



**Department of Education Staff Review  
Bertha B. Williams Academy in Norfolk  
Public Charter School Application  
November 2015**

**Revised December 2015 to Include References to Applicant Responses**

<b>SUMMARY</b>		
Required Application Components		DOE Staff Review Met the Criterion
I.	Executive Summary	Yes
<b>Education Components</b>		
II.	Mission Statement	Yes
III.	Goals and Educational Objectives	No
IV.	Evidence of Support	Yes
V.	Statement of Need	No
VI.	Educational Program	No
<b>Logistical Components</b>		
VII.	Enrollment Process	Yes
VIII.	Displacement	No
IX.	Transportation	Yes
X.	Residential Charter School	N/A
<b>Business Components</b>		
XI.	Economic Soundness	No
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><b>Cover Page</b> 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><b>Applicant Information</b> All applicant information has been provided.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p><b>I. Executive Summary:</b> 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	
<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>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Overall, the mission statement is met.
<p>1. A description of the public charter school’s mission and how it is consistent with the principles of the Virginia SOQ. (<a href="#">Section 22.1-253.13:1, Code of Virginia</a>)</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	While the applicant states that it will meet or exceed the SOQ, additional detail could be provided as to how this will be accomplished.
<p>2. A description of any specialized area of academic concentration.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	A distinction needs to be made between the usual classroom curriculum and what is proposed as the Museum Learning Model.
<p>3. Information about the public charter school’s anticipated student population consistent with <a href="#">Section 22.1-212.6</a>, of the <i>Code of Virginia</i>.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Note: The citation noted (Pg. 13) included in this section ( <a href="#">Section 22.1-3</a> of the <i>Code of Virginia</i> ) is incorrect.

<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>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The educational objectives and goals are primarily drawn from the Standards of Learning (SOL) and the Curriculum Framework. However, performance-based goals and measurable objectives are minimal or lacking in some content areas and are referenced below in areas that state "insufficient details" or "no."  <a href="#">See applicant's responses to this section on Pg. 3 of BBWA Response to VDOE Staff Review.</a></p>
<p>1. A description of the performance-based goals.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Performance-based goals are generally listed; however, the charts on Pgs. 16-20 should also describe science performance-based goals. Performance indicators should be included for Health and PE.</p>
<p>2. A description of the related measurable educational objectives to be achieved by the public charter school. (<a href="#">Section 22.1-253.13:1.B, Code of Virginia</a>)</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Throughout the application the Virginia SOL are generally referenced; however, on Pg. 75 and 76, the NY State Regulations and the NY State Common Core Learning Standards are referenced as the core curriculum. The only reference in this section to science is a citation of the <i>Code of Virginia</i>.</p>
<p><b>IV. Evidence of Support:</b> 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>Evidence of support is substantiated in the application.</p>
<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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>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.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The applicant indicates that signatures on petitions have been secured, currently has a database of more than 500 students, 199 students committed for the start of the school year, letters of support from community and local organizations, signature pages, letters, and e-mails of support from senators and delegates. However, no letters of support from community organizations, local businesses, or other education entities were included.</p>
<p>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.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

<p><b>V. Statement of Need:</b> 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>Data to substantiate the need for a public charter school within the division are needed.  <a href="#">See applicant's responses to this section on Pgs. 4-6 of BBWA Response to VDOE Staff Review.</a></p>
<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.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The applicant references an achievement gap between socio-economic groups and racial/ethnic groups, particularly immigrant students but does not provide data specific to Norfolk to support the claim. Also, the applicant does not provide data or information to demonstrate that the local public schools are failing to meet the educational needs of the subgroups mentioned.</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>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The applicant includes general statements about the benefits of charter school settings for at-risk students but provides no quantitative or other data or research to support a need for this charter school. The school is referred to as the Museum Learning Academy and the Bertha B. Williams Academy. The applicant should be consistent with the name of the school.</p>
<p>3. An explanation of why a public charter school is the appropriate vehicle to address the identified need.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>In the sections above and in this section, the applicant claims that a museum-style curriculum, smaller class sizes, greater staff to student interactions, and extended learning time will address the needs of the student population. However, no data or research is provided to support that these approaches have a positive academic impact on students.</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>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>There are insufficient details noted about the educational program throughout this section as outlined below. Certain elements were either not addressed or there were insufficient details as noted below to evaluate the school's educational program.  <a href="#">See applicant's responses to this section on Pgs. 7-16 of BBWA Response to VDOE Staff Review.</a></p>
<p>1. A synopsis of the public charter school's educational program.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

