



NEW MEXICO PUBLIC EDUCATION DEPARTMENT
OPTIONS FOR PARENTS
CHARTER SCHOOLS DIVISION

2011 CHARTER SCHOOL APPLICATION SYNTHESIZED ANALYSIS

School Name: William W. & Josephine Dorn Charter Community School (WWJDC)

Reviewer Name: Karen Ehlert

Review Date: September 2, 2011

Reviewers evaluated Sections IV through VIII of the Charter School Application using a Charter School Working Analysis Tool. In addition, they analyzed the contents of the appendices, if they were identified as a required component of the application and/or if they were referenced *as part* of the applicant's answer to the application requirements. The Charter School Application has the following nine sections:

- I. Table of Contents
- II. Application Cover Sheet/Notice of Intent/Abstract
- III. Assurance That All Governing Body Members have Read the Completed Application
- IV. **Charter School Mission and Statement of Need**
- V. **Educational Plan**
- VI. **Financial Plan**
- VII. **Governance/Management Plan**
- VIII. **Requirements**
- IX. Appendices

Evaluated by
Review Team

2. Criteria: The Reviewers examined each individual prompt and overall section to assess whether each prompt met the following criteria.

APPLIES TO INDIVIDUAL PROMPTS AND SECTIONS:

1. COMPLETE:

- a. The explanation to each prompt is sufficiently detailed and fully developed.
- b. Response addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic approach to the requested information.

- c. No additional information is required to provide the reviewer with an understanding of key components of the requested information or the school’s plan.

2. INCOMPLETE:

- a. No information provided in response to some or all of the prompts.
- b. Prompts are met, but overall the responses lack meaningful detail or would require *additional* information to demonstrate an understanding of the key issue or concept to be addressed.
- c. Section not thoroughly explained and demonstrates a lack of preparation.
- d. Information is inaccurate that reflects a fundamental misunderstanding of the key concept to be addressed by the section.

3. ADEQUATE:

- a. The response flows and makes sense and presents a clear, realistic plan for how this prompt or section fits into the school’s overall operations.
- b. The information provided is evidence that the applicant understands the concept/issue to be addressed in response to the application requirement.
- c. The response aligns with the rest of the section, addresses the concept/issue, and identifies clear and measurable outcomes where applicable.
- d. Where applicable, the response is consistent and aligns with the mission and vision as well as the other sections of the application.

4. INADEQUATE:

- a. The response raises concerns about whether the applicant understands the request and the basic issue raised by the request.
- b. Response raises substantial concerns about the applicant’s ability to meet the requirement in practice.
- c. The founder’s overall plan for the school is difficult to comprehend and/or presents an unrealistic plan for the operation of a school or any aspect of the school.
- d. The response is difficult to comprehend.
- e. The section does not align, or the reviewer cannot ascertain whether the response aligns with the overall plan articulated.

3. Synthesis: The following information is a synthesis, prepared by the lead Reviewer, incorporating the assessment of all three of the team reviewers about the application identified above. The grey box describes the overall requirement, and the subsequent “prompts” are the specific information assessed and evaluated based on the Charter School Application. These requirements track the requirements of law and regulation.

IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED

The Charter School Mission Statement should communicate the essence of the school to stakeholders and to the public and should provide the focal point to which all other sections of the school’s plans align. In addition, the proposed charter school and its mission must be in the best interest of the students and community that it proposes to serve.

A. A MISSION STATEMENT THAT IS CLEAR AND COMPELLING AND INCLUDES THE FOLLOWING COMPONENTS:

1. Who the school seeks to serve;
2. What the school seeks to accomplish;
3. What methods the school will use.

B. AN EXPLANATION OF HOW THE SCHOOL WILL KNOW IF IT IS ACHIEVING ITS MISSION THAT INCLUDES SCHOOL LEVEL OR ORGANIZATIONAL GOALS THAT ARE:

1. Measurable;
2. Directly support the Mission Statement;
3. Stated using the SMART Goal format.

C. EXPLANATION OF NEED: An **explanation of need** that describes how the proposed charter school is in the best interest of the students and community that it proposes to serve. This will include a demographic description of the student and community population within which the school will be located.

ANALYSIS: CHARTER SCHOOL MISSION AND STATEMENT OF NEED

Criteria Satisfied	Reference
<p>Mission Statement</p> <p>The applicants’ response provides an explanation within the Mission Statement subsection that addresses the required components. Sufficiently detailed information is provided to ascertain who the school will serve, what it seeks to accomplish and what methods it will use. No additional information is required to provide the reviewer with an understanding of the key components of the required information.</p>	<p>p. 13 IV.A.1.-3.</p>
<p>Achievement of Mission/Goals</p> <p>The information provided demonstrates a great deal of thought about how the school will know if it is achieving its mission. (See concerns below)</p>	<p>p. 13-14 IV.B.1.-3.</p>

<p>Explanation of Need</p> <p>The applicant response provides specific demographic information and data that supports the need for this school, with its emphasis on eliminating psycho-social barriers to learning, to serve children in the high poverty neighborhoods of the greater metropolitan area of Albuquerque (identified as federally-designated Pockets of Poverty). A clear explanation of need is supported with data from a report (Project Change) about the need for educational equity in Albuquerque. AYP and truancy data from Albuquerque Public Schools within the local community are also provided and support a clear rationale demonstrating that this proposed school is in the best interest of the students and community. The response is in alignment with the school’s mission and requires no additional information to provide the reviewer with an understanding of the explanation of need.</p> <p>No opposition from the local district to this proposed application was received during the Community Input Hearing.</p>	<p>p. 14-18 IV.C</p>
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Concerns & Additional Questions	Reference
<p>Mission Statement</p> <p>None noted.</p>	
<p>Achievement of Mission/Goals</p> <p>Three goal statements are presented, followed by five organizational goals and then by ten additional questions to determine success in accomplishing the mission. Although the goals are ambitious and reflective of the school’s mission, they are not, for the most part, specific, measurable and time-bound. Overall, the goals do not fully meet the SMART Goal criteria. Additionally, it is difficult to determine which goals the school intended to be used for accountability during the term of the charter and which are intended to support the goals as process and activity statements.</p>	<p>p. 13-14 IV.B.3 Concern regarding identification of the goals to be used for accountability adequately addressed. <i>During the 7/30/11 capacity interview, the applicants indicated the first three goals listed were intended as the goals for which the school will be held accountable. The applicants indicated they may have included too much of the process for evaluation of accomplishing the mission and thereby confused the issue.</i></p> <p><i>During the</i></p>

	<p><i>8/9/11 Community Input Hearing the focus on three goals was reiterated during the applicants' presentation to the Public Education Commission.</i></p>
<p>Explanation of Need</p> <p>None noted.</p>	

SECTION IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED SUMMARY

This summary is the overall impression of the Reviewers of the Charter School Application section. The evidence supporting this impression is found in the Criteria Satisfied and Concerns & Additional Questions sections above.

