



Charter School Original Proposal Application

Applicant's Guide

FINAL

*February 1,
2018*



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Purpose of Applicant's Guide

This document is intended to provide transparency to the Madison Metropolitan School District's (MMSD or District) charter school original proposal application process by providing all necessary information regarding the District's charter school original proposal process in one location. Embedded into this Applicant's Guide is the Board of Education policy requirements for original proposals and the [NACSA Standards](#).

The Applicant's Guide includes:

- A summary of the proposal process;
- A timeline of the proposal process;
- A delineation of MMSD resources available to all proposal applicants to support the proposal process;
- An explanation of the initial application form for original proposals; and
- The required content, minimum expectations and parameters (where they exist), data required and community input/feedback requirements, as appropriate, for each section of the Original Proposal Application.

For questions and comments on this document, please contact the Chief of Staff's Office at (608) 442-2145.

Vision for MMSD Charter Schools

In line with our improvement strategy, we look for our charter schools to be drivers of school-wide innovation for the rest of the school district, to expand academic and enrichment opportunities for students, and to accelerate outcomes, particularly for those students who we have not served well enough.

The MMSD defines [innovation](#) as the process of trying something new or different that has the potential to address an identified need and produce better outcomes for students. Where possible and appropriate, our goal would be to bring proven charter innovation to scale.

It is the policy of the School Board to consider the establishment of charter schools that support the District's mission and belief statements and as provided by law. The Board believes that the creation of charter schools can enhance the educational opportunities for Madison Metropolitan School District students



by providing innovative and distinctive educational programs and by giving parents/students more educational options within the DISTRICT. Only charter schools that are an instrumentality of the DISTRICT will be considered by the BOARD.

The Board further believes that certain values and principles must be integrated into all work involving the conceptualization, development and implementation of a new charter school. These guiding principles are as follows:

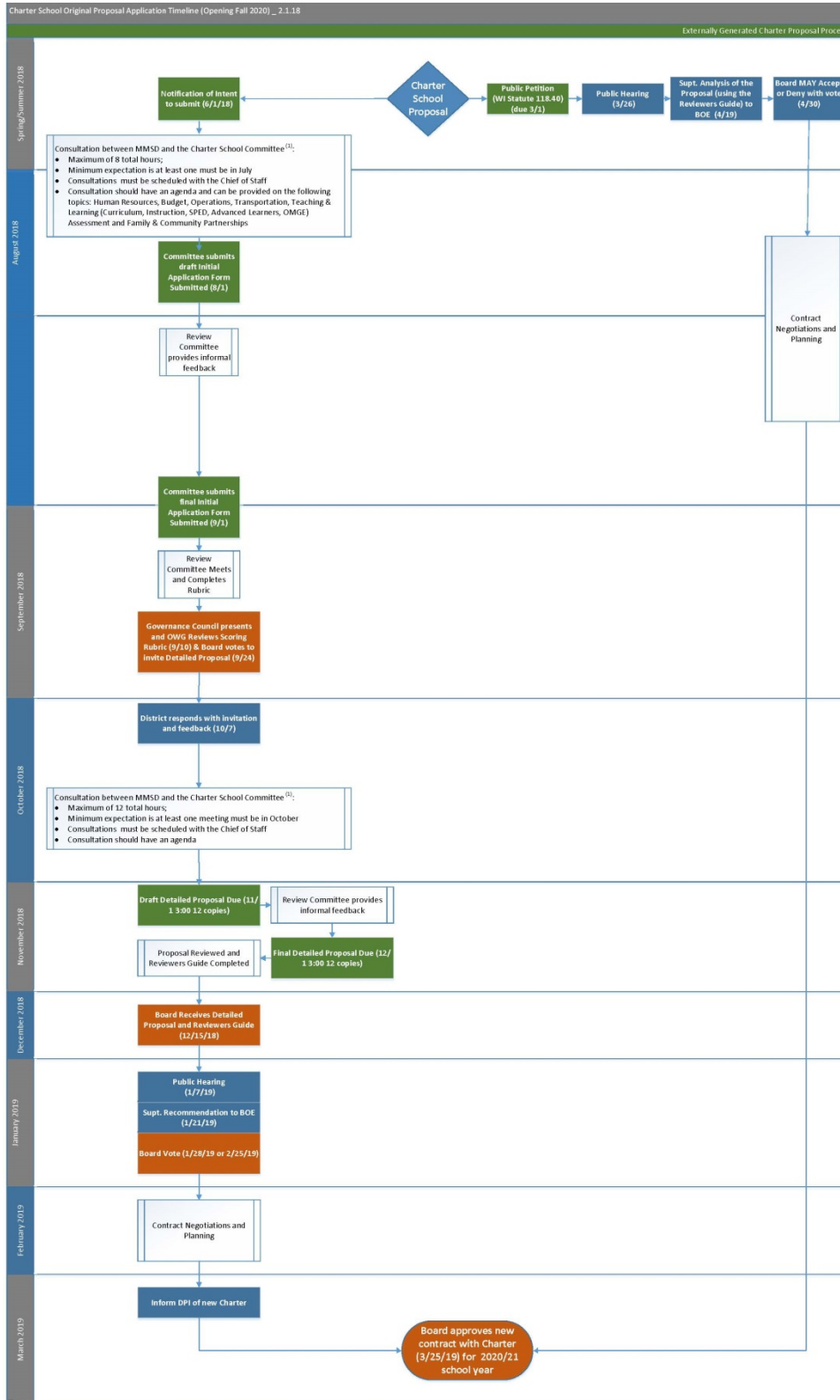
1. All charter schools must meet high standards of student achievement while providing increased educational opportunities, including broadening existing opportunities for struggling populations of students;
2. All charter schools must have an underlying, research-based theory and history of successful practice that is likely to achieve academic success;
3. All charter schools will provide information to parents and students as to the quality of education provided by the charter school and the ongoing academic progress of the individual student;
4. All charter schools will ensure equitable access to all students regardless of gender, race and/or disability;
5. All charter schools must be financially accountable to the DISTRICT and rely on sustainable funding models;
6. All charter schools must ensure the health and safety of all staff and students;
7. All externally-developed charter schools must be governed by a governance board that is registered as a 501(c)(3), tax-exempt charitable organization;
8. All charter schools must have a plan to hire, retain and recruit a highly-qualified, diverse staff;
9. All charter schools must have a clear code of student conduct that includes procedures for positive interventions and social emotional supports.

Wisconsin Statute sec. 118.40(7)(a): "...If the school board determines that the charter school is an instrumentality of the school district, the school board shall employ all personnel for the charter school..."



Charter School Original Proposal Process

Below is a summary of the [process documented in Board policy](#).





Charter School Original Proposal Application Timeline

June 1 through November 1 – MMSD staff available for consultation.

On or before July 20 – Charter School Committee meets with MMSD Charter School Team for consultation (see Available MMSD Resources) for first required consultation.¹

On or before August 1 – Charter School Committee submits a draft Initial Application Form (see Appendix) to the MMSD Chief of Staff.

