopsis of the public charter school's educational program.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Application states, “Our staff will analyze all Core Knowledge materials to identify any areas where enhancements are required to ensure alignment with Virginia’s Common Core State Standards” . . . This statement is made throughout, but Virginia has SOL’s and has not adopted the Common Core.</p> <p>The application initially indicates that Pre-K students will be served, but never addresses this grade level within the application.</p> <p>The applicant describes their program by saying they follow the “museum learning model;” however, they do not provide a formal description of that model. Even though the reviewers conducted research on the model they describe, the use of the model in a school could not be found. The information found about the “museum learning model” describes the learning process in museum settings.</p> <p>The question is whether or not this model be modified to accommodate students with all types of disabilities (e.g., can it be made accessible for students with visual or hearing impairments or orthopedic impairments)?</p>
<p>2. A description of the pupil performance standards and curriculum, which must meet or exceed any applicable Virginia SOQ. (Sections 22.1-253.13:1 through 22.1-253.13:9, <i>Code of Virginia</i>)</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The application describes a proposed program for students that seems creative, but because of the concerns about alignment with standards (both VA SOL and Common Core), the application does not meet or exceed the Virginia SOQ.</p> <p>The application does not mention the use of a health and PE teacher. Under instructional materials for history and social science, the applicant lists the Core Knowledge curriculum which is not on the approved list.</p> <p>On page 16, the educational program synopsis references use of the SOL Curriculum Framework but standards are based upon Common Core State Standards which are not the same as the Standards of Quality or Standards of Learning.</p>
<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</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>“Our staff will analyze all Core Knowledge materials to identify any areas where enhancements are required to ensure alignment with Virginia’s Common Core State Standards” . . . This statement is made throughout, but Virginia has SOL’s and has not adopted the Common Core.</p> <p>While the application mentions fitness, no other component of a health and physical education program are addressed.</p>

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Standards of Learning (SOL), address student performance standards, relate to state and federal assessment standards, and include measurable student outcomes (See http://www.doe.virginia.gov/testing/index.shtml on the Department's Web site for more information about the SOL).		Additional information is needed to evaluate how the goals and objectives of the curricula will meet or exceed the Virginia SOL, address student performance standards, relate to state and federal assessment standards, and includes measurable student outcomes.
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 Section 22.1-253.13:3 , in the <i>Code of Virginia</i> .	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Although details are provided for multiple additional assessments to be implemented, it is not clear that the Virginia SOL tests will be administered as required by the <i>Code of Virginia</i> .
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 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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The applicant describes the assessment plan in detail. However, the application states that the Northwest Evaluation Association Measures of Academic Progress (MAP) will be used at the beginning and the end of each school year. MAP is aligned to Common Core Standards but not to the Virginia SOL. An explanation is needed how the assessments used will be aligned to the Virginia SOL.</p> <p>Science will only be tested in 4th grade. Applicant needs to include what instrument will be used to test science.</p> <p>Performance-based assessments for K-3 history and social science were not evident in this section of the application.</p> <p>The application indicates benchmarks for student achievement will be established, but no details are provided regarding how this will occur.</p> <p>The application did not appear to indicate that the Virginia SOL assessments would be administered as required by the <i>Code of Virginia</i>. No annual targets for student improvement are proposed.</p>
6. The timeline for achievement of pupil performance standards, in accordance with the Virginia SOL.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
7. An explanation of the procedures for corrective actions needed in the event that pupil performance at the public charter school	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	The response does not provide information regarding school-wide corrective actions of the Bertha B. Williams Academy related to 8 VAC 20-131-310 which requires an academic review for any school that fails to meet requirements for full accreditation.

