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## **The Conceptual Guidelines and Considerations for the Development of Elementary Charter Schools in the State of Washington**

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THE CONCEPTUAL GUIDELINES AND CONSIDERATIONS  
FOR THE DEVELOPMENT OF  
ELEMENTARY CHARTER SCHOOLS  
IN THE STATE OF WASHINGTON

A Project Report  
Presented to  
the Graduate Faculty  
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Master of Education in Administration

by  
Janice Louise Mirro  
March 2001

## ABSTRACT

# CONCEPTUAL GUIDELINES AND CONSIDERATIONS FOR THE DEVELOPMENT OF ELEMENTARY CHARTER SCHOOLS IN THE STATE OF WASHINGTON

by

Janice L. Mirro

March 2001

The purpose of this project was to design a conceptual set of guidelines and considerations for the development of Elementary Charter Schools in the State of Washington. To accomplish this purpose a review of literature related to charter schools and their development was conducted followed by a mail reply survey. A wide variety of sources, including journal articles, books, newspaper reports, interviews, and printed material (organizational by-laws, school pamphlets, etc.) from existing charter schools across the nation were studied and synthesized into the findings. As a result of this study a comprehensive conceptual set of guidelines were developed.

## ACKNOWLEDGEMENTS

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Very special thanks to all the charter schools that responded to my inquiry with the information that made this project possible. These organizations are on the cutting edge of meeting student’s needs in education which requires a great deal of work within their own walls, and their time in responding is appreciated.

Lastly, but first in my heart, I thank the Lord for the abilities, talents, and life He provided me with to come this far along the way.

## TABLE OF CONTENTS

Chapter	Page
I BACKGROUND OF THE STUDY.....	1
Introduction .....	1
Purpose of this Project .....	3
Limitations of this Project .....	3
Definition of Terms .....	4
II REVIEW OF RELATED LITERATURE .....	6
Introduction .....	6
Charter Schools .....	6
Charter School Demographics .....	11
Scholarship Choice Programs .....	15
Washington State Legislative Proposals .....	25
Charter School Interest .....	30
Summary .....	33
III PROCEDURES OF THE PROJECT .....	36
Introduction .....	36
Need for the Project .....	36
Development and Support for the Project .....	37
Procedures .....	38
IV THE PROJECT .....	42
V CONCLUSION AND RECOMMENDATIONS .....	43
Introduction .....	43
Conclusions .....	43
Recommendations .....	44
BIBLIOGRAPHY .....	46
APPENDICES .....	51
Appendix A – Text of Initiative 729 .....	51
Appendix B – Sample of the Letter of Inquiry Sent to the Charter Schools ...	52
Appendix C – Original List of Two Hundred and Twenty-one Charter Schools that Received the Mailing .....	53

Appendix D – List of Thirty-six Responding Charter Schools .....54

Appendix E –  
    Spread Sheet of Original Data Charter Schools’ Considerations  
    and Issues to Address .....55

Appendix F –  
    Data Spread Sheet Corresponding List of the Responding  
    Charter Schools .....56

Appendix G –  
    Outline of Charter Information by Responding  
    Charter School .....57

Appendix H –  
    Charter School’s Consideration & Issues Collapsed List .....58

Appendix I – Federal Statutes and Regulations Applicable to  
    Charter Schools .....59

## CHAPTER ONE

### BACKGROUND OF THE STUDY

#### Introduction

Wherever we are, it is but a stage on the way to somewhere else, and whatever we do, however well we do it, it is only a preparation to do something else that shall be different.

- Robert Louis Stevenson (Cook, 1993, p. 298)

The educational system in America has been in a state of change since its inception. It has changed from:

- a lack of educational opportunity for the ordinary citizen, to the mandatory school attendance of its youth
- from the one-room schoolhouse to the industrial revolution's factory models
- from viewing children as miniature adults, to implementing of developmentally appropriate instruction
- from exclusion of persons with handicaps to the least restrictive environment inclusion legislation.

As the education process is studied more closely, we learn more what works and what does not work in our desire to provide an education for the next generation. One element that appears to consistently be evident is that what works well for some, does not work well for all. Students are uniquely developing, growing, and constructively learning in their own individual ways. Some characteristics maybe shared among all students, but a cookie-cutter

plan for educating them has frequently failed to reach its objective. As Robert Louis Stevenson (Cook, 1993) reminds us, “however well we do it, it is only a preparation to do something else that shall be different.”

A charter school option is a different educational model that shares much in common with American education but is also able to provide for the uniqueness of the student and the family from which he or she comes. A charter school option provides parents and students additional opportunities for matching educational needs. Since charter schools provide a public education, the decision to attend a charter school would not be limited by the cost of tuition, as in the case of private schools. Today many families find it necessary for both parents to work or are in single-parent situations, hence home-schooling is not often a viable option. Alternative education, at public expense, traditionally has not been available until high school and by then the battle to find the right fit for a student has often been lost. If an effective educational fit does not occur early in a student’s experience, the desire to learn may die, and the efforts of the best educators will be futile.

Salyer, Necco, McCarthy and Ward (1998) discuss traditional alternative education programs. They believe alternative education programs have historically fallen into one of three categories. The most prevalent was the Correction System model, which treated all attending children as societal offenders in need of “Might Makes Right” correction. The second alternative program in terms of popularity and number was the Enrichment/Talent model. These schools allowed children who had a “talent” for singing, dancing, writing, etc. to spend more time developing their talent than was possible in a traditional school. Through this additional practice and development



students bonded to the school environment and hence displayed a lower attrition rate. The third alternative type of school was a Maintenance/Remediation program where children who were on the verge of dropping out were given minimal competency level work. The more 'real world' skills program had as it's main goal the development of basic life skills. Within the last decade the number and type of alternative schools has broadened in purpose and scope to include continuation programs, recovery programs, and specialty schools.

#### Purpose of this Project

The purpose of this project was the design of conceptual guidelines and considerations for the development of Elementary Charter Schools in the State of Washington. Currently the State of Washington does not have legislation that allows for charter schools. This framework is an outline that will help facilitate the development of a charter school when either through legislative action or through public referendum, a charter school law exists.

#### Limitation of this Project

It was necessary to set the following limitations for purposes of this project:

1. Scope: The charter elementary school model framework is designed for the potential use in the State of Washington by persons or organizations desiring to apply for an elementary school charter. Presently the State of Washington has no charter legislation.

2. **Research:** The Charter School issue is among the current leading educational reforms and as such there has been an abundance of information available.

The research and literature reviewed for the purpose of this study was limited to a scope of the past ten years but predominately to the past four years.

### Definition of Terms

Significant terms used in the context of this project have been defined as follows:

1. **Charter School:** Is an independent public school of choice and open to all who wish to attend...is paid for with tax dollars...and is accountable for its results to an authoritative public body. They are self-governing institutions with wide-ranging control over their own curriculum, instruction, staffing, budget, internal organization...(Manno, Finn, & Vanourek, 2000, p.787).
2. **Scholarship programs:** The Cleveland Scholarship and Tutoring Program (CSTP)...is the first program in the country to offer state-funded scholarships that can be redeemed at both secular and parochial schools (Peterson, 1997, p.2). The New York City School Choice Scholarships Foundation (SCSF) utilizes scholarships to enable disadvantaged students to attend a private school (Peterson, Myers, & Howell, 1997, p.2).
3. **At-risk:** A term applied to children or adolescents who appear to have a higher than usual probability of expressing some social, psychological, physical or educational deviation in the future. In *special education* the term has been applied most often to preschool children who are potentially *disabled* but for whom one wishes to avoid a *categorical label* (Vergason, & Anderegg 1997 p. 16).

4. School-to-work: School-to-Work transition programs provide multiple, educational pathway options for secondary students. These pathways prepare students to demonstrate both core competencies common for all students and competencies in a career or interest area. The programs integrate academic and vocational education into a single curriculum, provide both classroom and workplace experience, and enable students to explore traditional and nontraditional career opportunities (Northwest Regional Laboratory Report, 1995).
5. College prep: College prep., or preparatory, programs are designed for the purpose of preparing high school graduates for college/university. High schools have traditionally focused on preparing students for entry-level jobs or for postsecondary education.... College preparatory graduates completed a course of study that was consistent with the prevailing entrance requirements at public four-year colleges (Hudson, & Hurst, 1999).
6. Vouchers: Programs, which provided public funds (called vouchers) for students to enroll in a school of their choice (Greene, Peterson, & Du, 1997, p.5).
7. Charter proposal: The proposal written by those desiring to establish a charter school according to state law to be submitted to a sponsoring organization or agency.
8. Charter contract: The contract between the state and a charter school for the purpose of operating the school. The contract is usually comprised of the charter proposal and any amendments or additional changes required in order to be granted the charter contract status. The contract has a time limit to meet the expectations of success as it appears in the contract. If the expectations are reached the contract may be renewed upon request, if the expectations are not met the contract is terminated.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### Introduction

The purpose of this project was the design and development of conceptual guidelines and considerations for developing an Elementary Charter School in the State of Washington. To accomplish this purpose, current research and literature on charter schools were reviewed. The review of the related literature in Chapter Two has been organized to address the following areas:

1. Charter Schools
2. Charter School Demographics
3. Scholarship Choice Programs
4. Washington State Legislative Proposals
5. Charter School Interest
6. Summary

#### Charter Schools

Manno, Finn, Bierlein and Vanourek (1998) are major contributors to the literature about charter schools state:

The charter school concept is simple but powerful: *sound school choice can be provided to families under the umbrella of public education without micromanagement by*

*government bureaucracies.* Independent schools that are open to all. Paid for by tax dollars, accountable to public authorities for student learning and other results, and subject to basic health, safety, and nondiscrimination requirements are legitimate public schools even if they are managed by a committee of parents, a team of teachers, the local Boy' & Girls' Club, or profit-making firm (p. 490).

The debate over the charter school concept has actively raged for six or seven years in the State of Washington political arena. However, the charter concept is not a new one. Though it seems new, Nathan (1998) writes about a similar idea presented by Ray Budde, a New England educator, over twenty years ago, suggesting that groups of local teachers be given a charter or contract to have a school that would try new teaching approaches. Shortly after that, then president of the American Federation of Teachers suggested if the teachers and the union agreed, a charter could be given by the local school board for an entire school.

Current charter school plans provide the exercise of three American values: responsibility for results, opportunity, and choices within limits (Nathan, 1998). As these new charter schools have evolved, there are general guidelines that seem to be universally applied to the legislation allowing their formation. Nathan summarized these guidelines for charter schools as follows:

- allows the creation of new public schools or the conversion of existing ones
- stipulates that the schools be nonsectarian and prohibit admissions tests
- requires that these schools be responsible for improved student achievement over a period of three to five years or be closed

- waives most state rules and regulations, along with local contract provisions in exchange for explicit responsibility for results
- permits several public bodies -- such as state and local school boards, universities, and city governments -- to authorize creation of charter schools
- permits educators and families to select these schools, rather than being assigned to them
- requires that average per-pupil funding follow students to the schools, along with other appropriate funds such as Title I and special and compensatory education funds (1998, p.500).

Lamar Alexander (as cited in Manno et al., 1998, p. 490) refers to this as “old-fashioned horse trading’: swapping rules and regulations for freedom and results.”