On or before September 1 – Charter School Committee submits twelve (12) copies of the completed Final Initial Application Form (see Appendix) to the MMSD Chief of Staff.

September Operations Work Group – Board reviews the MMSD Charter School Team completed rubric; Charter School Committee may present to the Board.

September Regular Board Meeting – Board of Education votes to invite a detailed Charter School Original Proposal Application (see Appendix) proposal.

Between October 3 and October 27 – Charter School Committee meets with MMSD Charter School Team for required consultation.

On or before November 1 – Charter School Committee submits a draft of the completed Charter School Original Proposal Application to the MMSD Chief of Staff.

On or before December 1 – Charter School Committee submits twelve (12) copies of the completed Final Charter School Original Proposal Application.

On or before December 15th – MMSD Charter School Team reviews application and members complete Reviewer's Guide.

On January 7 – Board of Education will hold a public hearing.

January Operations Work Group Meeting – District administration will share recommendation based on the completed Reviewer's Guide.

January or February Regular Board Meeting – Board of Education votes on the charter.

Between February 1 and March 31 – If approved by Board of Education, District administration and the Charter School Committee negotiate the charter contract.

March Regular Board Meeting – Board of Education votes on the charter contract.

¹ All consultation sessions shall be scheduled through the Chief of Staff's Office. The District shall have the authority to invite central office staff to the consultation sessions, as appropriate. The Charter School shall be responsible for developing the agenda and providing it to the Chief of Staff's Office at least three business days prior.



MMSD Resources Available to Charter School Committee

During the charter school original proposal process (between June 1 and October 31) each Charter School Committee is entitled to up to twenty (20) hours of consultative services related directly and exclusively to the proposal process and completion of the Charter School Original Proposal Application. The District expects that at least one meeting happens in July and one meeting happens in October.

Each charter school is required to participate in a minimum of three (3) consultation meetings prior to the submission of a completed Charter School Original Proposal Application (see Charter School Original Proposal Timeline, page 5).

All consultation meetings should be scheduled through the Chief of Staff's Office. Due to scheduling complexities, the Charter School should contact the Chief of Staff's Office at least two weeks prior to the preferred meeting date. The Charter School Committee ("Committee") is responsible for identifying the departmental representatives (see list below) they wish to be in attendance for each meeting, except for the three required sessions. The MMSD will, minimally, have the appropriate Chief of Schools – Elementary/Secondary, the Chief of Schools - Operations, a representative from Business Services, a representative from Human Resources, and the Assistant Superintendent of Teaching and Learning (the MMSD Charter School Team) present at each of the three required consultation meetings.

The Charter School Committee is also responsible for developing the agenda for each consultation meeting. The Charter School Committee shall forward the agenda to the Chief of Staff's Office at least three (3) business days prior to the scheduled consultation meeting. The District may recommend additional modifications to the agenda as District staff deem appropriate. The Chief of Staff will forward the amended agenda to the Charter School Committee at least 24 hours prior to the scheduled consultation meeting.



Representatives from the following MMSD Departments are available to participate in consultation meetings:

- Superintendent/Chief of Staff
- Strategic Partnerships & Innovation
- Family, Youth & Community Engagement
- Chiefs of Schools
- Teaching and Learning (includes Curriculum and Instruction, Special Education, Student Services, the Office for Multilingual and Global Education, Early and Extended Learning, Advanced Learners and Multi-Tiered System of Support)
- Professional Learning and Leadership Development
- Research, Accountability and Data Use
- Human Resources
- Business Services (includes Accounting, Transportation, Food Service and Building Services)
- Legal Services²

² Legal Services cannot provide legal advice to the Charter School Committee and cannot support the incorporation process. Legal Services can provide information regarding current District policies and practice, policy interpretation, contract interpretation and the waiver process.



Charter School Initial Application and Original Proposal Application Process

Initial Application Form

Charter School Committees must first complete the Initial Application Form (see Appendix) using the available application template. All form sections must be completed. There is a maximum of 500 words allowed for each section, except for the Curriculum and Instructional Design section, for which each subsection – Curriculum and the Instructional Design - can each be 500 words. Applicants are expected to complete each section using prose. Lists and/or bullet points without prose are not an appropriate means of responding.

Exhibits and/or appendices may be attached to the Initial Application Form; however, to the extent possible, data and/or other information should be embedded into the body of the form as supporting materials for any assertions made.

Charter School Committees must submit a draft Initial Application Form by August 1st, and twelve (12) hard copies of the completed Initial Application Form on or before the due date, September 1st to the Chief of Staff (unless otherwise indicated in the charter contract).

If the MMSD Charter School Team identifies any written sections in the draft Initial Application Form as “Does Not Meet Expectations,” the Charter School Committee will have the opportunity to update their application to address the concerns before the final submission.

Charter School Original Proposal Application

If the Board of Education extends an invitation to submit a detailed proposal, Charter School Committees must submit the completed Charter School Original Proposal Application using the available application template. All application sections must be completed. There is a maximum of 750 words allowed for each section, except for the Curriculum, Instruction and Assessment section, for which each subsection – Curriculum, Instructional Design and Assessment – can be 750 words. Applicants are expected to complete each section using prose. Lists and/or bullet points without prose are not an appropriate means of responding.



Each section must contain information related to the prior charter contract term as well as a vision for the future. This document provides the Charter School Committee with 'Look For' items in each application section. Responses must, minimally, contain information related to each of the "Look Fors" listed in each section. In addition, this document provides "Set Parameters" for a few of the sections.

A "Set Parameter" means the item(s) listed is a parameter for which the charter school may not propose an alternative approach. Any flexibility proposed must be within the parameter stated. Our intent for this section is not meant to limit innovation; rather, it is to ensure that the District's beliefs and values are honored and that state and federal laws are followed. "Set Parameters" are items that are eligible for clarification within the consulting meetings described in the flowchart on page 5.

Exhibits and/or appendices may be attached to the Charter School Original Proposal Application; however, to the extent possible, data and/or other information should be embedded into the body of the application as supporting materials for any assertions made.

Charter School Committees must submit a draft of the Original Proposal Application by November 1st and twelve (12) hard copies of the completed Charter School Original Proposal Application on or before the due date, December 1 to the Chief of Staff.

If the MMSD Charter School Team identifies any written sections in the draft Application as "Does Not Meet Expectations," the Charter School Committee will have the opportunity to update their application to address the concerns before the final submission.