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falls below the standards outlined in the Virginia Board of Education's Regulations Establishing Standards for Accrediting Public Schools in Virginia , (8 VAC 20-131-310).		School improvement planning and research-based instructional interventions are also included as corrective actions in the regulation; however, this information was not included in the response on page 39 of the application. Responses emphasized student remediation (i.e., development of individual education plans and convening of Student Support Teams) in lieu of whole-school reform as required in the regulation.
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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
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. (Section 22.1-79.1, Code of Virginia)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	On page 40, narrative and Appendix 6, School Calendar, the applicant indicates that the school will not open prior to Labor Day.
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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Norfolk City Public Schools receive Title III, Part A, funding for English Language Learners (ELLs); therefore, the charter school must adhere to all divisionwide Title III, Part A, policies and procedures.</p> <p>The application states that each student will receive individualized instruction; however, it is not clear what types of interventions would be put in place for struggling students at risk of failing.</p> <p>Gifted students are mentioned as having an IEP but details are not provided. There is no mention of the program or service options provided to gifted students within the disciplines. Identification procedures are not addressed. The school should follow the programs identified by the division where it is located.</p> <p>The application does not mention screening for delayed gross motor development.</p> <p>Suggest clarification that there will only be one IEP for students with disabilities and that will be IDEA compliant. Applicant should clarify that IEPs will be reviewed at least annually.</p> <p>Additional information would be helpful regarding how BBWA will be identifying</p>

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		student sub-group populations needing additional help, including ADA Section 504. It is recommended that the term “individual Education plan (IEP)” not be used as the title for an assistance plan for all students. This term should be used only to address educational plans to assist students with disabilities.
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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>It is confusing to use the term “Individual Education Plan (IEP)” for all Academy students. Specify that for students with disabilities, who are IDEA eligible, also receive an Individualized Education Program, since the IDEA-required “IEP” is associated with specific entitlements.</p> <p>Motor learning, not fitness, should be the focus for a K-5 instruction learning environment.</p> <p>Additional scientifically-based research strategies specifically related to history and social science instruction are needed.</p>
12. A description of co-curricular or extracurricular programs to be offered and how they will be funded and delivered.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Competitive sports of a varsity nature shall be prohibited as a part of the elementary school program.</p> <p>This application fails to mention recess: Each elementary school shall provide students with a daily recess during the regular school year as determined appropriate by the school.</p>
13. 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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Page 22 of the application indicates the use of the Hybrid Learning Management System (HLMS) by Education Elements to deliver and manage content. Additional information is needed on the HLMS. Highlight is a personalized learning platform that requires integration with an LMS. No information was provided in the application for the acquisition and implementation of an LMS. There is a concern over the use of a cloud-based learning management system due to the potential for disruptions in Internet access that could impact instruction. An alternative plan for content access is recommended and should be described.</p> <p>The applicant will be using the Museum Learning model in conjunction with several learning models (inquiry-based, project-based, blended learning, flipped classroom, and flex). There is a concern about young students having adequate hands-on learning/play time. The applicant should ensure that screen time is controlled and</p>

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		<p>does not replace hands-on learning time for the overall educational development of young students.</p> <p>Page 15 of the application references “A digital tablet in the hands of every student ...” to indicate the use of tablets and later on page 21 the use of 15 networked computers in each classroom is mentioned. Explain if the applicant plan to provide every student with a tablet for home use. Additional information on the use and management of the tablets is needed. Include information on the management of content on the tablets, along with the content filtering solution, and more.</p>
<p>14. A general description of any alternative accreditation plans, in accordance with the Virginia Board of Education’s Regulations Establishing Standards for Accrediting Public Schools in Virginia (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>Applicant is not seeking alternative accreditation.</p>
<p>15. A general description of any alternative accreditation plan for serving students with disabilities, in accordance with the Virginia Board of Education’s Regulations Governing Special Education Programs For Children With Disabilities in Virginia (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>	
Logistical Components		
<p>VII. Enrollment Process: A description of the lottery process consistent with all federal and state laws and regulations and constitutional provisions prohibiting discrimination that are applicable to public schools and with any court-ordered desegregation plan in effect for the school division or, in the case of a regional public</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Insufficient details are noted below that should be clarified.</p>