<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 through 22.1-253.13:9, Code of Virginia</a>)</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The list of Kindergarten standards is not complete (K7-13 English are not listed). English writing standards should be listed.</p> <p>The proposed time allotted for the planned foreign language program does not meet the recommended minimum of 75 minutes per week, with classes meeting at least every other day as outlined in the guidance provided by the American Council for Teaching Foreign Languages.</p> <p>The listing of the K-5 Virginia Studies History and Social Science SOL does not include all the standards for each course. The economics SOL is missing in each of the courses.</p> <p>The science, health education, and physical education standards are not fully addressed in the educational program.</p> <p>Standards for each content area are not fully addressed.</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 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>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Issues for all content areas were addressed under item 2 of this section.</p> <p>There is no applicable Virginia SOL for foreign language and the application does not show how outcomes will be measured in foreign language classes or what the anticipated proficiency levels will be upon completion.</p> <p>The curriculum development section on Pg. 20 lists visual arts but not music; both are “core disciplines.” The application should include that visual arts and music instruction will be guided by and reflect the <i>Visual Arts Standards of Learning</i> and the <i>Music Standards of Learning</i>.</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>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Descriptions of numerous assessments are provided; however, it is not stated that SOL tests will be administered as required by the <i>Code of Virginia</i>.</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</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>In English, the applicant references state assessments in grades 2-5. One reference incorrectly indicates state assessment administered at grade 2. Virginia does not administer state assessments in grade 2.</p> <p>The applicant lists tests to be used but does not indicate how</p>

<p>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>		<p>data will be measured over each year. The application might be strengthened by adding descriptions of performance and/or proficiency assessments to be used in the foreign language program as mentioned in number 3 above.</p> <p>Performance-based assessments for K-3 history and social science are not evident. For science, 6.4.2 indicates the assessments will be nationally-normed with no indication that these are aligned to Virginia science standards.</p> <p>The applicant indicates benchmarks for student achievement will be established, but no details are provided about the process for establishing benchmarks.</p>
<p>6. The timeline for achievement of pupil performance standards, in accordance with the Virginia SOL.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<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 <a href="#">Regulations Establishing Standards for Accrediting Public Schools in Virginia</a>, (8 VAC 20-131-310).</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Sufficient information regarding schoolwide corrective actions of the BBWA related to 8 VAC 20-131-310, which requires an academic review for any school that fails to meet requirements for full accreditation, is not provided. Although research-based instructional interventions for reading and mathematics are included as corrective actions in the regulation, this information was not included on Pgs. 80 - 81.</p>
<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><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>More information about how BBWA will use the librarian in the classroom would be helpful.</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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Although the calendar indicates the school would open August 4, the applicant did not include a plan to submit a pre-Labor Day opening waiver request (Pgs. 83 – 86). In addition, prayer is included as part of morning activities. However, the <i>Code of Virginia</i> at <a href="#">22.1-203</a> provides “the school board of each school division shall establish the daily observance of one minute of silence in each classroom of the division.” In Virginia, school officials may not impose prayers. <a href="#">See additional materials submitted December 2: BBWA Calendar for 2017-2018</a></p>
<p>10. A description of plans for identifying and serving: a) students with disabilities; b) English</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>There is no information included to describe the plan used for English Language Learners (ELLs). Norfolk City Public</p>