Initial Application Form Guidance

I. School Information

- A. Describe the current Charter School Proposal Committee (Proposal Development Team and/or Planning Group) and any supporting partners
- Include the name, current employer/position, and current resumes for each member of the Charter School Proposal Committee
 - List any organizations with which the Charter School Committee is affiliated or with which the Charter School Committee intendeds to partner with during the planning phase or initial year of school operations.
- B. Statement of Purpose
- Describe why the charter school is being proposed.
 - How does the proposed school differ from existing District schools?
- C. Statement of Vision
- Discuss the educational vision and philosophy of the proposed charter school.
 - Provide a clear mission statement that is measurable.
 - What is the research that supports the vision and philosophy?
- D. Proposed School Logistics
- State the Name of Proposed Charter School
 - Year in which school will open
 - Grade-level(s) and number of students to be served in each of the first five (5) years of operation.



Year of Contract	Grade Level(s)	Number of Students
1		
2		
3		
4		
5		

- Length of School Day
 1. Number of hours per instructional day _____
 2. Start time/dismissal time _____
- Days of Instruction
 1. Number of instructional days _____
 2. Description of proposed school calendar (i.e. aligned to MMSD, year-round, Saturday sessions)

II. Governance Structure

- Describe the proposed school governance council including the anticipated membership structure and the role of parents, staff members, and community members in school governance.
- Describe the school leadership structure and how you envision the school leadership working with the school governance council.

III. Student Demographics

- Anticipated attendance area or attendance areas from which students will be drawn
- What are the primary student demographics you anticipate serving?

**IV. Family Engagement**

- Describe the Committee's vision and beliefs around the role of families in the school.
- What strategies do you anticipate using to encourage family engagement?

V. Curriculum and Instructional Design

- What, if any, instructional strategies will all school staff be expected to use? Reference and attach any evidence-based research available to support the chosen educational philosophy/methodology.
- Provide information regarding instances of successful implementation of the chosen educational philosophy. Where else is it being done, what are the results, and why do you think that philosophy would be successful in Madison?
- Other than district provided curriculum, please describe any additional curriculum that might be utilized.

VI. Student Behavior Management

- Describe the Committee's philosophy around student behavior management.

VII. Key Partnerships

- Describe any partnerships that the school expects to pursue in the first few operating years of the contract.
- Describe the support expected to receive from each envisioned partnership.

VIII. Human Resources

- Above and beyond the competencies the District hires staff and administration for, are there additional competencies that the proposed school would need in the hiring process? Retention or the staff evaluation process?

IX. Waivers

- Are there any initial waivers that the Charter School Committee believes they will need at this time? If yes, please state the item being waived and the reason for the need for the waiver.



X. Budget

- Using the funding formula set forth in Section IV.B. of Policy 10,000, and in consultation with the Assistant Superintendent of Business or his/her designee, provide a budget for the first year of operation.

XI. Facility

- What is the proposed location for the school (specific address, if available, otherwise a description of the area of town and any unique features of desired locations)?
- If there is a specific address, verify that the location will hold the number of students expected to be enrolled when at capacity.



Original Proposal Application Guidance

After receiving an invitation from the Board of Education, use this outline to complete your Charter School Original Proposal Application. [A downloadable template to fill out can be found here.](#)

I. School Information

A. School's Vision and Mission

- State the school's vision and mission
- Include discussion as to why it is necessary for the school to be a charter school in order to achieve this vision and mission
- Provide any evidence that the school's mission meets the needs of the identified focus community

B. School's Core Beliefs, Values and Instructional Theory

- Include explanation of how the instructional theory enhances academic and enrichment opportunities for District students; specifically, how does the school provide innovative and distinctive educational programming aimed at accelerating outcomes for struggling student populations
- Reference any research that underpins the beliefs, values and, instructional theory
- Include high level summary of the schools beliefs and values around family and community engagement

Set Parameters

Every Charter School must have a mission statement that is clear and measurable.



II. Governance Council and Leadership Structure

A. Governance Council

Consider and explain:

- Membership including number of members, roles (staff, parent, community members), etc.
- Leadership positions on council and function of each
- Term for members and selection process for filling vacancies
- Role/Authority of the Council
- Functioning of Council including meeting schedule and committee structure
- Interaction between Council and School Leadership, including systems for communication and information exchange, including staff input into Council decisions
- Council's process for collaborating and engaging with the school, families, students and MMSD central office, including family participation including Council decisions

B. Leadership Structure

Consider and explain:

- School Leadership Team structure, membership and responsibilities
- Process for staff input into school leadership team decisions
- Process for family participation in the school leadership team decisions
- Copy of the year 1 Scope and Sequence of School Leadership meetings, including topics to be discussed
- The MMSD [SBLT Toolkit](#) may be used to fulfill this section of the application



Set Parameters

All governance councils must include representation from the following key stakeholder groups:

- Staff
- Family Members
- Community Members

All Governance Councils must be appropriately incorporated and recognized as a 501c3 by the time of the Board's approval of the Charter School Contract.



III. Student Body/Demographics

A. Student Body/Demographics

Consider and explain:

- Average Annual Enrollment expected by grade level and proposed attendance area for term of the charter contract
- Student demographics anticipated for the term of the charter contract, including racial/ethnic diversity, socioeconomic status, special education status (by disability area), advanced learner status and ELL status (by home language and ACCESS score)
- Student recruitment strategy
- Lottery/Student Selection Process, including process for back-filling seats when students leave



IV. School Data

A. Student Academic Achievement Goals

Consider and explain:

- State the student academic achievement goals using the state and district required summative assessments included in the school's assessment plan broken down by race/ethnicity, gender, special education status, ELL status, and advanced learner status, including measures of proficiency and growth
- Describe the continuous improvement process to be used at the school, classroom, and student level based on the end-of-year data

B. Student Access to Opportunities Goals

Consider and explain:

- Goals for student access to world language instruction including consideration of opportunities and student participation by race/ethnicity, gender, special education status, ELL status, and advanced learner status for the term of the contract
- Goals for student access to fine arts courses and/or programming including art, music and/or theater including consideration of the opportunities and student participation data by race/ethnicity, gender, special education status, ELL status, and advanced learner status for the term of the contract
- Goals for student access to extra-curricular and after school opportunities including consideration of the opportunities and student participation data by race/ethnicity, gender, special education status, ELL status, and advanced learner status for the term of the contract
- Process for making continuous improvement efforts at the school, classroom, and student level based on the end-of-year data

C. Other Goals

- If the proposed school has other goals (i.e. attendance, behavior, climate, etc.) above the district average or aligned to the instructional design, please include them here



V. School Improvement Planning

A. School Improvement Planning Processes

Consider and explain:

- The school's process and template document to ensure school improvement planning year to year
- Attach copies of the School's academic accountability plans for the term of the current charter contract, which, minimally, include measurable student performance goals stated in section IV
- Identify the evaluation tools used to measure these outcomes
- Explain the School's professional development plans for the term of the current contract
- The MMSD [School Improvement Plan \(SIP\)](#) template may be used to fulfill this section of the application. The MMSD SIP can also be modified as the Charter School Committee sees fit

VI. Family Engagement

A. Family Engagement

Consider and explain:

- Strategies for family engagement, include any scope and sequence documents supporting professional development that supports these strategies
- Any school requirements for families to participate in the school
- Practices for student progress reporting to families

Set Parameters

All charter schools must have a documented family engagement strategy.