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charter school, in effect for any of the relevant school divisions is provided. (Section 22.1-212.6, Code of Virginia) The following elements are addressed:		
1. A description of the lottery process to be used to determine the public charter school enrollment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
2. A lottery process shall also be developed for the establishment of a waiting list for such students for whom space is unavailable.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
3. A description of a tailored admission policy that meets the specific mission or focus of the public charter school, if applicable.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The following statement would be more accurate if it read, "Admission is limited to those students who are residents of the school division that is the planned location of the charter school. Please explain if that is Norfolk City or Virginia Beach City.
4. A timeline for when the lottery process will begin for the first academic year of enrollment and when parents will be notified of the outcome of the lottery process.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	The timeline is ambitious since the charter school has not been reviewed by the state Board or the local school board. A more realistic timeline would be a year hence with school opening in August 2016. On page 52, timeline needs to be adjusted to reflect operation year, not current year. Timeline begins with March 26, before review by the Board.
5. A description of any enrollment-related policies and procedures that address special situations, such as the enrollment of siblings and children of faculty and founders and the enrollment of nonresident students, if applicable.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
6. An explanation of how the applicant will ensure that, consistent with the public charter school's mission and purpose, community outreach has been undertaken so that special populations are aware of the formation of the public charter school and that enrollment is open to all students residing in the school division where the public charter school is located or in school divisions participating in a regional charter school.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Page 53 and 54 does not demonstrate the appropriate community outreach has been undertaken since the applicant has referenced varying school systems including Hampton Roads, Norfolk, Virginia Beach, Detroit, Connecticut, and the District of Columbia.

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7. A description of how the transfer of students to and from the public charter school will be accomplished.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	On page 54, the application does not detail student record system or method of interacting with school system for data exchange.
8. A description of how students seeking enrollment after the school year begins will be accommodated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
VIII. Displacement: A description of the plan for the displacement of pupils, teachers, and other employees who will not attend or be employed in the public charter school, in instances of the conversion of an existing public school to a public charter school, and for the placement of public charter school pupils, teachers, and employees upon termination or revocation of the charter is provided. The following elements are addressed:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Several insufficient details or erroneous information are noted below that should be clarified.
1. Identification of a member of the school's leadership team who will serve as a single point of contact for all activities that may need to take place in order for the school to close, including but not limited to the transfer of students to another school, the management of student records, and the settlement of financial obligations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
2. A notification process to parents/guardians of students attending the school and teachers and administrators of the closure date.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Required Application Components	Does the Response Meet the Criterion?	Comments
3. A notification process to parents/guardians of students attending the public charter school of alternative public school placements within a set time period from the date that the closure is announced.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	On page 55, application provides no information to demonstrate awareness of the alternative placement options available to charter school students if the school closes. No timeline included.
4. Provisions for ensuring that student records are provided to the parent/guardian or another school identified by the parent or guardian within a set time period. If the student transfers to another school division, provisions for the transfer of the student's record to the school division to which the student transfers shall be made upon the request of that school division. (Section 22.1-289 , <i>Code of Virginia</i>).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Application indicates that protocols will be developed but offers no provisions for record transfers to parents or the school division. A description of the protocols is needed.
5. Notification to the local school board of a list of all students in the school and the names of the schools to which these students will transfer.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	No information regarding plans for communication with the school system are provided.
6. A placement plan for school employees that details the level of assistance to be provided within a set period of time from the date of closure. For teachers and administrators, the level of assistance should address finding employment within the school division where the public charter school is located or other public school divisions.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	On page 56, no details provided on placement plan. In particular, application seems to assume that no employees of the charter school will be school division employees, yet it plans to utilize the school division's Human Resource policies, health care plan, and evaluation system.