<p>Strengths 200 Words – Suggested Maximum</p>
<p>The William W. and Josephine Dorn Charter Community School (WWJDC) seeks to accomplish the elimination of psycho-social barriers to learning that are faced by at-risk students from various socio-economic and racial/ethnic backgrounds and abilities in the Albuquerque metro. The needs of students in the community are clearly articulated. Academic and Social Growth Plans for each student will be developed to address the whole child with community support. The importance of community and environment will be taught as a key component to developing “neighborhood literacy” and civic engagement.</p> <p>The mission is clear and the information provided in the Achievement of Mission subsection reflects a great deal of thought about how the school will determine if it is achieving its mission. The explanation of need is well researched, detailed, pertinent, clear and complete.</p> <p>A partnership with the United South Broadway Corporation will provide expertise and experience with the tenets of a community school model based on 15 years of involvement with the University-Assisted Community School Project, the Albuquerque Community School Project and other community-based projects. “It is the intent of the WWJDC to focus on not only curriculum and managerial reform, but to include an often forgotten third component of reform, mitigating barriers so that children and youth can successfully access their educational opportunities and families can successfully build skills and knowledge to engage with their child’s education.” (P. 16)</p>

Concerns and Additional Questions 200 Words – Suggested Maximum

The organizational goals require additional information to meet the required SMART Goal criteria.

V. EDUCATIONAL PLAN

The educational plan should describe who the school expects to serve; what the students will achieve; how they will achieve it; and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, materials, schedule, assessment and outcomes.

A. CURRICULUM FRAMEWORK.

The New Mexico Content Standards, Benchmarks and Performance Standards provide the content requirements and expectations for students in all public schools. The description of the curriculum should provide a sense not only of what the school will teach but also of how and why.

1. Philosophy and Approach to Instruction:

- a. A description of the educational philosophy and curricular approach of the proposed school.
- b. A description of why the particular educational philosophy and/or approach were selected.
- c. Documentation, research, and/or a rationale that supports the educational philosophy and curricular approach.
- d. An explanation of why the educational philosophy and/or approach is/are likely to result in improved educational performance of students.
- e. A description of how the educational philosophy and/or approach aligns with the school’s mission and student needs.

2. Description of the Curriculum:

- a. If the curriculum has already been selected/developed: A detailed description of the curriculum that includes a scope and sequence.
- b. If the curriculum has yet to be developed: A description of the proposed curriculum and a specific plan for its development that will include a scope and sequence. The development plan should include a description of the process, a timeline, and resources (including staffing) to be utilized.

3. Alignment with NM Standards

- a. A copy of the alignment document if it was completed, **OR**
- b. If the alignment has not been completed, a description of the process and a specific timeline to be used for aligning the curriculum with the New Mexico Standards.

4. Strategies and Methods:

- a. A description of the strategies and methods to be used in delivering the curriculum, including an example.
- b. An explanation of how the curriculum will address students’ needs and assist students in reaching the NM Standards. *(NOTE: Students with special needs, including students who require bilingual education, special education or are limited English proficient, should be addressed in Subsection D: Special Populations.)*
- c. A description of professional development that may be necessary for implementation of the strategies and methods to be used in delivering the curriculum.

ANALYSIS: CURRICULUM FRAMEWORK

Criteria Satisfied	Reference
<p>Philosophy and Approach to Instruction</p> <p>The philosophy and approach to instruction are well articulated, sufficiently detailed, and fully developed. The response addresses the integration of academic, environmental, social/emotional and health instructional programs to help children develop the ability to look at life holistically and make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society. Information about how student performance will be improved is provided clearly and concisely. The response successfully argues that a strong and purposeful partnership between the school and community is essential to student academic success. The research provided is clear and supports the mission and educational philosophy of the school.</p>	<p>p. 20-31 V.A.1.a,b,c,d,e</p>
<p>Description of the Curriculum</p> <p>Although not yet developed, the proposed curriculum will be based on the tenets of a social constructivism approach supported by a foundation of student, family and community engagement that will create a school culture aimed at closing the achievement gap for disenfranchised students. Interdisciplinary curriculum examples are provided with sample skills and performance objectives. A plan for curriculum development is provided that will include a scope and sequence, and includes the process, a timeline and identifies necessary resources. The proposed curriculum is aligned with key components of mission and the applicants present a clear, realistic approach to its development.</p>	<p>p. 31- 33 V.A.2.b.</p> <p>p.23-24 V.A.2.b.</p>
<p>Alignment with NM Standards</p> <p>A clear and sufficiently detailed description of the process and timeline for curriculum alignment with the New Mexico</p>	<p>p. 33-34 V.A.1.3b.</p>

Standards is presented.	
Strategies and Methods	
Strategies and methods are listed and clearly described including, among others, differentiated instruction; use of instructional technology; problem and project-based learning; Peer Assisted Learning Strategies (PALS); team teaching; Project-Based learning (PBL); and service learning. No additional information is required to provide the reviewer with an understanding of key components of strategies and methods.	p. 35-37 V.A.4.a,b

Concerns & Additional Questions	Reference
Philosophy and Approach to Instruction	
None noted.	
Description of the Curriculum	
None noted.	
Alignment with NM Standards	
None noted.	
Strategies and Methods	
Professional development that may be necessary for implementation of the strategies and methods to be used in delivering the curriculum is not addressed in this section. However, on page 28, the applicants discuss a 2-day in-service training prior to the start of the school year to ensure successful implementation of the strategies and methods to be used in delivering the integrated, environmental-based curriculum. Given the number of strategies identified for implementation, (pages 35-37), the information provided for necessary professional development is not sufficiently detailed or fully developed.	p. 28, 35-37 V.A.4.c.

B. EDUCATIONAL PROGRAM

1. Length of School Day and School Year:

- a. The proposed length of the school day, including the number of instructional hours;

- b. The proposed length of the school year, including number of days and total number of instructional hours;
- c. A description of how the proposed length of the school day and school year support the Educational Plan.