VII. Curriculum, Instruction & Assessment

A. Curriculum

Consider and explain:

- Describe the courses offered and curriculum and instructional materials within each course, and state if it is in alignment to curriculum state standards
- If different curriculum resources and instructional materials than made available to other District schools, explain why the alternative curriculum was selected, and how it is intended to impact, improve and accelerate student achievement
- Process for teacher development around content of curriculum and alignment of courses to mission, values, beliefs and vision
- Curriculum development and planning structures, including teacher teaming and horizontal and vertical alignment
- Process for assessing effectiveness of curriculum, modifying and improving curriculum

Instructional Design

B. Instructional Design

Consider and explain:

- The “Model of Instruction” proposal and an explanation of why such model was selected and how it is intended to impact, improve and accelerate student achievement
- Provide a direct link to underlying research and available examples of implementation elsewhere in another school district
- Expectations regarding implementation of instructional strategies
- Master schedule that supports model of instruction and prioritizes instructional time
- Staffing model utilized to support the instructional design



Assessment

C. Assessment Plan

Consider and Explain:

- Measures used to gauge screening, diagnostic, formative and summative student academic progress, including all state and district assessments
- Attach a proposed copy of the school assessment calendar (template provided within the [MMSD SIP](#) is acceptable)
- The process for communicating student assessment data to families
- Explanation of process for data use; how and what data is used to inform instruction, and the timeline for that data use

Set Parameters

All charter schools must implement the state assessment system including the Forward Exam, the ACT and ACCESS for ELLs. All charter schools must also use mandatory assessments used for district accountability and reported in the MMSD Annual Report, including any early literacy assessments and Measures of Academic Progress (MAP). If the CogAT is not used, there must be an assessment and process for identifying advanced learner students.

It is an expectation that, in addition to the standardized assessments, charter schools will implement an assessment system that includes performance-based assessments as well as formative assessments that address the school's innovative instructional design.



VIII. Student Behavior Management

A. Student Behavior Management System

Consider and explain:

- Beliefs and values for student behavior management
- Description of the school's positive behavior response system and implementation plan
- Roles and responsibilities assigned to staff responsible for implementing behavior response system
- Procedures for implementing a positive behavior support system including the process for educating students and families, and offering students and families with social-emotional supports and interventions
- Student restraint and seclusion process and reporting system

Set Parameters

The district will not approve requests for waivers to Board of Education policy 4502 B and C (Behavior Education Plan).

IX. Key Partnerships

A. Key Partnerships

- List existing partners and anticipated partners, their role and their intended impact on school and student achievement including a summary of any resources provided to the school



X. Human Resources

A. Staff Recruitment and Retention Plan

Consider and explain:

- Process for recruiting and hiring high-qualified, diverse staff including a description of any core competencies included in postings for school staff that differ from District competencies
- Staffing plans for the term of the contract
- Staff retention goals for the term of the contract

B. Staff Evaluation Plan

Consider and explain:

- Teacher evaluation structures, if different from the District's Educator Effectiveness
- Process for making continuous improvement efforts at the school, classroom, and student level based on the teacher evaluation data and staff climate data

Set Parameters

The school must have a teacher evaluation system in place.

XI. Transportation

A. Transportation Plan

Consider and explain:

- How the school meets student transportation needs, including for students who may not be eligible for District-provided transportation
- How the school meets transportation needs for students attending before or after school activities embedded into, or supporting, the instructional design



XII. Waivers

A. Use of Statutory Waivers

Consider and explain:

- Which statutory waivers the School intends to use and the benefit of the flexibility offered by the use of such waiver
- The waiver's impact on the School's overall Instructional Design and why the waiver is necessary to carry out the work

B. Use of Waivers of Board Policy

Consider and explain:

- Which policy waivers the School intends to request and the benefit of the flexibility offered by the use of such waiver
- The waiver's impact on the School's overall Instructional Design and why the waiver is necessary to carry out the work
- If the application includes any waivers for the District's ELL Policy/ELL Plan, the Advanced Learner Policy/Advanced Learner Plan, or the Special Education Plan, there must be a very clear description of the systems and processes in place to ensure the students impacted by these plans are adequately served within the charter school setting

C. Use of Waivers of Collective Bargaining Agreements/Employee Handbook

Consider and explain:

- Which provisions of the Collective Bargaining Agreements/Employee Handbook waivers the School intends to request and the benefit of the flexibility offered by the use of such waiver
- The waiver's impact on the School's overall Instructional Design and why the waiver is necessary to carry out the work

D. Methods of Communicating Waivers to Stakeholders

Consider and explain:

- How the School communicates to all families, including the families of student applicants, incoming students and current student, which



waivers the school uses and the practical impact of the waiver of the student's and family's experience at the School

Set Parameters

The District will not approve requests for waivers to any of the following Board of Education policies:

- Policy 4400 (Investigation, Search and Arrest)
- Policies 4502 B and C (Behavior Education Plan)
- Other Board Polices: Religious holiday policy; Part time student contracts; Course Credit process; Restraint/Seclusion; and Child Abuse Reporting.



XIII. Financial Considerations

A. Financial Operations

Consider and explain:

- The School's financially sustainable funding model including expectations around District funds and external fundraising
- The process for developing the annual budget including roles and responsibilities of individuals, the School administration and the Council
- Council's role in reviewing the budget throughout the year
- Council's role in fundraising efforts

Set Parameters

In order to ensure sustainability and feasibility, budget proposals may not exceed the per pupil cost allocation unless accounted for by fundraising. Additionally, the charter school budget must be provided in the template provided by the District.



XIV. Facility/Safety Planning

A. Facility Plan³

Consider and explain:

- The School's facility plan, including how the location supports and enhances the School's instructional vision

B. Process for ensuring the health and safety of all students

- Process for creating the school safety plan with roles and responsibilities, including a fire drill, tornado, code red, etc.

Set Parameters

All facilities included in the proposal must be safe, accessible for students with special needs, and able to hold the budgeted number of student enrollments.

³ This section, upon request, may be waived for Schools currently operating in a District-owned facility if the school intends to continue housing the School is the same location.



XV. Legal Requirements

- A.** Process for ensuring compliance with legal requirements effecting charter schools

- B.** Process for ensuring equitable access to all students regardless of race/ethnicity, gender and/or disability



XVI. Additional Considerations

- A. Any other data elements supporting the school's success not yet discussed



Charter School Proposal Initial Application Form

Prior to completing the Initial Application Form, all applicants should carefully review Board of Education Policy 10,000 (Charter Schools), <https://boeweb.madison.k12.wi.us/policies/10000> and the Charter School Original Proposal Applicant's Guide. Applicants are also strongly encouraged to contact the MMSD Chief of Staff prior to submitting the Initial Application Form in order to learn more about the District's charter school application and approval processes.