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7. A closeout plan related to financial obligations and audits, the termination of contracts and leases, and the sale and disposition of assets within a set period of time from the date of closure. The plan shall include the disposition of the schools' records and financial accounts upon closure.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Recommendation of adding detail on resolution of outstanding financial obligations and final audit, as well as timelines for completing all closeout actions from date of closure.</p> <p>There is no mention of a final accounting of assets, audit, etc. sufficient to answer this component. The following statement may be problematic in the appendix document.</p> <p>ARTICLE VIII – MISCELLANEOUS Section 4. Books and Records. The corporate officers agents and employees of the BBWA shall maintain such books, records and accounts of BBWA's business and affairs as defined and deemed necessary by the Board of Directors or as required by the laws of the City of Detroit.</p>
<i>IX. Transportation:</i> A description of how the public charter school plans to meet the transportation needs of its pupils is provided. The following elements are addressed:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
1. A description of how the transportation of students will be provided: a) by the local school division; b) by the public charter school; c) by the parent(s); or d) through a combination of these options.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Applicant does not appear to have a thorough understanding of the role of a school nurse – e.g., nursing services may be required in a student's IEP and funding for that service cannot be a consideration in determining the needs of the student if it is necessary under the Individual with Disabilities Education Act (IDEA). School nurses are not required by state law.
2. If transportation services will be provided by the public charter school, explain whether the school will contract for transportation with the local education agency or with another entity or have its own means of transportation and indicate whether transportation will be provided to all students attending the school.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
3. A description of transportation services for students with disabilities in compliance with Section 22.1-221 of the <i>Code of Virginia</i> and the Board's Regulations Governing Special Education Programs For Children With Disabilities in Virginia .	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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<p>X. Residential Charter Schools: If the application is for a residential charter school for at-risk students, the following elements must be addressed:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable	
<p>1. A description of the residential program to include: a) the educational program; b) a facilities description to include grounds, dormitories, and staffing; c) a program for parental education and involvement; d) a description of after-care initiatives; e) the funding the residential facility and other services provided; f) any counseling and other social services to be provided and their coordination with current state and local initiatives; and g) a description of enrichment activities available to students.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable	
<p>2. A description of how the facility will be maintained including, but not limited to: a) janitorial and regular maintenance services and b) security services to ensure the safety of students and staff.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable	
Business Components		
<p>XI. Economic Soundness: Evidence that the plan for the public charter school is economically sound for both the public charter school and the school division is provided. The following elements are addressed:</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Several insufficient details or erroneous information are noted below that should be clarified.</p>

Required Application Components	Does the Response Meet the Criterion?	Comments
1. A description of the public charter school's financial plan, including financial controls and audit requirements in accordance with generally accepted accounting principles.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Recommend more discussion of financial controls and audit requirements. "Appendix 15: Financial Policies and Procedures" indicates that the annual budget will be approved by the charter school board by July 1 each year. Such approval should occur earlier to conform to local budget timelines. This section also references "state of Michigan" under "Budget Implementation 1. and 4."
2. A proposed start-up and three-year budgets with clearly stated assumptions and information regarding projected revenues and expenditures.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Appendix 17 contains a three-year operational budget. However, a budget for start-up costs during a start-up year prior to actual operation would be helpful. While a 3-year project is provided, more information is needed to determine the nature of projected revenue and expenditures. Also, the following statement may conflict with local practices: <u>Appendix 15: Financial Policies and Procedures Budget Implementation:</u> 4. Purchases are made according to the legal requirements of the state of Michigan and adopted Board policy.
3. A start-up and three-year cash flow projections with clearly stated assumptions and indications of short- and long-term sources of revenue.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	While Appendix 17 contains a projected three-year budget, recommend detail be provided on within-year cash flow (i.e., when revenues would be received during the year relative to when expenses would occur).
4. A description of anticipated fundraising contributions, if applicable.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Application indicates "not applicable." However, the budget in Appendix 17 shows revenue under "Private Sources (Contributions)."

Required Application Components	Does the Response Meet the Criterion?	Comments
<p>5. A description of the funding agreement that the public charter school intends to have with the local education agency, including information regarding anticipated local, state, and federal per-pupil-amounts to be received and any information pertaining to the maintenance of facilities. In accordance with Section 22.1-212.14 of the <i>Code of Virginia</i>, the per pupil funding provided to the charter school shall be negotiated in the charter agreement and shall be commensurate with the average school-based costs of educating the students in the existing schools in the division or divisions unless the cost of operating the charter school is less than that average school-based cost. To the extent discussions have been held with the school division, please describe the outcome of those discussions. If there have been no discussions to date, please indicate the reason.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Application indicates no facility has been secured for the proposed charter school. Application indicates that detailed discussion with the school division regarding facility location and per pupil funding would not occur until the charter application is approved by the division. Recommend those discussions begin earlier in the application process.</p>
<p><i>XII. Management and Operation:</i> 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, <i>Code of Virginia</i>) The following elements are addressed:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Summarize comments for #1-7 below.</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>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Page 59 notes that no discussions have occurred. Applicant mistakenly refers to local school division as Hartford City School Board. Where is the charter being established and what discussions have taken place? Is there school division support?</p>