2. Grade Levels, Class Size and Projected Enrollment:

- a. The grade levels the charter school proposes to serve;
- b. If a phase-in of grade levels is proposed, a plan for the phase-in by year and grade levels and a rationale for the phase-in plan;
- c. The total projected student enrollment (at full enrollment for the school);
- d. Projected class size.

3. Graduation Requirements (if applicable):

- a. The school’s proposed credits and requirements for graduation;
- b. A description of how any proposed requirements that differ from the New Mexico Graduation Requirements support the school’s educational plan.

ANALYSIS: EDUCATIONAL PROGRAM

Criteria Satisfied	Reference
<p>Length of School Day and School Year</p> <p>The response provides complete and detailed information regarding the length of the school day and school year. The instructional day will 7 hours with a half-hour for lunch. WWJDC will provide a full 180 school days of instruction on a modified year-round calendar. The total number of instructional hours will be 1260 hours/year. The school will also offer a 1.75-hour extended day in combination with the Albuquerque Community School Project.</p>	<p>p. 37, V.B.1.a,b,c</p>
<p>Grade Levels, Class Size and Projected Enrollment</p> <p>The response provides complete and detailed information regarding grade levels, class size and projected enrollment. The school will open with 90 students, K-2, and add a grade level and 30 students in subsequent years to reach a maximum of 180 student, K-5, in year four. Class size (grade level) will be 30 students. A phase-in rationale is provided.</p>	<p>p. 37-38 V.B.2.a-d</p>
<p>Graduation Requirements (if applicable)</p> <p>N/A</p>	

Concerns & Additional Questions	Reference
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<p>Length of School Day and School Year</p> <p>None noted.</p>	
<p>Grade Levels, Class Size and Projected Enrollment</p> <p>None noted.</p>	
<p>Graduation Requirements (if applicable)</p> <p>N/A</p>	

C. STUDENT PERFORMANCE EXPECTATIONS

The Student Performance Expectations subsection will provide:

1. Student-centered goals that are SMART:
 - Specific;
 - Measurable;
 - Ambitious and Attainable
 - Reflective of the school’s mission;
 - Time-Specific with Target Dates

2. Student-centered goals that are aligned with the school’s mission and the educational plan

ANALYSIS: STUDENT PERFORMANCE EXPECTATIONS

Criteria Satisfied	Reference
<p>Student-centered SMART Goals</p> <p>Nine student-centered goals are presented that align with the mission and educational plan.</p>	<p>p. 38 V.C.1,2</p>
<p>Alignment</p> <p>The student-centered Goals are aligned with the school’s mission and the educational plan.</p>	<p>p. 38 V.C.2.</p>

Concerns & Additional Questions	Reference
<p>Student-centered SMART Goals</p> <p>Overall, additional information is needed to ensure all goals meet the SMART Goal criteria. Additionally, the timeframe for measurement of the stated goals is indicated as the end of the first year of operation (2012-2013). The substance of the goals is appropriate for accountability over the term of the charter; therefore, the timeframe needs to be adjusted to address the full charter term.</p>	<p>p. 38 V.C.1-2</p>
<p>Alignment</p> <p>None noted.</p>	

D. PLAN FOR EVALUATING STUDENT PERFORMANCE

1. The types of assessments that will be used to measure student progress toward achievement of the NM Standards and the school’s student performance expectations;
2. The timeline for achievement of the NM Standards and/or the school’s student performance expectations;
3. The procedures for taking corrective action in the event that student performance falls below the NM Standards and/or the school’s student performance expectations;
4. Remediation for students not achieving standards, including a timeline for implementation of the remediation plan;
5. Assessments that might be considered in addition to the statewide-mandated testing;
6. A description of how the school will document and report student data to students and parents.

ANALYSIS: PLAN FOR EVALUATING STUDENT PERFORMANCE

Criteria Satisfied	Reference
<p>Types of Assessments</p> <p>The school plans to use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or Terra Nova and teacher formative assessments (pre- and post-) based on standards and benchmarks.</p>	<p>p. 39 V.D.1</p>
<p>Timeline for Achievement</p> <p>Following establishment of baseline data, the school plans to reevaluate students scoring at unacceptable levels a minimum of once monthly to ensure progress. Academic & Social Growth Plans for these students will be reviewed bi-monthly.</p>	<p>p. 39 V.D.2</p>

<p>Corrective Action</p> <p>(See below)</p>	
<p>Remediation</p> <p>Although remediation is not specifically addressed in this subsection, the school intends to offer tutoring and/or a Saturday Academy to reinforce basic skills and preview upcoming material. In addition, the school intends to initiate frequent communication with families and provide alternative strategies of remediation to assist students who are not succeeding with the curricula as designed.</p> <p>In the 7/30/11 interview, the applicants indicated that the school intends to use the students' Individual Academic and Social Growth Plans to develop clear steps for improvement. They will monitor student progress, meet regularly with parents to discuss progress, and make sure the needs of ELL students and students with IEPs are met.</p>	<p>p. 29, 38 V.D.3</p>
<p>Additional Assessments</p> <p>The school will use student writing portfolios to demonstrate progress in grammar usage and writing taken from the project-based learning strategies of the environmental and garden projects and will use teacher-created assessments for science and social studies units and projects completed.</p>	<p>p. 39 V.D.4</p>
<p>Documentation and Reporting</p> <p>(See concern below)</p>	

Concerns & Additional Questions	Reference
<p>Types of Assessments</p> <p>The response does not mention or refer to the New Mexico Standards Based Assessment as an assessment that will be used to measure student progress toward achievement of the NM Standards.</p>	<p>p. 39 V.D.1.</p>
<p>Timeline for Achievement</p> <p>None noted.</p>	

<p>Corrective Action</p> <p>No specific information on corrective action (as defined in the glossary of the application) is provided.</p>	
<p>Remediation</p> <p>None noted.</p>	
<p>Additional Assessments</p> <p>None noted.</p>	
<p>Documentation and Reporting</p> <p>No specific information regarding documentation and reporting of student data to students and parents is provided in this subsection.</p>	<p>V.D.3 Concern is adequately addressed. <i>In the 7/30/11 interview, the applicants indicated that the school intends to use the students' Individual Academic and Social Growth Plans to develop clear steps for improvement. They will monitor student progress, meet regularly with parents to discuss progress, and make sure the needs of ELL students and students with IEPs are met.</i></p>

E. SPECIAL POPULATIONS:

1. Suggested modifications to the proposed educational program to meet individual student needs, such as bilingual, limited English proficient, and special education;
2. An outline of a special education plan (the final plan of which must be completed and submitted to the charter authorizer by the end of the planning year) that demonstrates understanding of state and federal special education requirements including the fundamental obligation to provide a free, appropriate education to students identified with disabilities;
3. How the charter school will provide access to ancillary services for these special populations, when necessary.