The charter school advocates view the trade off as a sensible way to approach schooling. The detractors of the concept fear that charters will become elite schools, discriminating against various groups of the population while still receive public funding (Farber, 1998; Cobb & Glass, 1999). Depending on the area of the country that you examine, the detractors may appear to have well-founded concerns. Cases of well-trained, experienced educators with broad support have found that starting a charter school is more challenging than anticipated especially when dropped into an unfamiliar environment with inexperienced staff (Farber, 1998). Without a doubt, mistakes have been made. It seems the conclusions drawn, depends on the side of the issue that one takes. Charter supporters might overlook mistakes in an effort to get the school up and running. Conversely, detractors of the charter concept have little patience and every mistake is considered deliberate and problematic to the

charter school idea (Farber, 1998; Chubb, 1998). When the issue of charter schools becoming elite is discussed it should be remembered that charter schools are not allowed to require entrance exams as part of their admission policy. Contrast this concern in light of the status that magnet schools. Currently, and legally, administer some type of entrance exam in 50% of secondary and 25% of elementary magnet schools.

Since the most frequently used type of test is an achievement test, students with disabilities are often not able to get scores high enough to be granted entrance into the magnet school (Nathan, 1998). Nathan tells of a non-magnet school principal who was frustrated about this policy:

This official eloquently described the frustrations she and other members of the faculty at her school feel as magnet schools are allowed to reject students who can't pass a rigorous academic test. Her school is applying for charter status. She asked. "How can you criticize charters, which are not allowed to have admissions tests, for possible elitism, when you currently permit - even promote - magnet schools, which are elitist (p. 502)?"

Nathan (1998) responds with a question when the issue regarding charter schools attracting a broad range of students. He asks:

Compared to what? This nation already has a massive school choice program favoring wealthy families.... The price of admission to many "public" suburban schools is the ability to purchase a home worth hundreds of thousands or even

millions of dollars and to pay real-estate taxes. Wealthy families already have school choice.... Charter schools should be compared to the schools available to privileged families under this de facto choice plan. As it turns out, in a number of states, charter schools are attracting student bodies that are poorer and more racially diverse than those of other schools in the immediate area (p. 502).

Who are the people who start charter schools? According to Manno, et al. (1998) most fall into one of three categories: the educators, the parents, and the organizations. Educators see the charter school as a way to achieve their educational dream or vision, to unite in an educational philosophy with others and/or to get the bureaucratic monkey off their back and let them teach. Parents who have founded charter schools usually are not satisfied with the public school system as they are now experiencing it with their children and will work very hard to see to it that their children have a better educational experience. "The parents' political views and education priorities vary widely, but all these parents share the will to ensure that their daughters and sons get the best possible education... (Manno et al., 1998, p. 491)." Manno et al. describes founding organizations this way:

The final group of charter initiators comprises "third parties" who, for various reasons, want to start or operate schools of their own. Some are nonprofit organizations, some profit-seeking firms. Some multi-service community groups, and some are even government agencies. All are taking advantage of the opportunity afforded by charter laws to put their ideas into practice (1998, p. 492).



### Charter School Demographics

Who are these students and parents that make the charter school selection, and why do they go that route? Parents and students choose to attend charter schools for varying reasons. Most mention educational reasons: higher standards, class size, philosophies of learning and teaching, approaches to instruction (Manno, et.al. 1998) or convenience, specific academic themes, teacher qualifications/certifications (Gifford, Ogle, & Solomon, 1998). While the majority of charter schools are conversions of already existent public or private schools, some are new start-ups in innovative settings. One such school is precedent breaking even in the charter school world (Adams, 1999). Florida has granted Ryder Systems Inc. a charter to open an elementary school next to its facility for the purpose of providing their employees' children the next level up from the company subsidized day care. The company is spending \$5 plus million dollars to construct the school. It will be a public charter school, but the employees will have the first claim to the spaces in the school for their children should they choose. The population of this school is predicted to be predominately like that of the employees of Ryder (Adams, 1999). But this is a first for charter schools. Historically the ethnic population of charter schools reflects that of the vicinity in which the school is located.

As a group, the schools serve a student population comparable to the over all public school population in terms of race and socioeconomic status - not an elite population of upper-middle-class white students, as some had feared. Indeed, many charter schools have been designed explicitly to serve at-risk students.... If anything, charter

schools serve a more underprivileged student population than regular public schools do. (Buechler, 1996, p. 26-27)

Studies reported by Cobb and Glass have indicated that some states tend to serve a higher percentage of minority students than other states, and some states are seeing a clustering effect regarding race. This may be in part due to the type of school that the students attend: at-risk, school-to-work, or college prep programs, etc. rather than the race issue. Some specific studies of the Arizona charter schools indicate that students of all major ethnic groups are attending charter schools on a relatively proportionate rate (Cobb & Glass, 1999). These authors relate a concern that admission policies could become selective and contributes to racial imbalances among schools, however the Colorado Department of Education did not find evidence of such practices (Cobb & Glass, 1999). Most charter schools select their student population based on a lottery system or a first-come first-serve basis. While this seems fair, the concern also lies with the advertisement and promotion of the schools. Is the information reaching all those who might be interested in enrolling their children? Most charter schools have brochures and information available, but mass marketing expenses are kept to a minimum. Most schools rely heavily on word of mouth, a most effective and inexpensive way to get a message out. However, this form of advertisement tends to lead to a more homogeneous grouping, as friends talk to friends and family to family. Additionally, it is not unusual for charter schools to require parent participation in the school. This requirement may act as a screening device for parents that cannot promise to give time to the school and so they don't apply for student admission (Cobb, et.al., 1999).

Gifford et al. (1998) states:

The report further concludes that charter school students are attracting diverse students from several districts. The data also put to rest accusations of “white flight” showing that more than four times as many minority students than white students have sought variances from PUHSD [Phoenix Union High School District] to attend charter schools in this area. Eighty-one percent of the students seeking variances from PUHSD to attend a charter school are minority students.

There is concern of charter schools causing re-segregation among all public schools. The data clearly demonstrate that charter schools are providing a variety of choices for parents, not forcing segregation. The report demonstrates that charter schools offer variety to parents and students.... Parents and students who are satisfied with their district school are free to continue attending their district school. However, those who are not pleased or would like a different experience now have an opportunity to look around and find a school that meets their need and expectations (p. 2).

Gifford et al. (1998) found that out of eleven charter schools looked at, there were four environments ethnically. Three environments were dominated by single race enrollments; the fourth group was evenly spread. Two of the eleven were predominately Hispanic, two were predominately Black, and three were predominately White. The remaining ethnically diverse schools were composed of an even mix of the races. She went on to report that charter schools were made up of 61.44% Whites, 6.12% Blacks, 17.91% Hispanic, 12.93% Native American, and 1.6% Asian. The traditional public

school population in the area was made up of 55.88% Whites, 4.31% Blacks, 31.13% Hispanic, 6.8% Native American, and 1.84% Asian (p. 15). Gifford et al. goes on to say:

Charter schools have more white students than district schools do, but after accounting for county of location, the charter factor becomes negative.... Charter schools have a higher share of White students and the same share of Native American students as district schools have, but considering the areas where charters are located, their percentage of White and Native American students are actually lower than would be expected.... Charter schools have a higher proportion of Black students than district schools, and given their locations, they have even more Blacks that we would expect. The reverse is true for Hispanic students, whose share is smaller in charter schools, and even lower considering where they are located. Charters seem to attract Black students but less so Hispanic students (p. 17 - 18).

Gifford goes on to note:

When comparing by grade level, we find that the White population is greater in charter schools (68 percent) than in district schools at the elementary level (55 percent). We find the opposite at the secondary level. At the high school level district school students (59 percent) are more White than charter school students (50 percent) (1998, p. 15).

Cobb and Glass (1999) were suggesting that there is a re-segregation taking place when looking at the various locations of the charter schools and the racial populations that are

attending the charter schools in that area. The authors did compare elementary to elementary and high school to high school in the various locales but they did not consider the curricula choices or the unique charter school purpose and goals. The legislated freedom to select a school based on an individual charter school's options is one of the important elements in choosing a charter school over traditional public schools. This choice factor is a major piece and needs to be examined as well.

The following section will examine how the charter choice compares to the public scholarship program choice.

#### Scholarship Choice Programs

Lengthy studies have been done on some of the scholarship programs around the country, in particular those in Cleveland (Greene, Howell, & Peterson, 1997, Peterson, Greene, & Howell, 1998), Milwaukee (Greene, Peterson & Du, 1997), and New York (Peterson, Myers & Howell, 1997). The Cleveland Scholarship and Tutoring Program (CSTP) began in 1996 and was the first of such programs in the country to allow the state-funded monies to go to either parochial or secular private schools, at the choice of the scholarship recipient (Greene, Howell, & Peterson, 1997). Greene, Howell and Peterson explain that Ohio General Assembly authorized \$2,250 per student for 1,500 students to pay 90% of their tuition at the private school of their choice. They allowed 50%, later reducing that to 26%, of the tuition scholarships to go to students already in a private school. In the final awarding, 21% of the scholarship awards went to students already in private schools. The remaining 79% went to students who previously attended public school or those just entering kindergarten. The maximum scholarship awarded represented a little more than a

third of the per pupil cost of the public school's \$6,507 per student funding. When the state became aware that the cost to attend the private schools was even less than the \$2,250 set aside, the awards were reduced to \$2,000 maximum and more scholarships were designated (Greene, Howell, & Peterson, 1997).

Particular interest to their inquires were questions as to why parents desired to participate in scholarship choice programs. Greene, Howell, and Peterson, (1997) who write:

In the summer of 1997, Harvard's Program on Education Policy and Governance (PEPG) commissioned a survey of 2,020 voucher applicants in order to find out who participated in the program, who did not and how satisfied both were with the schools their children attended. PEPG also analyzed test score data of students attending two new choice schools. The evidence collected has important implications for the contemporary school choice debate.

We present five main findings. First, parents reported that their decision to apply for a scholarship was largely motivated by academic concerns. Second, a relatively small proportion of non-recipients claimed that an inability to secure admission to a preferred private school was an important reason in their decision not to participate in the program. Third, parents of scholarship recipients who previously attended public schools were much more satisfied with every aspect of their choice school than applicants who did not receive a scholarship, but attended public school instead. Fourth, choice schools did well at retaining students in the program, both within the school year and from one school year to the next. And fifth, preliminary

test score results in mathematics and reading show large gains for CSTP students attending the Hope schools. (p.3)

Critics of school choice programs such as Cobb and Glass, believe that parents don't have the ability to make a good decision where to have their children educated, and that academics would be of less importance than other issues. The survey of parents in all studies reviewed did not support that theory.

Not much support for such criticisms can be found in the Parent Survey. Asked why they applied for a scholarship, 85 percent of the parents new to choice schools said they wanted to "improve the academic quality" of their child's education. Second in importance was the "greater safety" to be found at a choice school, a reason given by 79 percent of the recipients. "Location" was ranked third. Contrary to the AFT's [American Federation of Teachers], suggestion, "religion" was ranked fourth, said to be very important by just 37 percent. Finally, "friends" were said to be "very important" by less than 20 percent of the scholarship recipients. Non-recipients who remained in public school ranked the reasons in the same order but did not give any of them the same degree of importance. (Greene, Howell, & Peterson, 1997).

The Hope schools were established because of the CSP program and enrollment consisted of 15% (263 students) of the CSP award students. They opened their doors to all who applied to the school. There were significant test score gains at the Hope schools in all four grades (Peterson, Greene, & Howell, 1998). "Many of the poorest and most

educationally disadvantaged students participating in the choice program attended the Hope schools, making an examination of test scores from these schools a hard test case for the program as a whole” (Peterson, Greene, & Howell, 1998, p.3).