Required Application Components	Does the Response Meet the Criterion?	Comments
2. A description of the functions, roles, and duties of the management committee, the school's leadership, and any other duties shown in the organization chart as defined in Section 22.1-212.6 of the <i>Code of Virginia</i> and its proposed composition and bylaws.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	On pages 59 and 63, application does not provide duties and functions of all roles listed. Management committee composition is unclear – only 1 to 3 positions listed.

Required Application Components	Does the Response Meet the Criterion?	Comments
<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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>The application states that there is no facility yet identified and that students and staff will be required to bring meals from home. There was no mention of the possibility of coordinating with the Virginia Beach City Public Schools (VBCPS) to provide meals for the Bertha B. Williams Academy which could be a viable option. While participation in the federally funded U.S. Department of Agriculture (USDA) school meal programs is optional, it is advisable for this charter school to participate in the USDA meal programs in order to provide access to the same level of nutritious, safe, cost-effective meals as those available to students attending other VBCPS schools. Details and logistics would need to be established. Federal and state reimbursement, as well as payments from students, could be used by VBCPS Supplemental Nutrition Assistance Program (SNAP) to provide meals to students and assist in meeting the costs of such programs; however, any additional costs to VBCPS SNAP for providing meals to the BBWA would have to be provided for in the BBWA contract with VBCPS SNAP.</p> <p>Please note that the Academy does NOT yet have an identified facility. Therefore, information provided may change once a location is determined.</p> <p>Applicant does not appear to have a thorough understanding of the role of a school nurse – e.g., nursing services may be required in a student’s IEP and funding for that service cannot be a consideration in determining the needs of the student if it is necessary under the Individual with Disabilities Education Act (IDEA). School nurses are not required by state law.</p>

Required Application Components	Does the Response Meet the Criterion?	Comments
<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 Section 22.1-296.1, of the <i>Code of Virginia</i>.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Students and staff will provide their own meals. There was no evidence that the BBWA has made any efforts to investigate options for feeding the students. Virginia Beach City Public Schools (VBCPS), Supplemental Nutrition Assistance Program (SNAP) could include the charter school as a site in their annual agreement to participate in the National School Lunch and School Breakfast Programs. Logistical details and contractual arrangements would have to be established. Federal and state reimbursement, as well as payments from students, could be used by VBCPS SNAP to provide meals to students and assist in meeting the costs of such programs; however, any additional costs to VBCPS SNAP for providing meals to the BBWA would have to be provided for in the charter school. All federal and state regulations governing the school meal programs would have to be followed.</p> <p>There was no budget item for food service support.</p>
<p>5. A detailed start-up plan, identifying tasks, timelines, and responsible individuals.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>On page 62, the timeline and tasks are insufficient.</p>
<p>6. A proposed organization chart that clearly presents the school's organization structure, including the lines of authority and reporting between the management committee, staff, and related bodies (such as parent teacher organizations, the school division and any external organizations) that will play a role in managing the school.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>On page 63, there is no link to management committee or related bodies provided. Reference to "CVA-DOE and Board of Directors" but those have not been defined. (Commonwealth of Virginia -Department of Education). Explanation about role of CVA-DOE should be outlined.</p>
<p>7. Plans for recruiting school leadership and staff.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Section XII.7 of the application calls for plans for "developing school leadership and staff." A response to this is missing.</p>