For schools opening for the 2020-2021 school year, draft Initial Application Forms should be submitted by August 1st, 2018. After discussions with MMSD subject matter experts, twelve (12) copies of the completed final Initial Application Form must be filed with the MMSD Chief of Staff by no later than 3:00p.m on September 1, 2018. Late applications will be returned unopened.

Name and contact information for individual who will serve as the primary contact person for the Charter School Proposal Committee ("Committee"):

Name: _____
 Address: _____
 Telephone: _____
 Email Address: _____

I. School Information

- A. Describe the current Charter School Proposal Committee (Proposal Development Team and/or Planning Group) and any supporting partners
- B. Statement of proposed school Purpose
- C. Statement of proposed school Vision
- D. Proposed School Logistics (name, years of operation, grade level enrollment, length of school day, etc.)

II. Governance Structure

- A. Describe the proposed school governance council
- B. Describe the school leadership structure

III. **Student Demographics**

C. Anticipated attendance area

D. Primary student demographics you anticipate serving

IV. **Family Engagement**

A. Describe the Committee's vision and beliefs around the role of families in the school.

V. **Curriculum and Instructional Design**

a. Describe your Curriculum vision

b. Describe your Instructional Design strategies

VI. **Student Behavior Management**

b. Describe the Committee's philosophy around student behavior management.

VII. **Key Partnerships**

c. Describe any partnerships that the school expects to pursue in the first few operating years of the contract.

VIII. **Human Resources**

E. Above and beyond the competencies the District hires staff and administration for, are there additional competencies that the proposed school would need in the hiring process? Retention or the staff evaluation process?

IX. **Waivers**

F. Are there any initial waivers that the Charter School Committee believes they will need at this time? If yes, please state the item being waived and the reason for the need for the waiver.

X. **Budget**

G. Using the funding formula set forth Policy 10,000, and in consultation with the Assistant Superintendent of Business or his/her designee, provide a budget for the first year of operation.

XI. **Facility**

H. What is the proposed Location for the school (specific address, if available, otherwise a description of the area of town and any unique features of desired locations)?

I. If there is a specific address, verify that the location will hold the number of students expected to be enrolled when at capacity.

Charter School Team Initial Application Reviewer's Guide

An overall score of "Fails to Meet Expectations," as agreed upon by the members of the Charter School Team, in any section will result in a recommendation of nonapproval. Proposed Charter School Committees that receive a score of "Fails to Meet Expectations" will be granted an opportunity to revise the application before the official Board of Education vote in September. Please note that in order to receive an "Exceeds Expectations" everything in the "Meets Expectations" column must be met in addition to the items in the "Exceeds Expectations" column.

I. School Information	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Charter School Committee and Logistics	Charter School Committee members names not provided or key contact not given. Proposed school logistics not provided.	Charter School Committee members and primary Committee contact's name and contact information is provided. Initial logistics of school day, year, name, location are provided.	All affiliated organizations are provided and clearly articulated.	
School's Vision and Mission	School's mission is vague and not clearly articulated. School's mission doesn't align with the District's vision and goals.	School's mission is clearly articulated and measurable. School's mission aligns with the District's vision and goals.	School's mission clearly articulates an innovation vision that includes all students and articulates a focus on accelerating outcomes for student groups that are under-performing.	
School's Core Beliefs, Values and Instructional Theory	Does not articulate an instructional theory or the causal effect on student outcomes. Does not provide a research base.	Instructional theory is supported by research and is intended to accelerate outcomes for student groups that are under-performing.	Instructional theory is innovative and clearly designed to close opportunity and achievement gaps.	

II. Governance Council and Leadership Structure	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Governance Council	Governance Council structure is not clearly articulated. Leadership structure is not articulated.	Council is inclusive of multiple stakeholders including staff, families and community members. Governance Council and school leadership structures clearly work together.	Council membership includes staff, families and community members and demonstrates an intentionality to meeting school needs through incorporation of various subject-matter experts.	
III. Student Body/Demographics	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Student Body/Demographics	No student demographic focus and no clear attendance area considerations provided.	Explanation of student demographics focus is clear. Attendance area is clearly defined.	Recruitment strategy is provided. Lottery process is described.	
IV. Family Engagement	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Family Engagement	Does not include a clearly articulated family engagement vision.	Family engagement vision allows for authentic engagement and provides for two-way communication and, where appropriate, allows decisional opportunities for families.	Family engagement vision recognizes, accounts for and removes barriers for family engagement including language needs, transportation barriers and child care.	

V. Curriculum and Instruction	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Curriculum and Instructional Design	Does not state whether the district's curriculum or a different curriculum would be needed. Instructional strategy not explained. Research base not provided or not explained.	If other curricular materials are selected by the school, they reflect the school's instructional theory. Mode of instruction is clearly defined and tied to supporting research.	Curriculum is personalized and clearly aligned with the school instructional design. Curricular material is available for families and after school providers to maximize instructional integration. Instructional Design is innovative and is supported by all elements of the school including the staffing plan, student scheduling, adult scheduling, and curriculum.	
VI. Student Behavior Management	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Student Behavior Management System	Beliefs and values regarding student behavior are not stated. System focuses on exclusionary practices, not in line with the Behavior Education Plan.	Beliefs and values regarding student behavior are clearly articulated and are in line with the Behavior Education Plan.	School clearly demonstrates successful innovative behavior strategies that can be considered for district wide learning.	

VII. Key Partnerships	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Key Partnerships	Does not appear to value or understand the value of community partnerships.	The school has identified one or two strong partnership visions that are clearly aligned to the school's mission, goals, and/or academic strategies.	The school is strategic in the proactive identification of partners that clearly align to the school's mission, goals, and academic strategies. Each partner's value is clearly articulated and each partner understands their role in the school community.	
VIII. Human Resources	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Staff Recruitment and Retention Plan	No acknowledgment of the district's competencies for principals or teachers.	Core competencies align specifically to the school's mission, vision and/or instructional theory. Retention plan is acknowledged.	Recruitment plan is provided and addresses needs of the school based on student demographics, special education, advanced learner and language learner needs and includes different strategies to recruit a diverse staff including gender, certification, experience, skill, expertise and competencies. Plan includes positional prioritization and sourcing venues. Retention plan uses staff demographic data, engagement data, exit surveys, etc.	

IX. Waivers	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Use of Waivers	Waivers being sought do not align to the mission, vision or instructional theory, no clear explanation of why waiver is being sought or anticipated outcomes.	Waivers have been considered and, if stated, are considered in a thoughtful way to implement the school's mission, vision and instructional theory. Able to clearly articulate the need for all waivers and expressly connect them to the work of the school.	Waivers are used to create highly innovative, flexible and nimble instructional environments in order to provide programming that accelerates student outcomes.	N/A is an available response. If this section is not completed by the applicant, but Reviewer determines that a waiver would be needed in order to fulfill the mission and goals of the school, and future vision is necessary to address obvious school-based needs, mark this section as "Fails to Meet Expectations."
X. Financial Operations	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Financial Operations	<p>Budget is not provided for year 1 or displayed in the District's template.</p> <p>School budget relies on District funding more than per pupil allowances and/or over relies on unstable external funding.</p>	School budget is displayed on District's template and adequately balances based on the District's per pupil and any reasonable expectation of external funding. School's budget priorities clearly align to the school's mission and goals.	School's budget strategically utilizes the District allowance and stable fundraising strategies.	