The findings of the study showed that the Hope School scholarship students: scored 4.1 NCE, [sic] [Normal Curve Equivalent], points higher in language, 4.5 points higher in science, 2.5 points higher in reading, 2.5 points higher in social studies, and 0.6 points in [sic] higher in math. Two of the results are statistically significant at the .05 level and two at the .01 level” (Peterson, Greene & Howell, 1998, p.5).

Researchers recognized that “school choice is not a magic bullet” (Peterson, Green, & Howell, 1998, p.2). Also recognized is that it takes time to get use to a new school and that students may do better over time as they did in the Milwaukee Experiment (Peterson, Greene, & Howell, 1998).

The Milwaukee Experiment had a slightly different focus than that of the Cleveland Scholarship Program. The selection of the participating students was lottery based, as in the Cleveland program, and applicants in both studies were of very similar demographics. However, in the Milwaukee study, “more than 80 percent of the choice students attended one of the three schools and of these three schools, virtually all students applying to one school were Hispanic, and almost all students applying to the two others were African American” (Greene, Peterson, & Du, 1997, p.8). And “because the number of white students and other minority students for which information was available was so sparse that no reliable results



could be obtained, these students were removed for the analysis.” Additionally the limitations on choice in the private schools, to which the scholarship winners could apply, narrowed the potential interest that parents and students might have had. No religious private schools were accepted into the program though the religious private schools made up 90% of the private schools in Milwaukee. The main focus in the Milwaukee program was to see if education costs could be more effectively spent in the private sector than in the public school setting and produce better results. According to Greene, Peterson, and Du (1997):

Evidence from the Milwaukee school choice program suggests that privatization may result in efficiency gains. Though costs per pupil are lower in private schools, students score higher in math and reading achievement tests. These findings are based upon a randomized experiment less likely to suffer from selection bias than students that depend on non-experimental data. Results reported are statistically significant for students remaining in the program for three to four years when these are jointly estimated. The size of the effects of private school attendance ranges from .1 to .5 of a standard deviation, magnitudes that educational researchers have regarded as moderately large. (p.2)

The private schools that participated in the Milwaukee Experiment, Juanita Virgil Academy, Harambee Community School, and Urban Day School, had all been in existence for some time and were all suffering for various reasons. The greatest of the reasons was the inability of the students' parents to pay the full tuition per year. An occasion to receive a “tuition voucher of more than \$2,500 was a boon to a school that had had trouble collecting \$650

from participating families” (Greene, Peterson, & Du, 1997, p.6). The program did not create any new private schools as one might have anticipated, as the regulations did not allow more than 50% of the student population of the private school to receive vouchers. Because the schools were in some distress when the public school voucher students arrived, the study was considered a strong test of the efficiency of the private system. Greene, Peterson, and Du (1997) put it this way:

To repeat, the Milwaukee choice program is a hard case to test the hypothesis that privatization can result in efficiency gains. If one finds efficiency gains under considerably less than ideal circumstances, one is likely to find gains under more opportune conditions. (p.7)

Greene, Peterson and Du (1997) go on to say of the results:

Estimated effects of choice schools on mathematics achievement were slight for the first two years students were in the program. But after three years of enrollment, students scored 5 percentile points higher; after four, they scored 10.7 points higher than the control group. These differences between the two groups three and four years after their application to choice schools are .24 and .51 standard deviations of the national distribution of math test scores, respectively. They are statistically at accepted confidence levels. Differences on the reading test were between 2 and 3 percentile points for the first three years and increased to 5.8 percentile points in the

fourth. Results for the third and fourth year are statistically significant, when the two are jointly estimated. (p.9)

The results that were found in the Milwaukee Experiment also showed that the students did better when given a choice in the school they attended. It didn't matter whether it was a public school or a private school that they ultimately attended, they did better than the students who were in the control group and who were not given a choice of which school to attend (Greene, Peterson, & Du, 1997). Further it was stated by Green, Peterson and Du (1997) that:

These results suggest that when families are given a choice between public and private schools, they choose the option best suited for their child. Perhaps public schools induced some families with students in the treatment group to return to the public school by providing them with better public-school alternatives. The Milwaukee public school system had the ability to respond, because it had a number of magnet schools. It also had the incentive to react, because the system could regain funds equivalent to the size of the voucher if the students returned to the public schools. At least some of the achievement effects produced by choice may be due to a closer match between school qualities and student needs. ( p. 11)

The Milwaukee Experiment concluded with the suggestion that efficiency gains occur when privatization of the education occurs and "positive results are found for all years and for all comparisons except one. . . . If the results from Milwaukee can be generalized and

extrapolated to twelve years, a large part of between-group reading differences and all of the between-group math differences could be erased” (Greene, Peterson, & Du, 1997, p.11). It was notable that:

. . .moderately large effects on student achievement were observed even though the Milwaukee plan offer students and families only a slightly enlarged set of educational choices. These achievement effects were produced at lower cost. (Greene, Peterson, & Du, 1997, p.11).

Utilizing the information available as a result of the New York City School Choice Scholarship Foundation (SCSF) program “announced it would provide up to \$1,400 scholarships to 1,300 public-school children K-5<sup>th</sup> grades from low-income families in order to help provide an opportunity to attend private schools, both religious and secular” (Peterson, Myers, & Howell, 1997, p.5). Twenty-one thousand applications were received, more than was possible to invite to the verification sessions that conducted the testing of applications and questionnaires of the parents, so a random selection was done from all applications. After selection as a scholarship recipient, SCFS assisted families in finding private school placements (Peterson, Myers, & Howell, 1997). Concurrently, the Mathematica Policy Research and the Harvard Program of Education Policy and Governance are conducting a study of the SCSF. This is a randomized experiment with the information being collected over a period of four years. Beginning in the Spring of 1997 and ending in 2000, data is being collected via the Iowa Test of Basic Skills and parental questionnaires that all applicants and their families filled out. Selection of the scholarship recipients was

done by lottery. Data will continue to be collected to “compare the educational progress of randomly selected scholarship recipients with that of a randomly selected control group of non-recipients” (Peterson, Myers, & Howell, 1997, p.2). Those of the recipients who chose to accept the scholarship, and the non-recipients’ demographic information is very similar. Average test scores of eligible applicants were very low; math, National Percentile Ranking (NPR) was 22 and the reading was 28. Only 26 percent were on grade level in reading and 19 percent were on grade level in math. Ten percent were receiving special service and 23 percent came from ESL homes, while twelve percent had been in classes for gifted. Only those who were receiving free school lunches were eligible for the scholarship program. One rather unexpected difference that emerged was that those who accepted the scholarship offer were somewhat more likely to be African American and less likely to be Whites. Those accepting the scholarship also had somewhat higher income levels and were less likely to come from homes in which English was a second language (Peterson, Myers, & Howell, 1997).

Demographic questionnaires revealed the following:

- 60% were receiving welfare assistance (food stamps, Medicaid, etc.)
- 46% fathers and 21% mothers of applicants were working full time
- 47% applicants’ parents are of Hispanic background
- 44% applicants’ parents are African American
- less that 5% of parents are non-Hispanic Whites
- 39% of mothers and 46% of fathers are foreign born
- 10% of mothers and fathers said they had college diplomas

- 41% of mothers and 26% of fathers had 'some' college education
- 80% of mothers and 70% of fathers lived in the same house for 2 years
- 94% of mothers and 85% of fathers reported to have religious affiliations
- 52% mothers are Catholic
- 19% mothers are Baptist
- 16% mothers are another Protestant faith
- 1.6% mothers are Jewish
- 1.2% mothers are Muslim
- 0.4% mothers are Buddhist
- 3.6% mothers are another religious tradition
- 88% of parents thought their child would receive a college diploma or an advanced degree
- parents reported relatively high levels of involvement with their children's education (Peterson, Myers, & Howell, 1997).

Test scores are not yet available for the 1997-1998 school year. The complete data collected should shed additional light on the effect of school choice on student progress. It is interesting how many applications were received desiring the 1,300 scholarships. The large response indicates a great interest in options in education and the research is beginning to show that by simply adding the ability to choose the school option the student's success rate increases.

### Washington State Legislative Proposals

A brief history of the charter school proposals in the State of Washington follows. This historical sketch was assisted by a discussion with J. Spady (personal communication, June, 2000), the foremost charter school propionate in the State of Washington.

Beginning in 1994 the first charter school legislation was proposed by Representative Dave Quall (D) to the Washington House of Representatives. The proposal never got out of the House. Because of his efforts in the charter school initiatives, Quall is considered by some to be the grandfather of the Washington charter school movement. During the 1995 session the charter school proposal, I-642, passed the House of Representatives, but did not pass the Senate. When the 1996 session took place the charter school initiative received a hearing and an alternative bill passed the House but was defeated in the Senate by a 64-31 vote. According to the Associated Press (1996):

The House had wanted to place its version, HB2910, alongside the citizen-drafted plan, but the Democratic-controlled Senate will not consider either the bill or the initiative said Senate Education Chairwoman Rosemary McAuliffe, D-Bothell. House Speaker Clyde Ballard, R-East Wenatchee, and the prime sponsor in the House, Brian Thomas, R-Renton, said they aren't taking no for an answer. They said the strong 65-32 vote in the House, coupled with results of a new statewide poll, could prompt senators to change their minds (p. B3).

Several things happened to make the 1996 attempt for charter legislation particularly confusing. First there were two education-related initiatives up for consideration: Initiative-

177, a charter school initiative, and Initiative 173, a voucher plan. Opponents to either initiative in education constantly tied the two initiatives together and portrayed them to be the same thing. As the dis-information campaign was in progress, the teachers' union violated campaign finance laws, resulting in what Spady termed an unfair election.

. . . the biggest opponent of a strong charter school law—the Washington Education Association (WEA)—has its hands full with explaining what appears to be the largest violation of campaign financing laws in our state's history. The staff at Washington State's Public Disclosure Commission (PDC) last week recommended that the commissioners refer the case to the state Attorney General's Office because the WEA's conduct during the I-177 campaign deserves a much higher penalty than the deserved \$2,500 fine that the PDC can impose on its own (Spady, J. 1996, p.1).

According to Scott Sunde in The Seattle Post-Intelligencer:

The WEA is one of the state's biggest players when it comes to political contributions. For example, the WEA dipped into members' union dues this year to provide at least \$700,000 to the campaign that opposed referendums that would have created a school voucher system and charter school, PDC officials said yesterday (1996, p. A8).

The resulting fines levied against the WEA for contributions to the campaign against the reforms and to the Democratic party, led Spady to believe that the 1996 election results had



been bought by the WEA. He did comment, however, that the initiative was not exceptionally well written and that in the end, the authors had learned a lot.

The 1997 session brought support of the charter school concept from Governor Gary Locke; however, he opposed the initiative as it was written. Harold Hockstader (R) was head of the Education Committee in the Senate and was opposed to the charter school movement. Hockstader, according to J. Spady (personal communications, June, 2000), had been convinced that the charter schools were an effort by the United Nations to dumb down America further. Also on the Senate Education Committee were four Republicans who didn't like charter schools, and so again the Senate didn't let it out of committee.

The following year, 1998, another bill passed the House and had Governor Locke's support, and the bill went to the Senate's Ways and Means Committee. At that time only four Republicans in the Senate opposed the charter school concept, unfortunately three of them sat on the Ways and Means Committee, and the bill died there. By 1999 Governor Locke decided not to push for the bill though he still supported the charter school concept. Rosemary McAuliffe (D), an opponent of charter schools, was now the chair of the Senate Education Committee. Dave Quall who had presented the first charter bill in 1994, decided not to cross Democratic Party lines and consequently did not push for the charter legislation following Governor Locke's example. Ms. McAuliffe is opposed to the charter concept, though she had once sponsored a weak charter bill in a previous year.