ANALYSIS: SPECIAL POPULATIONS

Criteria Satisfied	Reference
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<p>Modifications to meet Individual Student Needs</p> <p>The response provided is sufficiently detailed with specific strategies and information that show thorough preparation and present a clear, realistic approach for how the school will serve special populations. An inclusion model, with modifications made for individual students as needed, the RtI process, and meeting needs of ELL and at-risk students are addressed. The use of the Academic & Social Growth Plan is at the core of meeting individual student needs.</p>	<p>p. 40-46, V.E.1</p>
<p>Outline of Special Education Plan</p> <p>The response provided articulates an understanding of special education requirements including provision of a free, appropriate education to students identified with disabilities. The application addresses appropriate identification and placement practices as well as services.</p> <p>The school also states: “We recognize the importance of ‘front-loading’ our special educational program as a new charter school, in order to promptly and thoroughly organize our provision of services.”</p>	<p>p. 40-43 V.E.2</p> <p>p. 41</p>
<p>Access to Ancillary Services</p> <p>The response adequately indicates that the school will provide ancillary services such as physical therapy, speech therapy, health/mental health and other services as needed. Ancillary services will be determined and contracted with appropriate agencies, providers and/or post secondary institutions.</p>	<p>p. 46-47 V.E.3</p>

Concerns & Additional Questions	REFERENCE
<p>Modifications to meet Individual Student Needs</p> <p>None noted.</p>	
<p>Outline of Special Education Plan</p> <p>None noted.</p>	
<p>Access to Ancillary Services</p> <p>None noted.</p>	

SECTION V. EDUCATIONAL PLAN SUMMARY

This summary is the overall impression of the Reviewers of the Charter School Application section. The evidence supporting this impression is found in the Criteria Satisfied and Concerns & Additional Questions sections above.

Strengths (200 Words – Suggested Maximum)

William W. and Josephine Dorn Charter Community School (WWJDC) has clearly articulated a philosophy and approach to instruction that is sufficiently detailed, and fully developed. The integration of academic, environmental, social/emotional and health instructional programs to holistically help children develop the ability make informed and reasoned decisions for the public good. The school successfully argues that a strong and purposeful partnership between the school and community is essential to student academic success.

The research upon which the proposed curriculum will be based is clearly presented. A clear, realistic approach to curriculum development and alignment with the New Mexico Standards provides a strong base to support implementation when the school becomes operational. Strategies and methods to be used in delivering the curriculum are clearly described. The proposed curriculum is aligned with key components of mission.

Statutory requirements are met by the proposed plan for length of school day and year as well as instructional hours. In combination with the Albuquerque Community School Project, the school will also offer a 1.75-hour extended day to ensure adequate delivery of the instructional program proposed by WWJDC. Nine student-centered goals which address several aspects of student achievement, including academics, attendance, behavior, and project-based learning are provided.

Development of the Academic & Social Growth Plan is at the core of holistically meeting individual student needs. As a community school in partnership with the United South Broadway Corporation (USBC), the expertise and experience of the USBC staff will assist the school in understanding the needs of students and families when identifying strengths and risk factors within the Academic & Social Growth Plan. This Plan will assist the individual student, WWJDC staff, parent and family in recognizing and developing learning strategies and supports to ameliorate cognitive and behaviorally-related issues attributed to risk factors. Academic & Social Growth Plans for students requiring remediation will be reviewed bi-monthly. Additionally, tutoring and/or a Saturday Academy will be offered to reinforce basic skills.

The applicants provide a sufficiently detailed plan for serving special populations. The plan includes specific strategies and information that demonstrates thorough preparation and presents a clear, realistic approach. An understanding of special education requirements including provision of a free, appropriate education to students identified with disabilities is also demonstrated by the applicants.

Overall, the Educational Plan demonstrates the capacity of the founders in designing curriculum, instruction and support services to meet the needs of the students of the community that the school intends to serve. The Educational Plan is clearly aligned to the school's mission.

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Concerns and Additional Questions (200 Words – Suggested Maximum)

Although the school plans to have a two-day in-service prior to opening school, a more detailed professional development plan to ensure implementation of the strategies and methods to be used in delivering the curriculum needs to be developed. Also noted is the need to provide additional information for the student-centered goals to ensure meeting SMART Goal criteria, and the lack of information on corrective action.

VI. FINANCIAL PLAN

The Financial Plan should provide a description of how the school leadership intends to manage the school’s finances, including assurances that public funds will be used appropriately and in compliance with all applicable federal and state requirements and laws. It should present a clear picture of the school’s financial viability including the soundness of revenue projections; expenditure requirements; and how well the school’s budget aligns with and supports implementation of the mission and educational plan.

A. BUDGET

1. A completed revenue projection form 910B5 (included in the application appendices).
2. A proposed operating budget covering each year of the charter term based on current unit value using the **5-Year Budget Plan** (included in the application appendices).
3. A detailed narrative description of the revenue and expenditure assumptions on which the operating budget is based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined. The following should be addressed:
 - a. major start-up expenses, including staffing and benefits; special education services; facility costs; materials and services; and contracted services; and
 - b. spending priorities that align with the school’s mission, educational program, management structure, professional development needs, and growth plan.
4. A detailed narrative description, including the projected amounts, of all revenue sources other than SEG funding, to include any federal, state, or private funds and/or grants.
5. A detailed narrative description of the expenditure assumptions for these other revenue sources.

ANALYSIS: BUDGET

Criteria Satisfied	Reference
Revenue Projection Form 910B5 (Appendices)	
A completed Form 910B5 SEG revenue estimate worksheet for	Appendix C

each of the 5-year charter term is included as Appendix C. The forms are sufficiently detailed and demonstrate a thorough understanding the revenue calculation process.	
5-Year Budget Plan (Appendices)	
A completed and balanced 5-year operating budget plan is provided as Appendix D.	Appendix D
Revenue and Expenditure Assumptions	
The revenue and expenditure assumptions are based on a study of the demographics of the surrounding schools and anticipated needs of the school's target student population. The assumptions stated in the application demonstrate a general understanding of the key components required in budgeting to support start-up, general operation and phase-in plans in alignment with the mission of the school and its educational plan.	p. 48-51 VI.A.3
Revenue Sources Other Than SEG Funds	
The response identifies IDEA-B, Title I, the Federal Lunch Program, lease reimbursement payments and fundraising activities through its partnership with the United South Broadway Corporation, as revenue sources other than SEG funds.	p. 50-51, 77 VI.A.4
Expenditure Assumptions for Other Than SEG Funds	
The response addresses expenditure assumptions in alignment with the revenue sources identified above. Funds will be budgeted in accordance with the appropriate application requirements.	p. 51 VI.A.5