<p>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>Schools (NCPS) receive Title III, Part A, funding for the language instruction of ELLs; therefore, the charter school must adhere to all divisionwide Title III, Part A, policies and procedures.</p> <p>The manner in which students will be identified as academically at-risk is not addressed. Examples of types of services that may be offered are provided; however, it should be clarified whether these are specifically for students with disabilities or for any identified students.</p> <p>“Guidance Counselor and School Nurse” were indicated in the budget, but information regarding the school counseling program, the role of the school nurse, school social workers, and school psychologists were not discussed. The mission indicates that the school will work with “poor students.” The application should expand on strategies that the school will use to work with economically disadvantaged students and their myriad of situations.</p> <p>Giftedness is not assessed as students enter the school. There is no mention of the program or service options provided to gifted students within the disciplines. Identification procedures should be addressed.</p> <p>The applicant should describe the level of collaboration and/or information exchange with the school division in the evaluation and identification of students’ eligibility for special education. (Pg. 86, section 6.10.1)</p> <p>The applicant should demonstrate knowledge of the 65 business day timeline for completing evaluation, composition of the various teams, and annual review of IEP and implementation of the IEP by staff.</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><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>12. A description of co-curricular or extracurricular programs to be offered and how they will be funded and delivered.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>The applicant should explain how the extracurricular programs will be funded. The <i>Standards of Accreditation</i> prohibit K-5 athletics.</p>

<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.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>The applicant references the use of technology more often than the use of virtual learning. However, there are references to the use of technology in an interactive online setting that could be interpreted as using virtual learning.</p>
<p>14. 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>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>It is not clear if alternative accreditation plans will be requested, if needed.</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 <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>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable	
<p><b>VII. Enrollment Process:</b>  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 charter school, in effect for any of the relevant school divisions is provided. (<a href="#">Section 22.1-212.6, Code of Virginia</a>). The following elements are addressed:</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>1. A description of the lottery process to be used to determine the public charter school enrollment.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Starting the lottery one month before opening and ending it one week after school starts appears to be a short time-frame for the school and parents. The statement also appears to conflict with the timeline for the lottery process on Pg. 92.</p>



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	
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The timeline is ambitious since the charter school has not been reviewed by the state Board or the local school board. The earliest that the state Board would consider review is February 2016. A more realistic timeline would be a year hence with school opening in August 2017.
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
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	
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	

<p><b>VIII. Displacement:</b> 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:</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Certain elements were either not addressed or there were insufficient details as noted below describing the plan for the displacement of pupils, teachers, and other employees.  <a href="#">See applicant's responses to this section on Pgs. 16-17 of BBWA Response to VDOE Staff Review.</a></p>
<p>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.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>2. A notification process to parents/guardians of students attending the school and teachers and administrators of the closure date.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>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.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>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. (<a href="#">Section 22.1-289</a>, <i>Code of Virginia</i>).</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The applicant did not address access of student records by the parents by the proper method.</p>
<p>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.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>This information was not addressed in the application.</p>

<p>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.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>A timeline was not referenced.</p>
<p>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.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The close-out plan appears to be an unmodified template for Maryland-based charter schools. While it includes many of the necessary tasks for close-out, it should be refined and references to Maryland state law and Maryland Department of Education removed. Also, it is unlikely that the final close-out audit can be funded for the \$5,000 figure noted on Pg. 102.</p>
<p><b><i>IX. Transportation:</i></b>  A description of how the public charter school plans to meet the transportation needs of its pupils is provided. The following elements are addressed:</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>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.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>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.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