When Quall had first suggested the charter concept it was a relatively untested concept as only six other states had charter school legislation passed. Charter schools were very cutting edge. The 1996 defeat provided by the WEA had found that already 25 states had charter school legislation, half the states in the union.

During the year 2000 thirty-six states and the District of Columbia have passed charter school legislation. Some states have had charter schools operating from 1991. This is no longer a cutting edge educational reform nation wide. Evidence has been collected about the strengths and weaknesses of such a system, and it is no longer the unknown entity it was in 1994. Unfortunately Washington has fallen far behind in the country in school reform and has become a very slow follower.

I-177 has been rewritten and has become I-729 (Appendix A) for the 2000 legislative year. It has wide support from both sides of the political aisle. There seems to be growing support among Washington residents and prominent citizen personalities, and lists of supporting community and business leaders who personally endorse I-729 have been made available. Charter schools have gained support of many influential people in the state as well as that of the informed ordinary citizen. The Tacoma News Tribune (2000) writes about the Washington charter school history and this year's events this way:

Agenda 2000: A charter measure the Senate can't kill

We lost track. Was this the fourth time in five years that the state Senate's Education Committee strangled a charter school bill that had passed the House by a bipartisan majority? Or the fifth time in six years? Actually it's the latter, but who's counting? It has long been obvious that charter school proposals in the Legislature are hostage to a handful of reactionaries who seem to break into a cold sweat at the thought of any serious innovation in the governance of public schools.

This time around, even Washington Education Association - a perennial foe - had endorsed the compromised and diluted measure that ultimately reached the Senate.

But Senate Education Chairman Rosemary McAuliffe (D-Bothell) still killed it. It didn't matter that 36 other states have already approved charter schools, or that educators and politicians of all stripes are enthusiastic about the vitality they can bring to stodgy, rule-bound public school systems.

This is precisely the kind of legislative failure that Washington's initiative process was designed to remedy. Charter advocates have responded by filing Initiative 729, a measure that would authorize the creation of 80 new charter schools over the next four years. These schools would be run by nonprofit organizations - typically consisting of committed teachers and parents - under the sponsorship of the local school district or a state college. . . .

It was encouraging last Wednesday to learn of Paul Allen's decision to back the I-729 signature-gathering campaign as well as the campaign for I-728, which would dedicate more state money to public schools. His support means that both measures are likely to reach the ballot; it also means I-729 probably won't get overwhelmed by well-funded special interests - as happened in 1996, when an earlier charter school initiative was defeated with the help of \$410,000 in illegal donations from the National Education Association.

The public debate over I-729 this fall thus promises to be a fair fight - and McAuliffe won't be able to exercise her customary knee-jerk veto. Washington may yet escape the fate of being the last state in the nation to adopt charter schools.

### Charter School Interest

The Washington Post (2000) article Charter-School Boom, reported statistics on the national trend in charter schooling which were provided by the Center for Education Reform:

The number of charter schools nationwide increased by 44 percent from 1998 to 1999 and will grow by another 18 percent this fall, according to a new report by the Center for Education Reform.... The center said there would be 1,994 charter schools in the fall of 2000, up from 1,689 in 1999 and 1,168 in 1998. The schools would serve more than a half-million children (p. A11).

The numbers would indicate an obvious interest in additional educational options for students or the charter school movement would simply fade away for lack of participation.

Locally, in the State of Washington, the appearance of a charter school bill in five of the last six years indicates an interest and the perseverance of those who desire this educational option. The effort to bring in charter schools has been spearheaded by informed parents who do not want to give up on public education. A couple leading the movement according to The Wall Street Journal is Fawn and Jim Spady. The Wall Street Journal reporter Barbara Phillips (1995) puts it this way:

Fawn and Jim Spady put their family first. They decided to move back here [Seattle] from the suburbs when Jim left his litigation practice to join the family business, Dick's Drive-In Restaurants, Inc. Fawn had given up her career

in marketing a few years earlier to stay home with Jasmine, now 9 1/2, and Saul, now six. Like many other urban parents, the Spady's quickly became frustrated and angry at the public education. So they sent their children to private school. But the couple didn't pull up the drawbridge once their own children were safe.

About a year ago, "we thought about it: OK, we've taken care of our kids. But so many people have no choice; they're left behind," Jim Spady says. The couple saw that all too often in the public system good schools are unable to replicate and spread while bad schools stay open year after year after year. They soon made it their mission to increase public school choice through a statewide ballot initiative (A16).

Through their work, and that of other like-minded people, we are now on the threshold of I-729, a charter school initiative, going on the ballot to face the citizens' choice. Do Washington's citizens want the option to choose their public education?

Just the presence of a charter school movement in Washington has started other reforms in some public schools. Damon Darlin (1996), of Forbes Magazine, vividly describes the changes that began with the new superintendent and the threat of charter school legislation:

As a U.S. Army Reserve helicopter descended into the playground of Seattle's Whittier Elementary School in May, a crowd of schoolchildren let out whoops and cheers. Out climbed the superintendent of schools. Since when does a school bureaucrat get a reception usually reserved for sports stars? Since last

September, when John Stanford, a retired U. S. Army major general with none of the usual education credentials, was recruited to reform a failing urban school system. To anyone who has ever struggled to reform an educational establishment, Stanford's credo will ring a bell: "We lost our way when we became more interested in the employment of adults than in the education of children"....

...A full third of Seattle's parents send their kids to private schools, compared with a national average of about 13%. The Seattle teachers themselves know the score: Of those teachers with household income above \$70,000, half send their kids to private schools. Even among those with household incomes below \$35,000, 16% opt out of their own system....

Now comes the hardest part. Stanford understands that public schools as constituted have the vices of monopoly.... He wants to reduce centralization and introduce competition. Principals would compete for teachers and pick their own staff. They'd bear responsibility for their schools security and maintenance, even for the food in the cafeteria....

Money will follow the student, with each student assigned about \$4,600. No students, no money. More students, more money. Though he's reluctant to say so, there's no question but that the greatest opposition comes from the teachers' union and bureaucrats....

Stanford is subtly using the fear of Proposition 177 to pressure the union to cooperate. He cannot speak out in favor of the proposition because the board that employs him is on record to oppose such action. But most people think he

likes the idea. "It can be an effective tool," he says. "That's why you don't see me speaking out against it." The teachers' union's supporters have already stated a whispering campaign that charter schools would be a haven for racists and sexual predators (p.66-70).

### Summary

The reviewed literature supports many aspects of charter school and school choice development. Nathan (1998) is representative of the general consensus, and he doesn't fear charter schools not attracting a broad range of students. There really is nothing with which to compare what 'attracting a broad range' of students looks like. Public schools certainly don't "attract" (in the true sense of the word) a broad range of students; the students have no choice in most cases but to attend the public school or dropout. Previously cited authors believe choice has been limited to those who could afford tuition for private schools. If you have no choice in doing something, you are bound by the monopolizing system that you are immersed within as a student, which is bondage. And bondage is a form of slavery. Without choice, students are in bondage to the public schools, be they great schools or poor schools. When given the opportunity to have a choice in their education, a good number of families are making a choice of something that is different. Choice in education improves the parent's participation and involvement in their child's education, which helps student achievement. Choice allows for a better match between student and teaching philosophies and methodologies, supporting improved student outcomes and attitudes toward school. Choice can improve public schools when the students in the school have chosen to be there.

Choice is desirable to all races and socio-economic strata of society and gives an opportunity for parents to act on their convictions, not just complain about the system or the school.

Critics of school choice programs believe that parents don't have the ability to make a good selection for their child's education. However, in America the children do not belong to the state, but to the family. If the child belongs to the family then the choice that the family makes should be considered at least as valuable as the choice that the state makes for the child.

Choice in schools is much less expensive to the taxpayer, as private schools operate on lower budgets and the vouchers are less than the amount the state provides to educate that same student in the public schools. Most charter school legislation also provides only part of the funding, (FTE [full time equivalency]), that would go per student to the regular public school. However, charter schools are free to use their budget on things their school and students need, relieved from many of the burdens of heavy regulations.

Choice in schools allows parents and students to find the environmental match that best enables the student to achieve. Test scores are dominated by improvements when the low achievers are given choice in education and then compared to control groups not given choice. Giving a choice in the education of American students seems to be a good choice for our future.

The State of Washington has struggled already for six years over the concept of providing the charter school option for the students and families in this state. The initiative, I-729 will come before the voters of Fall, 2000, to see if the citizens of this State want to join the thirty-six states and the District of Columbia which have charter school legislation, by



approving the “most innovative educational reform that has come along in a long time”  
(Spady, personal communication, June, 2000).

## CHAPTER THREE

### PROCEDURES OF THE PROJECT

#### Introduction

The purpose of this project was the design of conceptual guidelines and considerations for the development of Elementary Charter Schools in the State of Washington. Since the State of Washington does not currently have legislation that allows charter schools, this project is designed to help facilitate the development of an elementary charter school at the appropriate time when state law is enacted. To accomplish this purpose, current research and literature on charter schools was reviewed.

Chapter three contains background information regarding:

1. Need for the Project.
2. Development and Support for the Project
3. Procedures

#### Need for the Project

The charter school concept has been operational in the United States since the first charters were granted in Minnesota in 1991 followed by California in 1992. To date, there are thirty-seven states (including the District of Columbia) that have legislation allowing charter schools to operate in their states. Currently in thirty-six states and the District of Columbia, there are 1,700 charter schools educating 350,000 students according to Manno, Finn, & Vanourek, (2000).

During the past six years the State of Washington has attempted to pass charter school legislation. House Bill 2415 passed with a supermajority of 70 or 80 votes in the 98-member chamber and on more than one occasion with apparent bipartisan support (Ammons, 2000, p.A1). The Senate version of the charter bill failed to get out of committee as the committee chair Rosemary McAuliffe, (D- Bothell), appears strongly opposed to the charter school concept.

Each successive year support has become stronger and more bipartisan and has the strong support of Governor Gary Locke. It is perhaps only a matter of time until the State of Washington has its own charter school legislation. When the time comes, those who desire to start their own charter school will be treading new waters as they attempt to create their own public school. At that time the project will hopefully provide some assistance and guidance.

#### Development and Support for the Project

Through the varied teaching experiences and conversations with other parents, it became clear to the author that an option in the way children are being educated is needed in this country. When the author first began home-schooling her own three children (1983), few parents in the state (Kansas) were doing anything similar, and it was difficult to find materials and information to assist in the endeavor. Traditional educational publishers of curricula would not sell a single teacher's manual or one student book. Providing what the children needed was more time-consuming than teaching in a public school. Many discussions with friends revolved around why this particular route was taken, and people seemed to divide into two camps: amazed shock and disbelief or vague

intrigue and curiosity. In the years that followed, the writer saw some of the strongest opponents to home schooling decide to do it themselves. The writer had set out to do only what she felt would be best for her children, but as time went on, it became apparent that more people felt that a different schooling experience might benefit their children and a home schooling explosion began to take place.

This project is not about home schooling, but that experience made it obvious to the writer that parents wanted options on how their children's education was to take place. Frequently parental comments reflected the frustration that they too could not home school because of the need to work or the fear of their perceived inability to provide a good learning experience for their children. A charter school option might meet these concerns.

The charter school option for Washington is closer than ever before. This project can be of timely assistance for anyone who might desire to open a new charter elementary school.