Concerns & Additional Questions	Reference
Revenue Projection Form 910B5 (Appendices)	
None noted.	
5-Year Budget Plan (Appendices)	
The 5-year budget plan contains some discrepancy and alignment issues. For example, the plan does not contain a budget for the Business Manager that is referenced on p. 58 and is included on	p. 72 & Appendix D VII.D Concern is adequately addressed. <i>During the 7/30/11</i>

<p>the organizational chart. Six Education Assistants are budgeted for the first year; however, the Staffing Plan on pg 72 only shows two.</p> <p>On page 41 of the application it states: “In WWJDC’s first year, this inclusion [special education program] will be supported by . . . a full-time special education teacher” This position does not appear in the budget or on the staffing plan shown on page 72.</p>	<p><i>interview the applicants clarified that the Business Manager position was intended to a contracted position. Additionally, the applicants indicated that the six education assistants showing in the budget is correct and the staffing plan needs to be corrected to align with the budget.</i></p> <p>p. 41, 72</p>
<p>Revenue and Expenditure Assumptions</p> <p>This subsection is addressed in general terms rather than clearly indicating a one-to-one correspondence between the figures in the Budget Plan and the assumptions upon which they were based.</p> <p>The audit is under-budgeted for a state charter school (audits average between \$10,000 -\$12,000).</p>	<p>p. 48-51& Appendix D VI.A.3.</p>
<p>Revenue Sources Other Than SEG Funds</p> <p>None noted.</p>	
<p>Expenditure Assumptions for Other Than SEG Funds</p> <p>None noted.</p>	

B. FISCAL MANAGEMENT

1. A detailed plan indicating how the charter school will manage its fiscal responsibilities.
2. A description of the school’s internal control procedures that it will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal statutes and regulations and state statutes and rules relative to fiscal procedures.

ANALYSIS: FISCAL MANAGEMENT

Criteria Satisfied	Reference
<p>Fiscal Management Plan</p> <p>The school’s fiscal management plan is sufficiently detailed and demonstrates an understanding of the requirements for responsible oversight practices.</p>	p. 51-56 VI.B.1
<p>Internal Control Procedures</p> <p>The school’s internal control procedures are sufficiently detailed and demonstrate an understanding of key components in accordance with statutory and regulatory requirements.</p>	p. 51-56 VI.B.2

Concerns & Additional Questions	Reference
<p>Fiscal Management Plan</p> <p>None noted.</p>	
<p>Internal Control Procedures</p> <p>The terms Finance Committee & Audit Committee are used interchangeably. Statute requires both.</p>	p. 52

SECTION VI. FINANCIAL PLAN SUMMARY

This summary is the overall impression of the Reviewers of the Charter School Application section. The evidence supporting this impression is found in the Criteria Satisfied and Concerns & Additional Questions sections above.

Strengths (200 Words – Suggested Maximum)
<p>The completed Form 910B5 SEG revenue estimate worksheet for each of the 5-year charter term is sufficiently detailed and demonstrates a thorough understanding the revenue calculation process. The 5-year operating budget plan provided is complete and balanced.</p> <p>The school recognizes the need for sound fiscal management and has identified seven strategies for accomplishing this. The school’s fiscal management plan is sufficiently detailed and demonstrates an understanding of the requirements for responsible oversight practices.</p>

Concerns and Additional Questions (200 Words – Suggested Maximum)

Expenditure and revenue assumptions are addressed in general terms rather than clearly indicating a one-to-one correspondence between the figures in the Budget Plan and the assumptions upon which they were based. The budget narrative requires more detailed information to fully understand how budgetary figures were determined. Alignment issues between the application narrative and the Budget Plan are also noted that need correction.

VII. GOVERNANCE /MANAGEMENT PLAN

The Governance/Management Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school’s governance and management practices, what roles and responsibilities various groups and individuals will have, and how those groups will relate to one another. The Plan should outline how decisions are made at the school site, and provide a convincing picture of the school leadership’s capacity to successfully operate the school. In addition, the governing body of a charter school is, first and foremost, publicly accountable for student academic performance and the expenditure of public funds.

A. GOVERNANCE /MANAGEMENT STRUCTURE:

1. An organizational chart for the school and a narrative description that:
 - a. illustrates the relationship that will exist between the governing body and all proposed administrative and staff positions, parent councils, advisory committees and community groups (if any).
 - b. describes the nature and extent of professional educator, parental, and community involvement.

ANALYSIS: GOVERNANCE /MANAGEMENT STRUCTURE

Criteria Satisfied	Reference
<p>Organizational chart and narrative description</p> <p>A unique organizational chart is provided illustrating the relationship of staff and resources focused on students. The narrative describes the Governing Council responsibilities for policy development, budget, community involvement and the hiring and evaluation of the Principal. General responsibilities of the Principal are also addressed.</p>	<p>p. 57 VII.A.1.a</p>

Professional educator, parental, and community involvement	
Community involvement in the governance/management structure is articulated in terms of governance, development and finance committees which may include participation of school staff or members of the outside community. The strong support of the United South Broadway Corporation (in coordination with the Principal) in after-school projects, community involvement and other initiatives is also referenced.	p. 58 VII.A.1.b.

Concerns & Additional Questions	Reference
<p>Organizational chart and narrative description</p> <p>The Partnership with United South Broadway Corporation is not illustrated on the organizational chart. P. 57-58</p> <p>The application references a Family/Community/School Liaison that does not appear on the organizational chart.</p>	p. 57-58 VII.A.1.a.
Professional educator, parental, and community involvement	
None noted.	

B. DESCRIPTION OF THE GOVERNING BODY:

1. Policies and procedures by which the governing body will operate in compliance with all applicable statutes and regulations, including the Open Meetings Act, and that address:
 - a. board powers and duties as a whole, individual members, and officers of the governing body;
 - b. governing body member recruitment and selection, including the orientation process for new members and ongoing professional development;
 - c. the criteria and the process that will be used to select the school’s head administrator;
 - d. budgeting and operation of the school; and
 - e. how decisions will be made.
2. A list of each of the members of the school’s governing body.
3. A brief description of the qualifications of each governing body member.