XI. Facility	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Facility Plan	No consideration for a facility has been made.	Facility identified or envisioned is stable, facility cost is appropriate and within the means of the school's annual budget. Facility would comfortably fits the students, staff and programs that are required per the contract.	Facility space is innovative and aligns to the school's goals, mission and vision.	

Charter School Original Proposal Application Template

FINAL

February 1, 2018

After Board of Education invitation, use this template to fill out your Charter School Original Proposal Application. Review the Applicant's Guide prior to completing this template.



Vision for MMSD Charter Schools

In line with our improvement strategy, we look for our charter schools to be drivers of school-wide innovation for the rest of the school district, to expand academic and enrichment opportunities for students, and to accelerate outcomes, particularly for those students who we have not served well enough.

The MMSD defines [innovation](#) as the process of trying something new or different that has the potential to address an identified need and produce better outcomes for students. Where possible and appropriate, our goal would be to bring proven charter innovation to scale.

It is the policy of the School Board to consider the establishment of charter schools that support the District's mission and belief statements and as provided by law. The Board believes that the creation of charter schools can enhance the educational opportunities for Madison Metropolitan School District students by providing innovative and distinctive educational programs and by giving parents/students more educational options within the District. Only charter schools that are an instrumentality of the District will be considered by the Board.

Wisconsin Statute sec. 118.40(7)(a): "...If the school board determines that the charter school is an instrumentality of the school district, the school board shall employ all personnel for the charter school..."



The Board further believes that certain values and principles must be integrated into all work involving the conceptualization, development and implementation of a new charter school. These guiding principles are as follows:

1. All charter schools must meet high standards of student achievement while providing increased educational opportunities, including broadening existing opportunities for struggling populations of students;
2. All charter schools must have an underlying, research-based theory and history of successful practice that is likely to achieve academic success;
3. All charter schools will provide information to parents and students as to the quality of education provided by the charter school and the ongoing academic progress of the individual student;
4. All charter schools will ensure equitable access to all students regardless of gender, race and/or disability;
5. All charter schools must be financially accountable to the District and rely on sustainable funding models;
6. All charter schools must ensure the health and safety of all staff and students;
7. All externally-developed charter schools must be governed by a governance board that is registered as a 501(c)(3), tax-exempt charitable organization;
8. All charter schools must have a plan to hire, retain and recruit a highly-qualified, diverse staff;
9. All charter schools must have a clear code of student conduct that includes procedures for positive interventions and social emotional supports.



Charter School Original Proposal Application Process

Charter School Committees must complete the Charter School Original Proposal Application using the available application template. All application sections must be completed. There is a maximum of 750 words allowed for each section, except for the Curriculum, Instruction and Assessment section, for which each subsection – Curriculum, Instructional Design and Assessment- can be 750 words. Applicants are expected to complete each section using prose. Lists and/or bullet points without prose are not an appropriate means of responding.

The Charter School [Original Proposal Applicant's Guide](#) provides Charter School Committees with 'Look For' items in each application section. Responses must, minimally, contain information related to each of the "Look Fors" listed in each section.

Exhibits and/or appendices may be attached to the Charter School Original Proposal Application; however, to the extent possible, data and/or other information should be embedded into the body of the application as supporting materials for any assertions made.

Charter School Committees must submit a draft proposal to the district by November 1st for initial feedback. By December 1st, the Charter School Committee should submit twelve (12) hard copies of the completed final Charter School Original Proposal Application to the Chief of Staff.

If the MMSD Charter School Team identifies any written sections in the draft proposal as "Fails to Meet Expectations," the Charter School Team will have the opportunity to update their application to address the concerns before the final submission.



Original Proposal Application Guidance

I. School Information

A. School's Vision and Mission

B. School's Core Beliefs, Values and Instructional Theory



II. Governance Council and Leadership Structure

A. Governance Council

B. Leadership Structure



III. Student Body/Demographics

A. Student Body/Demographics



IV. School Data

A. Student Academic Achievement Goals

B. Student Access to Opportunities Goals

C. Other Goals



V. School Improvement Planning

A. School Improvement Planning Processes



VI. Family Engagement

A. Family Engagement



VII. Curriculum, Instruction & Assessment

A. Curriculum



Instructional Design

B. Instructional Design



Assessment

C. Assessment Plan



VIII. Student Behavior Management

A. Student Behavior Management System



IX. Key Partnerships

A. Key Partnerships



X. Human Resources

A. Staff Recruitment and Retention Plan

B. Staff Evaluation Plan



XI. Transportation

A. Transportation Plan



XII. Waivers

- A.** Use of Statutory Waivers

- B.** Use of Waivers of Board Policy

- C.** Use of Waivers of Collective Bargaining Agreements/Employee Handbook

- D.** Methods of Communicating Waivers to Stakeholders



XIII. Financial Operations

A. Financial Operations



XIV. Facility/Safety Plan

A. Facility Plan¹

B. Process for ensuring the health and safety of all students

¹ This section, upon request, may be waived for Schools currently operating in a District-owned facility if the school intends to continue housing the School in the same location.



XVI. Additional Considerations

- A.** Any other data elements supporting the school's success not yet discussed

Appendix D

Charter School Team Original Proposal Application Reviewer's Guide

An overall score of "Fails to Meet Expectations," as agreed upon by the members of the Charter School Team, in any section will result in a recommendation of nonapproval. Proposed Charter Schools that receive a score of "Fails to Meet Expectations" will be granted an opportunity to revise the application before the official Board of Education vote. Please note that in order to receive an "Exceeds Expectations" everything in the "Meets Expectations" column must be met in addition to the items in the "Exceeds Expectations" column.

I. School Information	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
School's Vision and Mission	School's mission is vague and not clearly articulated. School's mission doesn't align with the District's vision and goals.	School's mission is clearly articulated and measurable. School's mission aligns with the District's vision and goals.	School's mission clearly articulates an innovation vision that includes all students and articulates a focus on accelerating outcomes for student groups that are under-performing.	
School's Core Beliefs, Values and Instructional Theory	Does not articulate an instructional theory or the causal effect on student outcomes. Does not provide a research base.	Instructional theory is supported by research and is intended to accelerate outcomes for student groups that are under-performing.	Instructional theory is innovative and clearly designed to close opportunity and achievement gaps.	