### Procedures

Once the topic of the project was decided, the search for charter schools began. The source of address information used was National Charter School Directory 1998-1999, from The Center for Educational Reform. This was a comprehensive list of all the charter schools in the country. It provided the school's name, address, phone number, contact person, date established, enrollment, and grades the school encompassed. There was also a one to two sentence description of the school. The decision was made to contact a variety of elementary charter schools. Elementary schools were contacted from

states that had the oldest and the newest charter legislation along with states that had the fewest or the highest number of charter schools. Schools in the East, Midwest, West, North, and South were contacted, namely, Arizona, California, Colorado, Massachusetts, Michigan, Minnesota, and Wisconsin.

Having chosen the states to be contacted, the elementary charter schools within those states were selected by the description of the school given in the National Charter School Directory (Dale, 1999). The first criteria used were the elementary grades designation, with an attempt to get as varied a cross section as possible. For example, if there were more than one Montessori charter school in the state only one would be approached for information, as all Montessori schools would be similar. If a school was described as emphasizing one subject, i.e., foreign language, or specializing in a specific disability area ("for the deaf"), etc. those schools were chosen over a more generic description. One generically described elementary school was also selected namely, K-8th, or K-12th from each state.

A letter of inquiry, (see Appendix B), was composed and approved by the graduate project committee chair, a mail merge set up and letters produced. A total of two hundred and twenty-one charter schools, (see Appendix C), were selected and received the mailing. Only one mailing was planned and the information received would constitute the sample. The mailing went out on October 19, 1999. Three of the two hundred twenty-one letters were returned as undeliverable. A second attempt was not made to contact the schools, which were in Colorado, Michigan, and Minnesota.

The letter of inquiry did not have a specific date by which to send the information as it is recognized that those operating a charter school are very busy people and as much

time as they needed was acceptable. A few responses came quite quickly. The last response arrived in March 2000.

The California State Superintendent of Education maintains a web site on all charter schools, and twelve of the charter schools responded by suggesting a check of the web site for the information. Unfortunately, over several months, attempts were made to connect and print out the information from the designated website but with very little success. Assistance was sought from CWU's Educational Technology Center director, and two charters were retrieved. It could not be determined if the compatibility problem resided with the California system or Central Washington University's system. Additionally, the schools were given the option of e-mailing the plan directly to Central Washington University. Several schools took advantage of this option and e-mailed their charter plan as an attachment. Once again technology with its amazing possibilities did not perform as well as expected. Ten of the attachments were not able to be opened. Had it been possible to retrieve the information from the California system and the unsuccessful attachments, a higher response rate would have been achieved. Of the 208 letters sent, thirty-six usable responses were received (see Appendix D). According to Tannenbaum (1987) with a single mailing you can expect to receive an 18% response. The thirty-six who provided information represented a 17.22% response to the inquiry, which is an acceptable response rate for one mailing.

While waiting for responses to the inquiries a literature review search continued. Articles from various educational publications such as Kappan and Education Week were reviewed. Newspaper articles from local and Internet contacts were compiled, and

several Internet web sites specializing in the charter school's needs were located. ERIC search and book sources were sought and read.

The State of Washington Legislature has a web site that has all the pending bills before the house and the senate. This web site [<http://www.leg.wa.gov/pub/billinfo/1999-00/house> or [/senate](http://www.leg.wa.gov/pub/billinfo/1999-00/senate)] was accessed along with the archives for past bills, to see the direction of the charter school legislation. Attempts to contact James Spady, the author and foremost advocate of charter schools in Washington were made, and finally successful. He was gracious and helpful as were his web sites. His old web site that deals with the charter initiative prior to 2000 has history of the initiatives presented and various endorsements of newspapers and officials from around the state and nation in regard to Initiative I-729 and I-177. The web site (<http://teleport.com/~jspady/education/>) is no longer updated, but a new web site (<http://wacharterschools.org/>) that addresses the current initiative is available. A copy of the Initiative 729, the current charter school initiative to come before the voters in the Fall of 2000 is provided (see Appendix A).

The information retrieved was read and studied. Specific categories emerged and catalogued (see Appendices E, F, and G). Variety of wording and chapter plans made it necessary to collapse categories into units, which were essentially the same when more closely studied (see Appendix H).

## CHAPTER FOUR

### THE PROJECT

The purpose of this project was the design of conceptual guidelines and considerations for the development of an Elementary Charter School in the State of Washington and is presented in the following pages as Chapter Four.



THE CONCEPTUAL GUIDELINES AND CONSIDERATIONS  
FOR THE DEVELOPMENT OF  
ELEMENTARY CHARTER SCHOOLS  
IN THE STATE OF WASHINGTON

By

Janice Mirro

March 2001

## TABLE OF CONTENTS

Title Page .....	P-2
Table of Contents .....	P-3
1. Introduction & Purpose.....	P-6
2. Consideration for the Development of a Charter School....	P-9
Section One: Legal Compliance	
Abstract .....	P-10
Introduction .....	P-10
Rationale .....	P-11
Benefits .....	P-11
Limitations .....	P-11
Duration / Term .....	P-12
Compliance .....	P-12
Assurance .....	P-13
Affidavit .....	P-13
Records .....	P-14
Section Two: Uniqueness of the School	
Mission / Vision.....	P-15
School Goals / Objectives.....	P-17
Academic Achievement .....	P-19
Measurement Criterion .....	P-19
Personnel Development .....	P-20

Health, Safety & Emergency Issues.....	P-20
Enrollment Policy .....	P-22
Admissions Procedure .....	P-22
Marketing Plan .....	P-24
Section Three: Organization & Governance	
Student Population .....	P-25
School Facilities .....	P-26
Governance .....	P-27
Sponsors Responsibilities .....	P-30
Supporting Organizations .....	P-32
Administrative School Policies .....	P-33
School Operations & Schedules .....	P-33
Section Four: Staffing Considerations	
Administrators .....	P-36
Teachers .....	P-37
Support Staff .....	P-40
Hiring Guidelines .....	P-44
Staff Benefits .....	P-47
Section Five: Insurance Coverage	
Insurance Description / Coverage .....	P-49
Section Six: Fiscal Consideration	
Budget .....	P-51
Financial Records .....	P-53

Exemptions / Waivers .....	P-54
Section Seven: Educational Program	
Philosophy .....	P-55
Programs .....	P-56
Assessment .....	P-57
Reporting .....	P-58
3. Recommended Reading .....	P-60
4. Appendix	
A: Collapsed Categories .....	P-62
B: Charter Proposal Sample Layouts .....	P-63
C: Federal Statutes and Regulations Applicable to Charter Schools .....	P-82

## Introduction

Charter schools... are independent. Although answerable to outside authorities for their results, they are free to produce those results as they think best. They are self-governing institutions with wide-ranging control over their own curriculum, instruction, staffing, budget, internal organization, and much more.... Nobody is assigned against his or her will to attend (or teach in) a charter school.

Charters are, quite simply, redefining and reinventing what is meant by “public education....”

Charters make it possible for us to consider a different definition: a public school is any school that is open to the public, paid for by the public, and accountable to public authorities for its results. Such a school need not be run by the government (Manno, Finn, & Vanourek, 2000, p. 737).

The above states in brief what a charter school is and to anyone with knowledge of the current public school workings, it shows how a charter school is different from a current public school. The charter school concept gives parents a choice in the public education of their children. Charter school choice is leveling the playing field of available educational options in America. Prior to charter schools only the rich or extremely exceptional student could choose the school that best fit their needs and that of his/her family. Tuition is most often the great divide for options in

education. If you can pay the tuition, you could choose which school to attend. If you could not afford to pay tuition, you attend the public school in your residential area whether it meets your child's needs or not.

Over the years the majority has learned to do the best they could with what was available to them. Public school teachers have for the most part worked hard to meet the needs of their students, but often in an atmosphere that was counter-productive to student needs and teacher efforts.

Since the beginning of the American educational system accountability for success has primarily fallen on the student, and not on the system. The school system design held expectations that only those destined for college or university needed to be completely successful. In the early development of the American school system, expectations were that few students would go past the third grade in their education. Later the expectation expanded to eighth and then to twelfth grades. However, the system remained geared for college-bound students, and an increase of student dropout rates left a population with little more than an eighth-grade education.

The publication of the report A Nation At Risk by National Commission on Excellence in Education in 1983, points out that even with a high school diploma, a large number of graduates are increasingly ill-prepared to compete for the best jobs and careers in today's society, and in some cases unable to perform basic skills and tasks required in an adult world. With little or no competition, and no real fear of loss should students continue to fail, the public school monopoly has had very little impetus to make real change.

A charter school option in education could provide for the unique needs of students in the same way the Individual Educational Plan (IEP) does for students in special education, and the Personalized Education Plan (PEP) does for some public high school students. These two programs work at designing an educational approach for the individual student that is best suited to their needs and development.

The charter school is likewise a means of finding a better educational fit for a student. When parents and students have before them the charter school plan with its goals, philosophies, methodologies, emphasis, etc. stated and knowing that all the teachers who teach at that school will follow and agree with this approach, parents can decide if this is where their children will grow and develop the most. If it were a good match, it would be a good school to attend. If it is not a good match, parents know up-front and know it is not a good choice for their child to attend that school.

If a charter plan is a good match for the student and the parents, the work of educating the young becomes easier and more effective as the school and the parents work together and have the same focus.

### Purpose

The purpose of this project was the design of conceptual guidelines and considerations for the development of Elementary Charter Schools in the State of Washington. As of September 1, 2000 the State of Washington does not have legislation that allows for charter schools, this framework is an outline that will help facilitate the development of a charter school when either through legislative action or through public referendum, a charter school law exists.

## Considerations for the Development of a Charter School

Charter schools are operated under an approved charter and an associated contract with a sponsoring organization. A charter proposal is a complicated and lengthy document, which covers a wide variety of issues. By providing a framework of items that need to be considered in writing a charter proposal it is hoped that it will trigger conversation and aid in the decision - making process by those who wish to embark on the journey of founding a charter public school.

The following pages have been constructed as a result of a study of existing school charters in seven states. Individual items from the various charters were collapsed into common areas based upon similar language and concept. The information was divided into seven sections:

- I. Legal Compliance
- II. Uniqueness of the school
- III. Organization & Governance
- IV. Staffing Considerations
- V. Insurance Coverage
- VI. Fiscal Considerations
- VII. The Educational Program



## **Section One: Legal Compliance**

This section includes the assurance of compliance with certain aspects of the law. While other sections also discuss specific legalities, this section focuses on a more general agreement to comply with the law. The accumulated information came primarily from actual contractual agreements between states and charter schools. Some of the information also appeared in the applications for the contractual agreement. Not every state required every item below.