ANALYSIS: DESCRIPTION OF THE GOVERNING BODY

Criteria Satisfied	Reference
<p>Governing Body policies and procedures</p> <p>The Governing council will consist of five members. The response addresses, in general terms, board powers and duties as a</p>	p. 59-60 VII.B.1.a.b.e.

<p>whole, the recruitment and orientation process for new members, decision making, and ongoing professional development. It is noted that the Governing Council will participate in an annual retreat to evaluate its own effectiveness.</p>	
<p>List of governing body members and qualifications</p> <p>See concern below.</p>	

Concerns & Additional Questions	Reference
<p>Governing Body policies and procedures</p> <p>The response does not address the following policies/procedures:</p> <ul style="list-style-type: none"> – board powers and duties as individual members and officers other than the chair; – the process that will be used to select the school’s head administrator; and – budgeting and operation of the school. 	<p>p. 57-60 VII.B.1.a.c.</p>
<p>List of governing body members and qualifications</p> <p>Although the applicants identified expertise required for governing council members on page 59 and addressed qualifications of the founding group on page 27, a specific list of the members and qualifications of the governing body of the school’s governing body is not provided.</p>	<p>p. 27, 59 VII.B.2-3. Concern is adequately addressed. <i>During the 8/9/11 Community Input Hearing, Governing Council members were introduced and each member’s qualifications were stated.</i></p>

C. PARTNERSHIPS: *This section should be completed if the school has identified a partner organization that is essential to the existence of the charter school, its governance, key instructional, and/or management functions.*

1. Name of the partner organization.
2. Name of the contact person at the partner organization and that person’s full contact information.
3. A description of the nature and purpose of the school’s partnership with the organization.
4. If applicable, an explanation of how the partner organization will be involved in the governance of the school.
5. Evidence in the form of a letter of intent to partner from a person with authority to commit to a formal partnership with the school.

ANALYSIS: PARTNERSHIPS

Criteria Satisfied	Reference
<p>Partner organization and contact information</p> <p>William W. & Josephine Dorn Charter Community School has identified the United South Broadway Corporation (USBC) as a partner organization. Contact information is provided.</p>	<p>p. 60 VII.C.1-2.</p>
<p>Nature and purpose of partnership</p> <p>“WWJDC’s established USBC Partnership will assist with fund raising activities; grant pursuit, business sponsorships and donations acquisition in order to support the accomplishment of the WWJDC’s mission. The nature and purpose of our partnership with USBC Corp. is to build on the 12 years the organization has worked with APS and UNM in developing a successful community schools project. The lessons learned can now be implemented to make for an even more successful and evidence-based approach to providing elementary education to low-income students in Albuquerque, New Mexico.” (p. 60)</p> <p>During the 8/9/11 Community Input Hearing, WWJCD indicated that USBC views its role as a capacity builder. A key role of USBC will be to assist WWJDC in building the necessary fiscal and operational capacity to ensure success. “USBC has administered multimillion-dollar contracts that include city, state, federal and private foundation grants. USBC understands contract compliance, reporting, and, equally important, fiscal accountability and transparency of public dollars.” (page 7 of transcript)</p> <p>(Note: This section also includes a list of organizations with which WWJDC is currently in communication with, including UNM, APS, John Marshall Health and Human Services Center, Café Scientifique, Phillips Chapel, Anti-Racism Training Institute of the Southwest, Sandia National Labs “Hands On Minds On Technologies”, NM Hispanic Youth Institute, American Indian Science Engineering Society, Marguerite Casey Foundation, and South Broadway Neighborhood Association. However, the eleven organizations listed are not identified as partners.)</p>	<p>p. 60-61 VII.C.3</p> <p>p. 60</p>
<p>Partner organization involvement with school governance</p> <p>There is no involvement of USBC with the governance of the school.</p>	<p>p. 61 VII.C.4</p>

<p>Evidence of formal partnership agreement</p> <p>A letter dated June 27, 2011 signed by Rosemary Joseph, Secretary/Treasurer for Jacqueline Buckhanan, President of USBC, states that USBC “. . . is committed to providing the support necessary to ensure that the needs of students enrolled in the school have a successful school experience.”</p>	<p>p. 180 VII.C.5</p>
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Concerns & Additional Questions	Reference
<p>Partner organization and contact information</p> <p>None noted.</p>	
<p>Nature and purpose of partnership</p> <p>None noted.</p>	
<p>Partner organization involvement with school governance</p> <p>None noted.</p>	
<p>Evidence of formal partnership agreement</p> <p>The type of formal partnership agreement that the two organizations will enter into is not clear.</p>	<p>p. 180 VII.C.5 Concern is adequately addressed. <i>During the 7/30/11 interview, the applicants indicated that they anticipate developing a Memorandum of Understanding (MOU) with the major support focused on the start up of the school. They will be able to provide resources such as janitorial services, business manager support, executive support, and much more.</i></p>

D. SCHOOL ORGANIZATIONAL STRUCTURE

1. Based on the organizational chart provided under subsection A. *GOVERNANCE/MANAGEMENT STRUCTURE* above, the supervisory structure of all staff positions listed on the organizational chart.
2. Job descriptions that identify key roles and responsibilities of all staff positions.

3. A staffing plan for each year of the first charter term, including the proposed pupil-teacher ratio to support the educational plan.

ANALYSIS: SCHOOL ORGANIZATIONAL STRUCTURE

Criteria Satisfied	Reference
<p>Supervisory structure of all staff positions</p> <p>The response indicates a clear understanding of the supervisory structure of all staff positions. The Governing Council hires the Principal; the Principal is responsible for the supervision and evaluation of all staff.</p>	p. 61-62 VII.D.1
<p>Job descriptions for all staff positions</p> <p>Job descriptions are provided for the Principal, Business Manager, Teachers, and Administrative Assistant/Clerical positions.</p>	p. 62-68 VII.D.2
<p>Years 1-5 staffing plan with pupil-teacher ratio supporting educational plan</p> <p>A clear staffing plan for each year of the charter term is presented in a chart format. The staffing plan clearly supports the school's educational plan. WWJDC intends to maintain a pupil-teacher ratio of 15 to 1 (with an assigned educational assistant for each teacher in K through 3).</p>	p. 49,72 VII.D.3