Required Application Components	Does the Response Meet the Criterion?	Comments
<p><i>XIII. Employment Terms and Conditions:</i> 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>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	This component has a number of insufficient details related to employment terms and conditions that should be explained.
<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>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The plan does not clearly indicate that teachers and administrators will hold current, valid licenses issued by the Virginia Board of Education with the appropriate endorsements for all assignments. The plan must clearly indicate that teachers and administrators will meet all requirements for a license and endorsement as stated in the Licensure Regulations for School Personnel.</p> <p>The plan needs to clearly state how licensure requests for charter school staff will be processed from the local level to the Virginia Department of Education. Each public school division in Virginia has a local licensure contact that works closely with the Virginia Department of Education licensure staff to process licensure requests. Since charter schools are public schools, all licensure requests for charter school staff need to be processed through the Hampton City Public Schools human resources office. Hampton City Public Schools human resources staff will then submit licensure requests for the charter school to the Virginia Department of Education.</p>
<p>2. A plan to provide high-quality professional development plans. (Section 22.1-253.13.5, <i>Code of Virginia</i>)</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Section 22.1-253.13.5 of the <i>Code of Virginia</i> requires high-quality professional development in areas that are not addressed in this plan. Areas such as teacher and principal performance evaluation, gifted students, students with disabilities, English language learners, and educational technology need to be addressed in the plan. A review of the requirements provided in Section 22.1-253.13.5 of the <i>Code of Virginia</i> is recommended.

Required Application Components	Does the Response Meet the Criterion?	Comments
3. Provisions for the evaluation of staff at regular intervals and in accordance with state law and regulation.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>It is not clear that the charter school will be meeting all teacher and principal evaluation requirements as set forth in the <i>Code of Virginia</i> or if the Virginia Board of Education's approved model systems for teacher and principal evaluation will be implemented as set forth in the Uniform Performance Guidelines and Evaluation Criteria for Teachers and the Uniform Performance Guidelines and Evaluation Criteria for Principals.</p> <p>Additional information is needed to ensure that teacher and principal evaluations align with the Board-approved performance standards and the requirements set forth in the <i>Code of Virginia</i>.</p>
4. Provisions for a human resource policy for the public charter school that is consistent with state and federal law.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>It is not clear in this section that charter school employees will be employed by Hampton City Public Schools and subject to the human resource policies set by the Hampton City School Board. This needs to be clarified in this section. Also, where is the charter school being established? This is confusing throughout the charter application.</p>
5. Notification to all school employees of the terms and conditions of employment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>It is not clear that charter school employees will be employees of Hampton City Public Schools or whichever division the charter is located..</p>
6. A staffing chart for the school's first year and a staffing plan for the term of the contract.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>The application does not provide a clear staffing plan for the term of the contract.</p>
<p><i>XIV. Liability and Insurance:</i> A description of the agreement between the parties regarding their respective legal liability and applicable insurance coverage is provided. (Section 22.1-212.16, Code of Virginia) The following elements are addressed:</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Required Application Components	Does the Response Meet the Criterion?	Comments
1. The types of insurance for the public charter school, its property, its employees, the charter school management committee, and the board and the levels of coverage sought. Types of insurance include, but are not limited to: a) general liability; b) health; and c) property.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
2. A justification for each type of insurance coverage sought.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
3. A description of any plans of the public charter school to provide indemnity for the local school division.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
XV. Disclosures: Disclose ownership or financial interest in the public charter school by the charter applicant and the governing body, administrators, and other personnel of the proposed public charter school, and require that the applicant and the governing body, administrators, and other personnel of the public charter school shall have a continuing duty to disclose such interest during the term of any charter. The following elements must be addressed:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
1. A description of how the applicant and members of the management committee will disclose any ownership or financial interest.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The following statement may be contrary to the disclosure requirements specified in Section 2.2-3114, <i>Code of Virginia</i> . I. Purpose The purpose of this Conflict of Interest Policy (this “Policy”) is to protect the interests of a District of Columbia non-profit corporation, when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an Officer or Board of Bertha B. Williams Academy or might result in a possible excess benefit transaction. This Policy is intended to supplement, not replace the requirements of the applicable state and federal laws governing conflict of interest situations with respect to non-profit and charitable organizations.
2. Information regarding the frequency by which such disclosures will be made (Section 2.2-3114, Code of Virginia).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Required Application Components	Does the Response Meet the Criterion?	Comments
3. A description of ownership or financial interest of the applicant and/or members of the management committee in the proposed charter school. This includes any relationships that parties may have with vendors performing services at the school.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Assurances The certification statement has been signed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The hard copy on file contains the original signatures.