### **Abstract / Introduction / Rational / Benefits**

Abstract: one page over-view of the school's current or proposed plan

- ◆ History of the school and community

### **Introduction**:

- ◆ Intent of the school
- ◆ Request for sponsorship
- ◆ Application information
- ◆ Contact person (s)
- ◆ Charter school's name and location
- ◆ One paragraph summary describing the charter school (for public relations purposes)

Rational for Submitting Charter Petition:

- ◆ Educational research
- ◆ Statement of need
- ◆ Evidence of sufficient demand for proposed program
- ◆ Why have a charter school
- ◆ Need for charter school in your chosen locale
- ◆ Evidence of support (list of names)

Benefits:

- ◆ Benefits to the population in your chosen locale
- ◆ Benefits to the public school district in your local
- ◆ Relationship to other schools in the district
- ◆ Timetable of events leading to charter school opening

Limited Nature of Charter Petition / Duration / Term / Amendments

Limited nature:

- ◆ Legal statement reflecting state charter legislation
- ◆ Who is involved on both sides of this charter contract
- ◆ What are the exemptions from state's statutes and rules relating to schools, governing boards, and school districts as allowed by the charter school law(s) that are being utilized

Duration / Term:

- ◆ State law regarding the length of charter school contracts
- ◆ Beginning on designated date
- ◆ Dates of renewal application and length of renewal
- ◆ Non-renewal / termination / severability process and procedures of the charter contract
  - Written notice to the school of its intent to terminate the contract or revoke the charter
  - Notice shall state the grounds for the action in reasonable detail
  - School may request, in writing, and informal hearing before sponsor within thirty days following receipt of such notice of revocation
- ◆ Recourse for charter school, should termination / non-renewal occur

Amendments / Exemptions / Waivers:

**Legal Compliance / Assurance / Affidavit / Records**

Legal Compliance:

- ◆ Articles of incorporation and or by-laws as designated by the state department for purposes of incorporation

- ◆ How amendments or waivers can be granted once the charter contract is operational

Assurance:

- ◆ Knowledge and compliance with all Federal, state and local rules and regulations and statutes relating to education, Special Education, health, safety, civil rights and insurance as state's charter legislation requires
- ◆ State charter school admission requirements (with the law stated)
- ◆ Financial records and audit requirements and exceptions
- ◆ Transportation of qualified students (as charter legislation requires)
- ◆ Non-sectarian in their program (if legislation requires)
- ◆ Participation in essential skills and or state testing if state requires
- ◆ Report card distribution as required
- ◆ Indemnification statement and held harmless: state, sponsors, their officers, directors, agents, employees from liability, etc.
- ◆ Indemnification: Sponsor / Charter agrees to defend
- ◆ Include the application fee if any (ex. MI's is \$1,000)

Affidavit:

- ◆ Disclosure statement: Have you ever been convicted or pled "no contest" for any violation of law....

- ◆ Permission granted form: With signature below, permission is hereby granted to complete reference and credit checks ....
- ◆ Fingerprinting card

Records:

- ◆ Hold open all records, reports, documents and files relating to any activity or program provided by the school for inspection ant any time upon request by representative of the sponsor and authorized personnel
- ◆ School shall retain such records, reports, documents and files throughout the term of the contract and for a period of no less that (number of years required by law) following termination or expiration to the contract
- ◆ If, prior to expiration or termination of the contract, any litigation or audit is begun or a claim is instituted against the school, the school shall retain such records, reports, documents and files until such litigation, audit, findings or claim has been finally resolved.

## **Section Two: Uniqueness of the School**

This section suggests through specific examples how Charter Schools may be unique in the philosophy and mission. While some of examples may appear in other sections, here they relate to the overview of an individual school rather than to personnel and organizational issues.

The examples given in this section were taken from individual chapter contracts and individual charter school handbooks.

### **Mission / Vision**

#### **Mission:**

◆ Educational Philosophy:

- Essential Educational Principles
- Each student is unique and important
- Teachers are...

Coaches, guides, mediators, models, and researchers.

- Parents are partners in educational program
- The school and the world are “teachers”
- Children need school personnel who are competent in and knowledgeable of all aspect of their assignments

◆ Philosophy of Human Relations:

- Each child is...

- - Each child is the child of his/her parent(s) not the product nor the property of any educational, social, racial, political, religious, or cultural theory or establishment
- - The child's individual home and culture (language, values, and lifestyle) are respected
- - We are all citizens of the state and the United States
- ◆ Philosophy of Human Growth and Development:
  - Ages and stages
  - - Child preparation for school
  - - Students are active, self-motivate learners
- ◆ Educational Pedagogy:
  - How learning best occurs
- ◆ Philosophy of Educational environment
- ◆ For children
- ◆ For parents
- ◆ For staff
- ◆ Parent involvement

Vision:

## School Goals / Objectives

### School Goals:

- ◆ For students
  - Objectives
  - Non-academic
    - Student code of conduct
      - ~ Behavior
      - ~ Dress and Cleanliness Code
      - ~ Winter Weather: Clothing and Recess
      - ~ Bicycles at school
      - ~ Telephone Calls
      - ~ Other
  - Academic
    - Intellectual
      - ~ Content areas
    - Intrapersonal
      - ~ Respect: Self
      - ~ Developing
        - ~~ Mind
        - ~~ Body
        - ~~ Spirit
    - Interpersonal:
      - ~ Respect for



~ ~ Schoolmates

~ ~ Staff

~ ~ Parents

~ ~ Community

~ ~ Peers from other schools

~ Rights and responsibilities of American and World  
citizenship

~ ~ Property

~ ~ Family

~ ~ Community

- ◆ For staff and board
- ◆ For parents and community involvement
  - Contract: Individual Parent Participation Plan (IPPP)
  - Uniform set of parent goals
- ◆ Measurement criteria (general or specific) for goals
- ◆ Commitment to school improvement
  - Continuous improvement
  - School improvement plan

Objectives: (examples)

- ◆ Common foundation in “classical” knowledge
- ◆ Historic sense of the world
- ◆ Core knowledge curriculum

- ◆ Character building program
- ◆ Montessori
- ◆ Self-esteem development
- ◆ Attrition reduction

Standards:

**Academic Achievement / Measurement Criteria**

Academic Achievement:

- ◆ Essential skill and concepts listed by
  - Age
  - Grade
  - Or development based on the philosophy of the school

Measurement Criteria:

- ◆ Essential skills and concepts, etc.
- ◆ Introduced / Mastery of concept
- ◆ Criteria Level
- ◆ Core curriculum / advanced curriculum continuum
- ◆ Percentage required to achieve the successful completion of the course work.
- ◆ Other

## **Personnel Development**

Continuing education expectations for faculty

In-service training opportunity for faculty

Encourage the use of different / innovative teaching methods

## **Health / Safety / Welfare / Emergency**

Description of how you will comply with regulations (as applicable to charter schools) Federal, State, Local:

### Health issues

- ◆ Approval letters for local departments of health on passing all inspections
  - Water supply
  - Food handling
  - Sanitation requirements
- ◆ Drugs and alcohol
- ◆ Prescription medication
- ◆ Student self-medication
- ◆ Accident / Illness at school
- ◆ Chronic conditions

- ◆ Immunization records required

#### Safety issues

- ◆ Forbidden items
- ◆ Final building occupancy inspection letter from the Police Fire Marshall Division or appropriate agency.
- ◆ Other

#### Welfare issues

- ◆ Letter of compliance with or exemption from the State Department of Labor, Barrier-free Design Division.
- ◆ Lost and found

#### Emergency occurrence Plans:

- ◆ Emergency information on each member in school population
- ◆ Emergency Supplies (for example)
  - Water
  - Food
  - Blankets
  - Flashlights
  - Medical – First Aid
  - To sustain campus population for X number of days
- ◆ Fire

- Fire drills
- ◆ Flood
- ◆ Earth quakes
  - Earthquake drills
- ◆ Tornadoes
  - Tornado drills
- ◆ Hurricanes
- ◆ Any other local disaster possibility
- ◆ Violence from strangers or familiar population

Revoking a Charter:

A charter may be revoked when a sponsor deems the health, safety or welfare of students are endangered as a result of a specific act or omission.

**Enrollment Policy / Admission Procedure / Marketing Plan**

Enrollment Policy:

- ◆ Admissions Procedures / Requirements:
  - Statement of non-discrimination regarding Non-English speaking students, at-risk students, and other potential discriminators.
- ◆ Statement of no tuition and allowable fees:
  - Extra curricular activities
  - Program fees
  - Other

- Optional interim session (income / expenses / fees)
- ◆ Selection process (lottery)
- ◆ Applicants exceeding school capacity
- ◆ Application dates and deadlines
- ◆ Late applications
- ◆ Random remaining slots selection
- ◆ Waiting list names accepted (chronological order)
- ◆ Age and age cut-off (age cut off date for Kindergarten or Day Care), age exceptions
- ◆ Grade levels
- ◆ Washington Administrative Code (WAC) / Revised Code of Washington (RCW) requirements
- ◆ Residential area served and Court ordered residency issues
- ◆ School requirements toward family of students
  - Parents of students are required to attend orientation workshops about the program to confirm they understand major aspects of the program.
  - Application interview with parent (s) / guardian(s) and student(s) applying
  - Notification: Teachers (will be doing) home visits to all admitted students.
  - Family contract: Parents Participation Agreement (PPA)
  - Individual parent participation plan

- ◆ Upon admittance pre-testing for placement purposed

Marketing Plan:

- ◆ Advertising and outreach plan
- ◆ Racial and ethnic balance outreach plan

### **Section Three: Organization and Governance**

This section discusses in detail issues related to whom a particular charter school will serve, the kind of facilities to be provided and who will be responsible for the school. The section also addresses who writes school policy and how a school might conduct business with external agencies.

The following examples were taken from charter school proposals, actual charters and student – parent handbooks. Different state and legislative requirements were responsible for the variation and lack of consistency of were examples were found.

#### **Students Population:**

- ◆ Community and student demographics
- ◆ Non-discrimination statement (ethnic, national origin, gender, income level, disability, etc.)
- ◆ Locale from which the population will be drawn.
- ◆ Number of students to be served (per class and school in total)
- ◆ Age / Grade levels in the school
- ◆ Age / Grade population plan projection of start up and anticipated increase (next 3 to 5, years).
- ◆ Students and parents who agree with the educational philosophy (describe the plan) as appears in the charter and will abide by the policies and practices of the school.



**School Facilities:**

- ◆ Location and address (es)
- ◆ Facility options under consideration on the initial charter proposal
- ◆ Lease terms or purchase of facilities and property ownership statements
- ◆ School does not have the authority to acquire property by eminent domain.
- ◆ Number of rooms and the square foot (total and of each)
- ◆ Room designation per grade or subject/use and room capacities
- ◆ Playground / athletic facilities and dimensions
- ◆ Facility maintenance responsibility
- ◆ State / Federal rules, regulation, and laws regarding school facilities
- ◆ Safe and orderly campus
- ◆ Remodeling and / or construction plans and contractors, licenses, etc.
- ◆ Dispensation of all property which the school has leased, purchased, borrowed, or contracted for use, shall be promptly returned to any entity from which the school has leased or borrowed the property or with whom the school has contracted for use, should the charter be terminated or not renewed

- ◆ All property personally or individually owned by teachers or staff employed by the school shall be exempt from distribution of property at the disillusionment of the school

**Board of Education / Directors / Trustees / Governing Council:**

**Board of education (or variations on governing body's name) goals**

- ◆ Board of education duties and involvement
  - Determining policies
  - - Personnel policies and procedures
  - - School operations
- ◆ Oversee financial management and daily financial operations of the school
  - Grievance policy, complaint process, conflict resolution
  - Due process
  - Student code of conduct
  - Student disciplinary procedures
  - - Risk management guidelines
  - - Opportunity resource room
  - - In-school suspension
  - - Student study team (with parent and administrator supervision)
- ◆ Board of education notice for open and closed sessions
- ◆ Consultants

- ◆ Method of monitoring compliance with applicable law and performance of its targeted educational outcomes
- ◆ Parent organization / Parent-teacher advisory board structure and meetings
  - Volunteering / Parent Responsibilities
    - - Number of hours a week of parent involvement (required / encouraged)
    - - Classroom helpers
    - - Field trip aids
    - - Special speakers / career internship sponsors
    - - Library volunteers
    - - Health screening
    - - Fund raising
    - - Student enrichment programs
    - - Monthly family activity events
    - - At home support:
      - ~ Laminating
      - ~ Typing
      - ~ Sewing costumes, etc.
      - ~ Making educational - support material
      - ~ Other
    - - Family Action Teams:

- ~ Community Resource Action Team coordinates fund-raising projects and accesses resources
- ~ Connection Action Team: promotes interactions among staff, students, and families.
- ~ Hospitality Action Team: welcomes new students and hosts visitors.
- ~ Public Relations Action Team: promotes the school's philosophy and activities to the community.
- ~ Volunteer Action Team: recruits, trains, and recognizes volunteers.
- ~ Technology and Curriculum Action Team: provides input on curriculum and technology.