<p>3. A description of transportation services for students with disabilities in compliance with <a href="#">Section 22.1-221</a> of the <i>Code of Virginia</i> and the Board's <a href="#">Regulations Governing Special Education Programs For Children With Disabilities in Virginia</a>.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Transportation for students with disabilities must occur in the least restrictive environment. In addition, transportation accommodations may include a special education bus, and/or other items/equipment/services.</p>
<p><b>X. Residential Charter Schools:</b> 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	
<p><b>XI. Economic Soundness:</b> 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Insufficient details as noted below did not support evidence that the plan for the public charter school is economically sound.  <a href="#">See applicant's responses to this section on Pgs. 18-21 of BBWA Response to VDOE Staff Review.</a> Also, see <a href="#">additional materials submitted December 2: BBWA Revised Budget</a></p>

<p>1. A description of the public charter school's financial plan, including financial controls and audit requirements in accordance with generally accepted accounting principles.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>If the budget is dependent on subsequent negotiation/approval by the school board, than adopting the charter school budget may need to happen earlier than June. The applicant should clarify that the annual audit will be conducted by an independent, external audit entity and not the internal audit review committee.</p> <p>Section 10.1.1.6 General, item 6, Pg. 109 indicates “Current financial records may be held by the Treasurer.” In 10.1.1.7 the Treasurer’s responsibilities/duties are overlapped. Proper internal control requires accounting records from the person(s) with the physical custody of the assets be separate. Authorization, custody, record keeping, and reconciliation should be divided among staff to reduce the potential for fraud.</p> <p>The reference in section 10.1.2.2 to OMB Circular A-133 is now outdated and should reflect 2CFR200 (OMB Super Circular). The threshold for federal spending is now \$750,000.</p>
<p>2. A proposed start-up and three-year budgets with clearly stated assumptions and information regarding projected revenues and expenditures.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>The proposed budget includes 2015-2016 as an operational year; however, operation is not likely this year. Source of state revenues in the proposed budget should be clarified.</p> <p>Fringe benefits are not itemized by benefit type. School meals and transportation arrangements appear unfinished, but some projected costs are shown. Final cost projections for these items are critical.</p> <p>The applicant states that there will be a three percent cost of living salary increase for employees; however, it is not clear if the annual revenue will sufficiently cover annual increases.</p> <p>Projected surplus amounts do not appear to relate to projected revenues vs. expenditures. For salaries, the applicant refers to “VDOE median range.” The source/reference should be listed.</p>

		<p>The applicant assumes receipt of federal charter school grant and substantial business and foundation funding sources for operations with receipt of those funds critical to support proposed expenditures. However, these grants and sources of funding are not guaranteed. The budget proposes significant use of federal funds for equipment which can be restricted under certain grants.</p> <p>The applicant should clarify how Pgs. 115-116 of the application relate to subsequent figures on Pgs. 117-118 in the budget. The detail on Pgs. 119-121 do not correlate with other budget pages. Numerous mathematical errors in the budget totals should be corrected.</p>
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	Total expenses vary from those shown in section 10.2. The applicant should state when expenses will begin and provide projected revenue, including timing for receipt of cash flow assessment against expenditures.
4. A description of anticipated fundraising contributions, if applicable.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	A fundraising amount is shown, but information documenting how the amount was determined is not provided. Section 10.2.3 of the application projects substantially more funding from foundations and business partnerships than the \$250,000 listed in this section.
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 <a href="#">Section 22.1-212.14</a> 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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	This component should be re-examined. The information is related to fundraising, but it should address per-pupil amounts agreed to with the division.

<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>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Certain elements were either not addressed or there were insufficient details as noted below describing the management and operation of BBWA.</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>The information presented does not reference any discussion with the local school board or the school division.</p>
<p>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 Code of Virginia and its proposed composition and bylaws.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<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>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>An explanation of how support services will be provided should be discussed in greater detail for school health, custodial, extracurricular, and security services.</p> <p>The applicant briefly addresses an explanation for providing food services to students by contracting with NCPS. However, it does not provide sufficient details about the method for providing breakfast and lunch to students, and there is no indication that the NCPS school nutrition program has been involved or consulted.</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 Section 22.1-296.1, of the Code of Virginia.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The preliminary budget should address whether meals would be vended or prepared on site.</p> <p>The applicant indicates breakfast and lunch will be negotiated with NCPS. Since the population would include economically disadvantaged students whose family income would qualify the student for free or reduced price meals with the U.S. Department of Agriculture (USDA) reimbursable meals program, contracting with NCPS's nutrition programs is preferable.</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>Dates were missing from the start-up plan.</p>