II. Governance Council and Leadership Structure	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Governance Council	Governance Council fails to meet parameters related to council membership. Governance Council's role, authority and communication structure is not clearly articulated.	Council is inclusive of multiple stakeholders including staff, families and community members. Governance Council's role and authority are well-articulated, as well as their meeting structure and systems for communication and information exchange.	Council membership includes staff, families and community members and demonstrates an intentionality to meeting school needs through incorporation of various subject-matter experts.	
Leadership Structure	No clear school-based leadership structure, no opportunities for staff and families to provide input or participate in school leadership decisions.	Clear articulation or role and purpose of the School Based Leadership Team, with well-defined and clearly articulated processes for obtaining and considering stakeholder input.	Clear articulation or role and purpose of the School Based Leadership Team, including a clear role for families to participate in the decision making of the school either within the School Leadership Team or through a Committee related to the School Leadership Team.	

III. Student Body/Demographics	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Student Body/Demographics	Student enrollment projects and recruitment strategy is missing or ill-defined or fails to include clear family outreach and/or communication with historically underrepresented student populations. Student demographics demonstrate a significant under-representation of struggling students or otherwise demonstrate discriminatory admission practices.	Explanation of student demographics is clear and represents a dedication to serving underrepresented student populations. Recruitment strategy and enrollment projections include a specific communication to ensure diversity of the school population. Attendance area is clearly defined. Lottery process articulates clear minimum and maximum enrollments as well as a clear plan for addressing student attrition and backfilling student enrollment due to attrition. Articulates a plan for the lottery process as well as for backfill, student vacancies.	Recruitment strategy evidences multiple methods of communication and outreach and is clearly articulated within the budget.	

IV. School Data	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Student Academic Achievement Goals	<p>Goals are not stated in manner that allows for review and/or consideration of subgroups (race/ethnicity, gender, special education status, ELL status, and advanced learner status).</p> <p>Continuous improvement process unclear or not addressed.</p>	<p>Goals are prepared and disaggregated by student subgroups. Goals are adequately reaching without being far-fetched. Plans and routines to use data are clear and well-structured and include a root cause analysis for all data sets.</p>	<p>School demonstrates well thought through and articulated goals that provide acceleration (exceeds growth expectations) for a majority of student subgroups.</p> <p>Clear articulation of the school's data review cycles and process for school improvement.</p>	
Student Access to Opportunities Goals	<p>No clear goals set for access to world language, arts AND extracurriculars. (World language not required for schools only serving students in 4k - 5). No consideration in goals on plans for various subgroups.</p>	<p>Goals requested for world language, fine arts and extracurricular opportunities is provided. Recognition that all students have the opportunity to access world language (World language not required for schools only serving students in 4k -5) and arts instruction. Extracurricular activities goals are provided and reflect student and family demand.</p>	<p>Art and world language opportunities would be regularly provided to all students. Partnerships are in consideration to expand extracurricular offerings. Extracurricular offerings align with the school's mission and goals.</p>	
Other Goals	<p>Additional goals provided are below district averages by subgroup.</p>	<p>Additional goals exceed district average by subgroup.</p>	<p>Additional goals far exceed district average by subgroup.</p>	<p>NA is an available response.</p>

V. School Improvement Planning	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
School Improvement Planning Processes	School does not have an improvement process. School does not have an annual accountability plan; school has not created a professional development plan for staff.	School has created an annual accountability plans that include student performance goals that are measurable, realistic and clearly articulate professional development plans. School has a documented school improvement plan template.	School demonstrates an annual planning process that is innovative and impactful and reflects a strong focus on specific goals and strategies intended to improve student achievement for target populations.	
VI. Family Engagement	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Family Engagement	Does not include a clearly articulated family engagement strategy or a plan for communicating student progress to families.	Family engagement strategies allow for authentic engagement and provide for two-way communication and, where appropriate, allow decisional opportunities for families.	Family engagement strategies recognize, account for and remove barriers for family engagement including language needs, transportation barriers and child care.	

VII. Curriculum, Instruction and Assessment	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
A. Curriculum				
Curriculum	Curriculum selected by school does not adequately incorporate a support for all students inclusive of intervention and extension; the curriculum displays a lack of cultural responsiveness. Materials selected are outdated or contain inaccurate information.	Curricular materials selected by the school are aligned to standards, support a multi-tiered system of support and are culturally and linguistically responsive. Materials were selected after a thorough vetting process and are reflective of the school's instructional theory. Structures are in place for short-term and long-term curricular planning and implementation.	Curriculum is personalized and clearly aligned with the school instructional design. Curricular material is available for families and after school providers to maximize instructional integration.	
B. Instructional Design	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Instructional Design	Research base not provided or not explained, staffing model not in alignment, model of instruction not clearly explained, master schedule not provided, and/or does not prioritize instructional time and reflect an imbalance of academic instruction and unstructured non-academic time.	Model of instruction is clearly defined and tied to supporting research. Class size guidelines and criteria are in place with adequate amount of staffing to support the design. Student schedules are designed to ensure fidelity of instruction within each content area. Academic instructional time is maximized.	Instructional Design is innovative and is supported by all elements of the school including the staffing plan, student scheduling, adult scheduling, and curriculum.	

C. Assessment Plan	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Assessment Plan	<p>Assessment plan is unclear or absent. If plan is provided, it fails to articulate the purpose of each assessment. The assessment plan does not include all components of a comprehensive assessment system (screening, diagnostic, formative, summative). Failure to articulate a clear data review cycle for use of the assessment data.</p>	<p>Includes a comprehensive assessment plan that includes all components of a comprehensive assessment system, an assessment calendar and a well-defined data review cycle. Assessment plan includes all required assessments. All assessments serve a clear purpose. Assessment plan includes a family communication plan.</p>	<p>School has a progress monitoring system in place to house, analyze, and act on data. Parents are informed of assessment schedule and are provided structured opportunities to review and understand the results of the assessments.</p>	

VIII. Student Behavior Management	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Student Behavior Management System	Beliefs and values regarding student behavior are unclear and widely varied. Behavior system does not include necessary components including clearly articulated adult roles and responsibilities, social-emotional supports and interventions, or a crisis response system. System focuses on exclusionary practices, not in line with the Behavior Education Plan.	Beliefs and values regarding student behavior are clearly articulated and are in line with the Behavior Education Plan. A functioning behavior response system is in place and includes clearly articulated adult roles and responsibilities, social-emotional supports and interventions and a crisis response system. Clear data systems are in place and data, including student and teacher level information, is reviewed on a regular and ongoing basis. System emphasizes inclusive practices. There is a clear reporting system for restraint and seclusion in alignment with statutory requirements.	School clearly demonstrates successful innovative behavior strategies that can be considered for district wide learning.	

IX. Key Partnerships	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Key Partnerships	Does not appear to value or understand the value of community partnerships.	The school has one or two strong partnership visions that are clearly aligned to the school's mission, goals, and/or academic strategies.	The school is strategic in the proactive identification of partners that clearly align to the school's mission, goals, and academic strategies. Each partner's value is clearly articulated and each partner understands their role in the school community.	