- ◆ Various school support groups
- ◆ Community relations / volunteering / involvement
  - Business involvement
- ◆ Governing board flow chart
- ◆ Board of education members:
  - Number of board members
  - Eligibility
  - Selection process
  - Length of membership term
  - Rotation cycle

- Proportion of board members to reflect: faculty, parents and/or interested community members, sponsoring organization, founders and organizers of the charter proposal.
- Termination process
- Replacement process
- Interim board membership process
- ◆ Board responsibility in the employee hiring process
  - Non-discrimination in hiring statement
  - Staff recruiting responsibilities
  - Hiring policy and procedures decision making
  - Employee discipline and dismissal process
  - Reference check
  - Fingerprinting and criminal background check
- ◆ Board members profile / resume

### **Sponsors Duties and Responsibilities**

- ◆ Assistance in compliance with the charter
- ◆ Assistance in compliance with applicable law
- ◆ Keep informed of any expectations that the sponsor might have to ensure success in compliance with charter
- ◆ Authority for renewing / revoking / evaluation of charter school
- ◆ Charter merger with other schools, organization, or commercial sponsorship

- ◆ Non-prohibition statement of the school seeking sponsorship for any other entity empowered by law to sponsor charter school.
- ◆ Number of days to termination and charter revoked of original sponsorship when sponsorship is granted by a second entity.
- ◆ Technical assistance with:
  - Obtaining resources / materials
  - Filling out documents
  - Improving pupil achievement
  - Providing workshops for charter school community
  - Statement of non-endorsement:
    - - Ex. .... sponsorship of the school by sponsor in no way represents or implies endorsement of any method of instruction, philosophy, curriculum, or pedagogy employed by the school....
- ◆ Use it's resources, real and influential to advocate for the charter school concept.
- ◆ Advised of any juridical and/or legislative changes that might affect charter schools
- ◆ Facilitate reasonable use of state administrative and specialist staff for professional advice
- ◆ Sponsor visits to the school
  - School shall allow representatives to visit each school site
  - Representatives may include individuals from:
    - - Finance

- - Curriculum and evaluation
- - Audit
- - Other areas of interest at the discretion of the sponsor
- Date, time, and frequency of visits shall be at the discretion of the sponsor
- Purpose of the visits:
  - - Learn about the school
  - - Discuss relevant issues
  - - Provide technical assistance
  - - Conduct financial, program or compliance audits

**Supporting Organizations:**

- ◆ Parent organization
- ◆ Community support for the charter school
- ◆ Advisory Board
  - The Governing Council: which will be the governing body of the school, there will be a Advisory Board made up of outside persons from the private sector, corporations and foundations to provide expertise and recourses
  - Community leaders' and members' supporting the charter school
    - - Signatures of supporters
    - - Letters of support if available
- ◆ Commercial organizations

- ◆ Organization support (Boys and Girls Clubs, etc.)

### **School / Administrative Policies:**

- ◆ School attendance policy (and related laws, exceptions).
- ◆ Displacement Plan / Attendance Alternatives for district students not desiring to attend the (conversation) charter school.
- ◆ Admissions Procedures / Requirements
- ◆ Student Code of Conduct
  - Student Discipline Plan
  - Suspension / Expulsion Policy
  - Absences / Tardiness / Change in Routine (leaving school early, etc.)
  - Personal and holiday celebrations
  - Other
- ◆ Parent-Teacher Advisory board
  - Curriculum policy impute
  - Procedural decisions impute

### **School Operations / Schedules:**

#### **School Operations:**

- ◆ Business operations
  - Notices required / permitted under the contract shall be in writing and shall be effective upon personal delivery (subject to



verification of service or acknowledgment of receipt) or three days after mailing when sent by certified mail, postage prepaid to the school (address) and the sponsor (address).

- ◆ Computer consortium with other small districts
- ◆ Transportation services
  - To and from school
  - To and from field trips
  - Handicap transportation services
  - Students on free or reduced lunches
  - Contracting
  - - Independent services
  - - Arrangements with the school district
  - Licensing requirements

School Schedules:

- ◆ School Calendar (holidays / early release / no school scheduled)
  - Welcoming procedures and dates
  - Newcomers and orientation activities
  - Monthly Saturday Parent / Student Workshops
  - Saturday Family Field Trips
- ◆ Length of the school year
  - Beginning and ending dates
  - - Year

- - Quarter and / or semester / Trimester schedule
- - Year Round scheduled dates
- Instructional hours: by grade - hours required - hours provided
- ◆ Daily school hours
  - A day in the life of a student (sample day).
  - Law requirement for length of day by minutes per week, per grade
  - By grade - beginning and dismissal time schedule
  - Parents' needs in daily hours
  - Continuous Day: before / after school program (self-supporting, low cost)
- ◆ Special activity / project days
- ◆ Interim session optional
  - Income / expenses / fees
  - Private / non-profit funding

## **Section Four: Staffing Requirements / Employment**

This section addresses all the possible staffing needs of a charter school. It includes the need for particular positions, qualifications, duties, and responsibilities.

The section also addresses personnel hiring policy and assignments, staff benefits and compensation plans. Not every school will need all the positions listed, especially in the beginning of a school, but a plan should be developed to cover the work that needs to be done. An example might be a custodial position. A parent or parent group or a shared parent and teacher responsibility could do the work. It is important for responsibilities to be listed in the duties and responsibilities section under the job description and how they may be modified as a school grows. A sponsoring school district might be responsible for some of these positions and would need to be a written agreement with the district.

### **Administration**

#### **Administrator / Director / Principal:**

- ◆ Qualifications
  - Appropriate certificate
  - Administrator Resume
- ◆ Duties
  - Supervision (directly or indirectly) of all activities and personnel of the school system
  - Designated position on the Board of Education (or whatever name charter uses)

- Administer the policies of the board
- Provide leadership for the entire school system
- Provide initiative and technical guidance for the improvement of the total program
- Delegation of authority for the operation of various functions
- Responsible to the Board for all functions of the school
- - Education
- - Management
- - Governing board
- - Personnel guideline / selection
- - Teacher/Instructor observation and evaluation.
- - Staff discipline and corrective measures when needed
- ◆ Authority
- ◆ Selection
- ◆ Confidence vote

### **Teaching Staff**

- ◆ Ratio of teachers to students
- ◆ Ration of teaching aides to students

### **Teacher / Instructors (Certified):**

- ◆ Minimum qualifications
  - Certificate

- Ability to deliver quality instruction
- Agreement and active compliance with the philosophy of the charter school
- BA (or other degrees required)
- Years of experience required to be hired
- References
- Cooperative attitude with peers and parents
- Demonstrating of professional teaching manner during observational visit before teacher is hired
- Attitude of enthusiasm and love of learning
- ◆ Duties
  - Regular meetings with administration to discuss curriculum development
  - Actively involve all their student's parents in school programs
- ◆ Evaluations
  - In accordance with the law
  - By administration
    - - By independent consultant - written report
  - Portfolios
    - - Requirement explained to the staff by X date in the school year
    - - Survey of appropriate individuals
    - - Peer evaluation

Assistant Teacher / Instructor (Certified or Classified):

- ◆ Minimum qualifications
- ◆ Duties
- ◆ Evaluations
  - In accordance with the law

Specialty Teacher / Instructor (Certified or Classified):

Librarian, Counselor, Nurse, etc.:

- ◆ Minimum qualifications
- ◆ Duties
- ◆ Evaluations
  - Same as teachers
  - In accordance with the law

Learning Disability Specialist / Special Ed. Teacher / Instructor (Certified):

- ◆ Minimum qualifications
- ◆ Duties
- ◆ Evaluations
  - In accordance with the law
  - Same as teachers

Substitute Teachers / Temporary Positions (Certified and Classified):

- ◆ Minimum qualifications
- ◆ Duties
- ◆ Evaluations
  - In accordance with the law
  - Administration / Classroom teacher's reports

**Support Staff:**

Financial Consultant / Business Manager:

- ◆ Minimum qualifications
- ◆ Duties
  - Annual district budget
  - Schedule of budget deadlines for presentation to the administrator.
  - Annual financial report
  - Completion reports
  - Special Education census
  - Grants
  - Food services
  - Bus service
  - Student attendance
  - Payroll
  - Health insurance

- Procurement
- Inventory
- Remodel/Construction
- Policy / Procedures
- Evaluations
- - In accordance with the law
- - Administration
- - Independent consultant
- - Auditor's letter / review

Administrative Assistant / Assistant to the Administrator

- ◆ Minimum qualifications
- ◆ Duties
  - Type related correspondence for Board of Directors / Administrator / teachers
  - Order and return district loaned material for teachers
  - Answer phones
  - Keep district informed of upcoming events / requirements
  - Take minutes at board meetings
  - Maintain minutes book as required by law
  - Arrange for repair / maintenance of district equipment
  - Post board-meeting agendas
  - Prepare agenda information package for board



- Prepare monthly expense report for board meetings
- Keep adequate stock on hand for daily supply needs of teachers and students
- ◆ Evaluations
  - In accordance with the law
  - Administration
  - Teacher survey
  - Independent consultant

#### Food Services Personnel

- ◆ Minimum qualifications
  - Food handlers permit
  - Must be in good health
  - Be able to read, write, and interpret recipes, menus and other job related materials
  - Must demonstrate aptitude or competence for assigned responsibilities
- ◆ Duties
- ◆ Evaluations
  - In accordance with the law
  - Administration
  - Independent consultant
  - Food service inspections

### Custodial / Maintenance

- ◆ Minimum qualifications
  - Good health
  - Ability to read basic operating instruction and write reports
  - Demonstrated aptitude for successful completion of the tasks assigned
- ◆ Duties
- ◆ Evaluations
  - In accordance with the law
  - Administration
  - Teacher / Staff survey
  - Independent consultant

### Bus Driver / Transportation Driver

- ◆ Minimum qualifications
  - Qualify and obtain/maintain valid state bus driver's certificate
  - Maintain a ticket free record
  - Sign statement of non-drug and alcohol use
  - Submit to random drug test
- ◆ Duties
  - Drive the school bus/vehicle on scheduled routes and as needed for special events
  - Report vehicle maintenance needs

- ◆ Evaluations
  - In accordance with the law
  - Teacher / Parent survey
  - Transportation independent evaluator
  - On-Bus video evaluation

### **Hiring / Staff Development:**

#### **Hiring Guidelines / Steps**

- ◆ Terms and conditions of employment
  - Full time employee
  - Full time status
  - Hourly employee
  - Salaried employee
- ◆ According to the guidelines for state agencies as stated in code except as exempted by Charter School Legislation (cited).
- ◆ TB test and finger printing required
- ◆ Non-discrimination statement
- ◆ Written application
  - Form
  - Essay response to question
- ◆ Letters of recommendation
- ◆ Employee misstatement of fact... considered grounds for dismissal

- ◆ Employees hired in an "at will" status for X period of time until performance of duties dictates a permanent yearly contract are offered
- ◆ Interview Questions (Personnel Committee)
- ◆ Applications reviewed
  - By Principal
  - By Board of Education
  - By Personnel Committee

#### Vacancy / Announcements

- ◆ Making vacancy known to the public
  - Newspaper
  - Alternative Educational Press (Changing Schools)
  - District's routine announcement procedure
  - State education's website employment opportunity
- ◆ Any employee of the school may file an application with the school for any existing vacancy that constitutes an advancement
- ◆ All interested and qualified employees shall be considered for vacancies, along with candidates applying from outside the school

#### Assignments / Reassignment

- ◆ Staff wishing to return to district from Charter
- ◆ Staff wishing to change grade levels, etc.