Concerns & Additional Questions	Reference
<p>Supervisory structure of all staff positions</p> <p>None noted.</p>	
<p>Job descriptions for all staff positions</p> <p>A Family, Community & School Liaison is identified as an important position in several of the sections of the application and is included on the Staffing Plan Chart; however, a job description for this position is not provided. Additionally, Educational Assistants are identified on the organizational chart; however, a job description for these positions is not included.</p> <p>An inconsistency is noted in that a job description is included for a Business Manager position; in the financial plan and during the Community Input Hearing it was stated that this would be a contracted position.</p> <p>The job descriptions for Principal and Administrative</p>	<p>p. 72 VII.D.2-3.</p> <p>p. 50, 64 VII.D.2</p> <p>p. 62-63, 66 VII.D.2</p>

<p>Assistant/Clerical contain references to that do not align to the rest of the application. For example “district-wide travel”, “develop 21st Century skills”, “central processing facility”. The job descriptions presented require editing to be aligned with the overall WWJDC application.</p> <p>Additionally, on page 41 of the application it states: “In WWJDC’s first year, this inclusion [special education program] will be supported by. . . our administrator certified in special education . . .” The Principal’s job description does not include special education certification as a qualification.</p>	<p>P. 41, 62 VII.D.2</p>
<p>Years 1-5 staffing plan with pupil-teacher ratio supporting educational plan</p> <p>See 5-year Budget Plan concerns above regarding discrepancy in the number of Educational Assistants included in the staffing plan and the number included in the budget.</p>	<p>p. 48, 72 VII.D and Appendix D</p>

E. EMPLOYEE RELATIONS

1. An explanation of the relationship that will exist between the proposed charter school and its employees.
2. A description of the school’s personnel policies and procedures that comply with all applicable federal statutes and regulations, including the School Personnel Act.
3. The proposed salary schedules that comply with the minimum salary requirements as identified in the School Personnel Act for all employees.
4. A description of the evaluation process for staff that will include evaluation of teachers by a licensed school administrator.
5. An explanation of the school’s staff-discipline process that provides for due process.

ANALYSIS: EMPLOYEE RELATIONS

Criteria Satisfied	Reference
<p>Relationship between school and its employees</p> <p>The response provides a non-discrimination statement and indicates that WWJDC will have a traditional employer-employee relationship.</p>	<p>p. 72 VII.E.1</p>
<p>Description of School’s personnel policies and procedures</p> <p>A description of broad, general personnel policies is included. WWJDC will adopt an employee handbook to govern the terms of and conditions of the policies.</p>	<p>p. 72</p>

<p>Proposed personnel policies (Appendices)</p> <p>Clear and thoroughly-developed proposed personnel policies are provided in Appendix A. The information provided is evidence that the applicant understands personnel policy requirements.</p>	<p>Appendix A</p>
<p>Proposed salary schedules for all employees</p> <p>Salary schedules that comply with minimum state requirements are included for Level I, II, and III teachers, and instructional assistants. A schedule is also included for the Administrative Assistant/Clerical position.</p>	<p>p. 105 – 109 VII.E.3.</p>
<p>Evaluation process for staff</p> <p>The process for staff evaluation by the Principal is clearly articulated and demonstrates an understanding of the required key components. Eight domains are identified in this evaluation process: Teaching, plans and materials, clarity of content presented, classroom management, proficiency in instruction, professional communication, professional development, compliance with policies, operating procedures and requirements, improvement of academic performance of all students.</p>	<p>p. 73-74 VII.E.4</p>
<p>Staff discipline process</p> <p>A clear, complete, and fully developed explanation of the school’s staff-discipline process that provides for due process is provided.</p>	<p>p. 73 - 74 VII.E.5</p>

Concerns & Additional Questions	Reference
<p>Relationship between school and its employees</p> <p>None noted.</p>	
<p>Description of School’s personnel policies and procedures</p> <p>None noted.</p>	
<p>Proposed personnel policies (Appendices)</p> <p>None noted.</p>	

Proposed salary schedules for all employees	
None noted.	
Evaluation process for staff	
None noted.	
Staff discipline process	
None noted.	

F. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY

1. A description of the school’s admission policies and procedures, including an explanation of the timeline for admission.
2. A description of the school’s lottery process.
3. A brief description of the proposed student discipline policy that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations [6.11.2 NMAC] (Note: proposed student discipline procedures are to be included in the Appendices.)

ANALYSIS: STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY

Criteria Satisfied	Reference
School admission policies and procedures A description of the school’s admission policies and procedures, including the timeline, is provided. The application also states that students will be not discriminated against at enrollment. A complete list of required documentation required for enrollment is provided.	p. 75 VII.F.1.
Description of lottery process The response provides a clear detailed description of the lottery policy and procedures.	p. 75 VII.F.2
Description of proposed student discipline policy Clear expectations and limits to assist development of self-control, social responsibility and acceptance of appropriate consequences are clearly described. The school’s code of conduct is intended to promote a sense of safety, security and community among students, parents, teachers and staff of the	p. 75-76 VII.F.3

school.	
Proposed student discipline procedures (Appendices)	
Proposed student discipline procedures are clearly stated in Appendix B.	Appendix B VII.F.3

Concerns & Additional Questions	Reference
School admission policies and procedures	
None noted.	
Description of lottery process	
None noted.	
Description of proposed student discipline policy	
None noted.	
Proposed student discipline procedures (Appendices)	
None noted.	

G. FACILITIES: The facilities plan should demonstrate that the applicant group has carefully considered the school’s facilities needs and understands its options for meeting those needs.

Has the applicant group selected or secured a facility? **Yes** **No**

NOTE: Based upon “YES” or “NO”, complete the appropriate analysis below.

1. If “YES” this subsection will not be considered complete unless all prompts are addressed.
 - a. A description of the proposed facility, including location, square footage of each classroom and office, and layout of space.
 - b. An explanation of how the facility will support the implementation of the school’s educational plan.
2. An explanation of the proposed capital outlay needs for the facility, including projected requests for capital outlay assistance for the school.