X. Human Resources	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Staff Recruitment and Retention Plan	No recruitment or retention plan. If plans do exist, they are high level and not actionable.	Recruitment plan addresses the need for staff diversity and quality. Job descriptions identify core competencies aligned specifically to the school's mission, vision and/or instructional theory. Retention plan uses climate data to implement all improvements. Staffing plan identifies all necessary positions and aligns to available resources.	Recruitment plan addresses needs of the school based on student demographics, special education, advanced learner and language learner needs and includes different strategies to recruit a diverse staff including gender, certification, experience, skill, expertise and competencies. Plan includes positional prioritization and sourcing venues. Retention plan uses staff demographic data, engagement data, exit surveys, etc. to improve overall staff retention.	
Staff Evaluation Plan	No evaluation plan. Where plan does exist, it is not aligned to job descriptions or competencies. Evaluation is not conducted on an annual basis.	Evaluation plan aligns to job descriptions and competencies and incorporates a vision for great teaching. Includes varying ways to collect data and allows for trained evaluators to provide meaningful feedback. Includes a clearly articulated improvement cycle and accountability mechanisms. Meets state reporting requirements.	Evaluation plan takes into account equity and diversity of the school.	

XI. Transportation	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Transportation Plan	Does not include a transportation plan. School does not adequately or accurately communicate transportation option/opportunities to students and families.	Transportation plan meets minimum District requirements including resident and distance considerations and articulates a clear communication plan for students and families.	Plan takes all students in account and provides transportation above and beyond District standards, including to all before and after school extracurricular activities, thus addressing a key barrier to access.	

XII. Waivers	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Use of Statutory Waivers	Waivers being sought do not align to the mission, vision or instructional theory, no clear explanation of why waiver is being sought or anticipated outcomes. Waivers are necessary in order to forward the mission, vision or instructional design but are not part of the current contract.	Waivers are used in a thoughtful way to implement the school's mission, vision and instructional theory. Able to clearly articulate the need for all waivers and expressly connect them to the work of the school.	Waivers are used to create highly innovative, flexible and nimble instructional environments in order to provide programming that accelerates student outcomes.	N/A is an available response. If this section is not completed by the applicant, but Reviewer determines that a waiver would be needed in order to fulfill the mission and goals of the school, and future vision is necessary to address obvious school-based needs, mark this section as "Fails to Meet Expectations."
Use of Waivers of Board Policy	Waivers being sought do not align to the mission, vision or instructional theory, no clear explanation of why waiver is being sought or anticipated outcomes. Waivers are necessary in order to forward the mission, vision or instructional design but are not part of the current contract.	Waivers are used in a thoughtful way to implement the school's mission, vision and instructional theory. Able to clearly articulate the need for all waivers and expressly connect them to the work of the school. If the school has requested a waiver for key instructional policies or Board-approved plans, including the Special Education Plan, English Language Learner Plan and/or the Advanced Learner Plan, has articulated how required services and programming will be provided.	Waivers are used to create highly innovative, flexible and nimble instructional environments in order to provide programming that accelerates student outcomes.	N/A is an available response. If this section is not completed by the applicant, but Reviewer determines that a waiver would be needed in order to fulfill the mission and goals of the school, and future vision is necessary to address obvious school-based needs, mark this section as "Fails to Meet Expectations."

Use of Waivers of Collective Bargaining Agreements/Employee Handbook	Waivers being sought do not align to the mission, vision or instructional theory, no clear explanation of why waiver is being sought or anticipated outcomes. Waivers are necessary in order to forward the mission, vision or instructional design but are not part of the current contract.	Waivers are used in a thoughtful way to implement the school's mission, vision and instructional theory. Able to clearly articulate the need for all waivers and expressly connect them to the work of the school.	Waivers are used to create highly innovative, flexible and nimble instructional environments in order to provide programming that accelerates student outcomes.	N/A is an available response. If this section is not completed by the applicant, but Reviewer determines that a waiver would be needed in order to fulfill the mission and goals of the school, and future vision is necessary to address obvious school-based needs, mark this section as "Fails to Meet Expectations."
Method of Communicating Waivers to Stakeholders	No communication plan provided to inform stakeholder groups of the waivers and/or their intended purpose.	School provides multiple methods to communicate the use and purpose of waivers to all stakeholder groups and regularly seeks input regarding the impacts of the waivers.	School provides an ongoing review process to analyze the impact of each waiver and engages in contract negotiations, as appropriate, to refine/enhance the use of waivers.	
XIII. Financial Operations	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Financial Operations	Budget is not provided or displayed in the District's template. School budget relies on District funding more than per pupil allowances and/or over relies on unstable external funding.	School budget is displayed on District's template and adequately balances based on the District's per pupil and any reasonable expectation of external funding. School's budget priorities clearly align to the school's mission and goals.	School's budget strategically utilizes the District allowance and stable fundraising strategies.	

XIV. Facility/Safety Planning	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Facility Plan	<p>Facility identified doesn't hold enough students to balance the budget.</p> <p>Facility identified is not safe or too cost burdensome to balance the budget.</p>	<p>Facility identified is stable, facility cost is appropriate and within the means of the school's annual budget.</p> <p>Facility comfortably fits the students, staff and programs that are required per the contract.</p>	<p>Facility space is innovative and aligns to the school's goals, mission and vision.</p>	
Process for Ensuring the Health and Safety of All Students	<p>Does not demonstrate the school's responsibility for the health and safety of all students.</p>	<p>School adequately demonstrates, with clear guidelines, the ownership and process for ensuring the health and safety of all students.</p>	<p>Clearly articulated and supported processes and procedures for the safety of all students.</p>	

XV. Legal Requirements	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations (In addition to the Meets Expectations...)	Not Applicable (May only be used where indicated in this rubric)
Process for Ensuring Legal Compliance with Legal Requirements Affecting Charter Schools	Does not demonstrate an understanding of the legal requirements of charter school.	Demonstrates understanding of requirements affecting charter schools including requirements related to voluntary attendance, non-sectarian education and the sections of Wisconsin Statutes section 115 through 121 that expressly apply to charter schools, including the implementation of federal special education laws and provision of services to English Language Learners.	Not only demonstrates an understanding of the charter school requirements for legal compliance, the school also aims to use these requirements to meet their mission and goals, and to innovate on behalf of the school district to accelerate student learning.	
Process for ensuring equitable access to all students regardless of race/ethnicity, gender and/or disability	Response does not provide any specific information regarding the school's process for ensuring access to an equal education for all students regardless of race/ethnicity, gender and/or disability.	Response provides specific information regarding the school's process for ensuring access to an equal education for all students regardless of race/ethnicity, gender and/or disability.	Additionally, response provides examples and detailed explanation of how the school ensures access to all students regardless of race/ethnicity, gender and/or disability.	