6. A proposed organization chart.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	The lines of authority and reporting need to be revised. For example, the organizational chart indicates that the NCPS school board reports to the NCPS school superintendent.
7. Plans for recruiting school leadership and staff.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b><i>XIII. Employment Terms and Conditions:</i></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, Code of Virginia) The following elements are addressed:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Certain elements were either not addressed or there were insufficient details as noted below describing the employment terms and conditions at BBWA. See applicant's responses to this section on Pgs. 25-28 of <a href="#">BBWA Response to VDOE Staff Review</a> .
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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Teachers, not all instructional personnel, are referenced. Instructional personnel must meet local policies, as well as state and federal laws and regulations. The applicant should state whether BBWA plans to adhere to having their staff only teach courses that they are licensed to teach.
2. A plan to provide high-quality professional development plans. (Section 22.1-253.13.5, Code of Virginia)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Section 22.1-253.13.5 of the Code of Virginia requires high-quality professional development in areas that are not addressed in this plan. These areas include gifted students, students with disabilities, ELLs, and educational technology. Requirements are provided in Section 22.1-253.13.5 of the Code of Virginia.  Additional information is needed regarding access to professional development. The applicant states that teachers will plan their own professional development opportunities. It is not clear what role the principal will play or what professional development will be available for administrators and other staff members. Resources should be described for mentoring and offering high quality professional development.



<p>3. Provisions for the evaluation of staff at regular intervals and in accordance with state law and regulation.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The applicant mentions evaluation guidelines for teachers only. Evaluation of all staff, including administrators, needs to be addressed. BBWA should articulate and adhere to the NCPS School Board’s policies as well as state laws and regulations. A definition of the probationary period is needed.</p> <p>The statement, “Regulations governing salaries will be promulgated by the director,” needs to be clarified. BBWA should address expectations of formal and informal observations for staff and provide a detailed timeline of due dates for evaluations.</p>	
<p>4. Provisions for a human resource policy for the public charter school that is consistent with state and federal law.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The applicant states that “a human resource policy will be developed” and the policy will mirror the “Norfolk Schools human resources program.” The applicant should clarify whether charter school personnel will be employed by the NCPS.</p>	
<p>5. Notification to all school employees of the terms and conditions of employment.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>BBWA needs to elaborate on the employment terms and conditions and how BBWA will ensure all employees are notified of them.</p>	
<p>6. A staffing chart for the school’s first year and a staffing plan for the term of the contract.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The applicant does not address details about staffing, other than class size (Pg. 87). The staffing chart should identify all staff, including the director, charter school board members, and any others such as special education teachers, ESL teachers, and transportation workers.</p>	
<p><b>XIV. Liability and Insurance:</b>  A description of the agreement between the parties regarding their respective legal liability and applicable insurance coverage is provided. (<a href="#">Section 22.1-212.16, Code of Virginia</a>) The following elements are addressed:</p>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>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.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
<p>2. A justification for each type of insurance coverage sought.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
<p>3. A description of any plans of the public charter school to provide indemnity for the local school division.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

<p><b>XV. Disclosures:</b>  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:</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>1. A description of how the applicant and members of the management committee will disclose any ownership or financial interest.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>2. Information regarding the frequency by which such disclosures will be made (<a href="#">Section 2.2-3114, Code of Virginia</a>).</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Wording should be revised according to changes in section 2.2-3115 covering local government employees. (Note that Section 2.2-3114 covers state officers and employees). Disclosure is now required semi-annually and include additional provisions involving gifts.
<p>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.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p><b>Assurances</b>  The certification statement has been signed.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	