ANALYSIS: FACILITIES – IF “YES”

Criteria Satisfied	Reference
<p>Description of proposed facility</p> <p>The proposed 12,000 square feet facility is located at 1119 Edith Blvd. S.E., within the South Broadway Neighborhood. The site is currently owned by USBC. USBC is offering to lease the building for WWJDC’s use. The owners will be responsible for all necessary building code requirements to make the building a location conducive to WWJDC’s educational program. General information is provided regarding classrooms, office and multipurpose space required.</p>	<p>p. 76-78 VII.G.1.a.</p>
<p>How facility will support school’s educational plan</p> <p>The needs of the facility to support the school’s educational plan are well articulated and include classroom space, office space, a multi-purpose center, a commons area that can also be utilized as a cafeteria, bathroom facilities and storage. An architect who has experience in public school planning will assist in designing the layout of the school facility. The response also demonstrates a clear understanding of educational adequacy standards and the need to consult with the Public School Facility Authority (PSFA) during the planning and approval process.</p> <p>During the 8/9/11 Community Input Hearing held in Albuquerque, the founders expanded upon the availability of space surrounding the facility or nearby for playground or other outdoor activity.</p>	<p>p. 76-78 VII.G.1.b.</p>
<p>Proposed capital outlay needs</p> <p>The school intends to apply for lease reimbursement payments in compliance with the Public School Facility Authorities procedures.</p>	<p>p. 78 VII.G.2</p>

Concerns & Additional Questions	Reference
<p>Description of proposed facility</p> <p>None noted.</p>	
<p>How facility will support school’s educational plan</p> <p>None noted.</p>	
<p>Proposed capital outlay needs</p> <p>None noted.</p>	

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2. If “NO” this subsection will not be considered complete unless all prompts are addressed.
 - a. An explanation of the needs of a facility that will support the implementation of the school’s educational plan, including location, square footage of each classroom and office, and layout of space.
 - b. A description of a reasonable plan to identify and secure an adequate facility.
 - c. The proposed capital outlay needs for the facility, including projected requests for capital outlay assistance for the school.

ANALYSIS: FACILITIES – IF “NO”

Criteria Satisfied	Reference
Explanation of needs of a facility that will support educational plan	
Reasonable plan to identify and secure an adequate facility	
Proposed capital outlay needs	

Concerns & Additional Questions	Reference
Explanation of needs of a facility that will support educational plan	
Reasonable plan to identify and secure an adequate facility	
Proposed capital outlay needs	

H. OTHER STUDENT SERVICES

1. A description of the school’s plans for meeting the transportation needs of its students and plans for contracting services for transportation, if applicable.
2. A description of the school’s plans for meeting the food services needs of its students and plans for contracting services for food services, if applicable.

3. A description of the school’s plans for providing student access to other services, including but not limited to counseling and health services and plans for contracting services, if applicable.

ANALYSIS: OTHER STUDENT SERVICES

Criteria Satisfied	Reference
<p>Transportation</p> <p>The school does not plan to provide transportation for its students.</p>	p. 78 VII.H.1
<p>Food Services</p> <p>The school’s plans to offer hot lunches to students through a contract arrangement with a food service provider. The school also intends to participate in the USDA National School Lunch and Breakfast Program.</p>	p. 78 VII.H.2
<p>Student access to other services</p> <p>Interagency agreements will be utilized with such organizations as Core Services Agencies, to provide health/mental health services and supports to eligible students and their families. Other services will be provided through contracted services on an as needed basis</p>	p. 78 VII.H.3

Concerns & Additional Questions	Reference
<p>Transportation</p> <p>None noted.</p>	
<p>Food Services</p> <p>None noted.</p>	
<p>Student access to other services</p> <p>None noted.</p>	

SECTION VII. GOVERNANCE / MANAGEMENT PLAN SUMMARY

This summary is the overall impression of the Reviewers of the Charter School Application section. The evidence supporting this impression is found in the Criteria Satisfied and Concerns & Additional Questions sections above.

Strengths (200 Words – Suggested Maximum)

The Governance/Management Plan presented for William W. & Josephine Dorn Charter Community School is supported by a strong partnership with the United South Broadway Corporation that will not be involved in the Governing Council of the school, but commits to supporting WWJDC in building the necessary fiscal and operational capacity to ensure success. A facility owned by USBC is offered for lease to the school and the owners will be responsible for all necessary building code requirements to make the building a location conducive to supporting WWJDC’s educational program.

Clear descriptions are provided for most of the required areas including Governing Council structure and responsibilities, community involvement, employee relations including supervision and evaluation of all staff positions, admission and enrollment policies, student discipline, staffing plans, instructional time and school calendar, salary schedules that comply with minimum state requirements, other student services and facilities. The response also demonstrates a clear understanding of educational adequacy standards and the need to consult with the Public School Facility Authority (PSFA) during the planning and approval process.

During the 7/30/11 capacity interview the applicants indicated that they anticipate developing a Memorandum of Understanding (MOU) with the major support focused on the start up of the school. They will be able to provide resources such as janitorial services, business manager support, executive support, etc.

Concerns and Additional Questions (200 Words – Suggested Maximum)

The 5-year Budget Plan, staffing plan and job descriptions need to be brought into clear alignment.

VIII. REQUIREMENTS

The Requirements section of the application addresses the necessary arrangements that school leaders must make to define the respective legal liability and responsibility of the governing body and the Public Education Department. These requirements include, but are not limited to, securing appropriate insurance coverage and identifying waivers that will be sought by the school from the Public Education Department.

A. LEGAL LIABILITY AND INSURANCE COVERAGE:

1. A statement that the charter school will participate in coverage by the public school insurance authority and will comply with all applicable rules of that authority.

ANALYSIS: LEGAL LIABILITY AND INSURANCE COVERAGE

Criteria Satisfied	Reference
<p>Statement of public school insurance authority coverage participation</p> <p>The school will participate in the public school insurance authority coverage and will comply with all applicable rules of that authority.</p>	p. 79 VIII.A

Concerns & Additional Questions	Reference
<p>Statement of public school insurance authority coverage participation</p> <p>None noted.</p>	

B. WAIVERS

1. A list of the specific waivers that will be requested from the department’s requirements, rules, and provisions of the Public School Code pertaining to individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of instructional material, evaluation standards for school personnel, school principal duties, driver education and graduation requirements.

ANALYSIS: WAIVERS

Criteria Satisfied	Reference
<p>List of waivers that will be requested from PED</p> <p>The response provides a rationale for each waiver listed in chart format. Waivers that the school intends to request include Teaching Load, Purchase of Instructional Materials and Length of School Day. Other waivers are identified as those that may be required in the future and those that the school does not anticipate requesting at this time.</p>	p. 79-81 VIII.B

Concerns & Additional Questions	Reference
<p>List of waivers that will be requested from PED</p> <p>None noted.</p>	

SECTION VIII. REQUIREMENTS SUMMARY

This summary is the overall impression of the Reviewers of the Charter School Application section. The evidence supporting this impression is found in the Criteria Satisfied and Concerns & Additional Questions sections above.

Strengths (200 Words – Suggested Maximum)
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All requirements of this section were fully addressed. William W. & Josephine Dorn Charter Community School will comply with requirements to carry insurance and has identified waivers for which they will apply.
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Concerns and Additional Questions (200 Words – Suggested Maximum)
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None noted.