### Rights of Employees

- ◆ Staff Continuing Education / Development
- ◆ Staff Surplus / Reduction In Force (RIF)
- ◆ Non-renewal / Termination of Contract
  - Employee recourse / dispute resolution
- ◆ Non-renewal / Termination of Charter Contract
  - Staff position in district

Contractors are hired as independent contractors and not contract school employees

### Personnel Files

- ◆ Acknowledgment: Each prospective employee will be provided a copy of these policies and be required to sign a form acknowledging that the employee has received, read, had an opportunity to ask questions regarding and understood the policies
- ◆ Confidential
- ◆ Maintenance
- ◆ Medical files

### Staff Compensation / Benefits

#### Salary schedule

- ◆ Salary bidding process / as negotiated with individual teachers

- ◆ If services are leased from the local district according to district and state policies regarding those teachers and individual contracts
- ◆ Increase in compensation determined by the performance and expertise of the teacher / salary schedule increase

#### Vacation days

- ◆ Paid vacation days
- ◆ Non-paid vacation
- ◆ Sick leave
- ◆ Leave of absence
  - Scheduled
  - Unscheduled
- ◆ Cash-out unused
  - Leave
  - Vacation
  - Sick days
- ◆ Transference of sick leave days to colleague in need

#### Staff Benefit Package / Retirement Policy

- ◆ Health Care Insurance
  - Group insurance
  - Individual, non-company funded
  - - Employee paid direct

- - Paid through tax exempt premium payments through payroll deduction

◆ Retirement

## Section Five: Insurance

Section five discusses the types of insurance a school should consider carrying. There was vast range of insurance policies addressed in charter proposals or in charter contracts. Many state's insurance carrier had a different policy but with some overlapping similarities. It was apparent that some states appeared to have a greater fear of lawsuits as indicated by the extensive insurance coverage that the charter schools reported. It is important to know what kinds of things a school needs protection from when considering insurance needs, so a full list has been included. In some cases a charter school shared the insurance plan with the sponsoring school district or had a landlord cover the facility's insurance.

### Insurance Description / Coverage:

- ◆ Policy numbers included for each of the insurance being purchased
- ◆ Amounts carried in each of the insurance being purchased
  - Minimum combined single limit of (amount required or desired by school)
- ◆ Public School Package Policy
- ◆ Compensation insurance (workers)
  - State fund
- ◆ Corporation / School Operations Liability
  - Board member liability
  - Administrator professional liability
- ◆ Certificate holder



- ◆ Fire
- ◆ Liability / general
- ◆ Personal liability & wrongful acts
- ◆ Commercial umbrella / property damage
- ◆ Business personal property
- ◆ Loss / theft
- ◆ Errors & omissions liability
- ◆ Vehicle / auto liability
- ◆ Sexual harassment
- ◆ Casualty
- ◆ Bonding employees
- ◆ School crime & faithful performance coverage
- ◆ Student accident insurance
- ◆ Limited partnership
  - With landlord

## Section Six: Budget / Financial Records / Exemptions

Section six identifies the costs involved in the operation of a charter school. Detailed records and projections requiring professional research and help need to be assembled. In a proposal contract for a charter school the source of funding beyond what a state might provide needs to be identified. Few states provide charter schools with the same funding per student that is enjoyed by regular public schools. States are concerned that no funding sponsorship be by any religious organization and that accurate and effective accounting practices be in place.

### Budget:

- ◆ Information provided in text and spread sheet format.
  - Revenue plan (budget) rubric
  - Expenditure (cash flow analysis) rubric
- ◆ Application for stimulus fund and / or budget report
- ◆ General funds
- ◆ Revenue projections
- ◆ Expenditure projections / financial requirements
  - Start-up costs and initial capital outlay
  - Cost of school operations
    - Staffing
    - Salaries
    - Employee benefits

- Special education
- Transportation services
- - Pupil
- - Special Education
- Supplies and materials
- Utilities and communications
- Other expenditures
- - Insurance
- - Travel expense for office staff
- Cost of contracting goods and services
- - Business manager purchased services
- - Legal, audit, other purchased services
- - Contracting services with the district
- - Contracting services with the sponsor
- Facilities cost
- - Purchase
  - ~ Bank line of credit is obtained
- - Rental / lease
- - Maintenance
  - ~ Cleaning services
  - ~ Repair and maintenance
- ◆ Schedule of budget report deadlines for the administrator
- ◆ Financial Plan: Revenue projections (3 to 5 years)

- Income
- Expenses
- ◆ Fund-raising
  - Stimulus fund information
  - - Foundation to provide resources, research, and write grants
  - Other funding
- ◆ Assets
  - Detailed written inventory of all assets in possession of the school, which the school intends to utilize in the operation of the school
  - Annual report on the anniversary of the charter contract, delivered to the sponsor, detailed written description of any gifts, grants, donations, in-kind services, benefits and all other assets it has accumulated during the term of the contract
  - Source of all gifts, grants, donations, in-kind service, benefits and other assets

Financial Records / Record:

- ◆ Fiscal accountability / review
- ◆ Legal Budget Report (for detail accounts)
- ◆ Uniform System of Financial Records
  - All records necessary or helpful prepared in consistency with law and requirements.

- ◆ Procurement rules
- ◆ Audit requirements
  - Audited by a CPA
  - Subject to the requirements of the auditing law and the State Auditor General for internal control procedures
  - Annual financial audit
- ◆ Inventory
  - Annual
  - A fixed inventory list of all capital furniture, equipment, vehicles, supplies, etc. purchased by the school in excess of \$300 in value shall be kept and all items tagged and marked
  - General fixed assets list of all land, buildings and improvements in excess of \$3000 shall be kept

Exemption / Waivers / Amendment:

- ◆ Procurement rules and audit requirements specifically deemed accepted by the sponsor or charter school law
- ◆ Exemptions under the charter agreement
- ◆ Request specific waivers greater and more specific knowledge is gained about operational needs and opportunities

## Section Seven: Educational Programs

Section seven is the last but by no means the least important consideration when initiating the start of a charter school. Here educational program is not only affected by all the proceeding considerations but to some extent is what drives the supporting framework and a school's uniqueness. Some of the information in this section has appeared in some form in other sections but here is specifically related to the education program to be delivered to the children. Teaching and learning philosophy, context, assessment, reporting and accountability practices need to be defined.

### Educational Philosophy:

- ◆ Philosophy
  - An Educated Person in the 21<sup>st</sup> Century
- ◆ Educational Goals
- ◆ Context of the Educational Program
- ◆ Methodology
  - Models
    - A Mastery Learning Approach Model
      - ~ Pretest / Post test
    - Individualized Instruction
    - Neuro-Learning Program
    - Basal Readers
    - Whole Language

- - Montessori

Educational Programs:

- ◆ Special Program Emphasis
  - Example: Language, arts, etc.
  - K-2 Home - School Liaison Program
- ◆ Comprehensive Program of Instruction
  - Curriculum for all grades
    - - Scope and sequence for all subjects
    - - By age and/or grade levels: by progression / benchmarks
      - ~ Spread sheet
      - ~ Text explanation
      - ~ ~ Major source(s) of curriculum
  - Parent Partner Curriculum (required)
    - - Seminars for parents on educational topics
    - - Curriculum reading - text and articles
- ◆ Special Education
- ◆ Redemption Plan / Procedures
  - Remediation
- ◆ Extra Curricular Classes / Activities
  - Community apprenticeship program
  - School and community service projects
    - - To foster an awareness of community, interdependency and responsibility

- Training for parent involvement
- Parenting classes (for parents)
- Tutoring services
  - - Peer tutoring
  - - Volunteer tutoring
- ◆ Student reading / learning incentive programs
- ◆ After school enrichment program
- ◆ Student study team
- ◆ Saturday family field trips
- ◆ Monthly Saturday parent / student workshops

Assessment:

- ◆ Assumptions about assessment (Philosophy)
- ◆ Assessment goals
  - Individual Education Plan (IEP)
  - Timeline
  - Corrective Action
- ◆ Measurable student outcomes
  - Site-adopted outcome targets and benchmark
    - - Defined / using
  - Board adopted targets
- ◆ Grade level graduation standard - developmental checklist
- ◆ Method of assessing student outcomes



- Progress measurement plans
- - Norm-referenced
- - Criterion referenced
- - Individualized progress
- Description of Assessment Tools
- - Portfolio
- - Collaborative -cooperative group performance
  - ~ Goal setting
- - Anecdotal records
- - Student journals
- - Student demonstrations
- - Parent interviews
- - Authentic Assessment
- - Integrated Performance Tasks
- - Standardized test assessment

Reporting:

- ◆ Annual School Report Card
  - Performance indicators
  - School evaluation
  - Annual report of student progress toward charter goals
  - Descriptions of all school programs (regular, magnet, and special instructional programs)

- Description of school's academic goals
- Number of disciplinary incidents and the number referred to law enforcement
- Description of social services available at the school
- School calendar and length of the day
- Descriptions of the transportation services available
- Description of the responsibilities of parents of children enrolled at the school
- Descriptions of the school responsibilities to parents of students (including report card dates)
- Composition of school sited council and description of duties
- Summary results of norm-referenced and Essential Skills tests
- Attendance rate
- Promotion, graduation and dropout rate
- Total enrollment
- Open enrollment information
- ◆ Student Report Cards
- ◆ Conferencing with Parents

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**Chapter Four**

**Appendix A**

**Charter School's Considerations and Issues  
Collapsed List**

Charter School's Considerations and Issues to Address  
In Order of Appearance in Charter Documents Studied  
(Collapsed List)

	SUM	AVE.	%
<b>Section 1: Legal Compliance</b>			
A	37	0.25	25
B	26	0.1756	17.56
C	25	0.1689	16.89
<b>Section 2: Uniqueness of the School</b>			
D	90	0.4864	48.64
E	68	0.6126	61.26
F	38	0.5277	52.77
G	13	0.1805	18.05
H	28	0.3888	38.88
I	79	0.7117	71.17
<b>Section 3: Organization and Governance</b>			
J	77	0.4162	41.62
K	46	0.3108	31.08
L	91	0.3513	35.13
M	31	0.4305	43.05
N	53	0.3581	35.81
O	41	0.3693	36.93
P	59	0.2277	22.77
<b>Section 4: Staffing Requirements / Employment</b>			
Q	68	0.4594	45.94
R	124	0.4189	41.89
S	41	0.2216	22.16
T	71	0.2741	27.41
U	27	0.375	37.5
<b>Section 5: Insurance</b>			
V	92	0.1554	15.54
<b>Section 6: Budget / Financial Records /Exemptions</b>			
W	104	0.2811	28.11
X	74	0.5	50
Y	14	0.1944	19.44
<b>Section 7: Educational Programs</b>			
Z	66	0.3567	35.67
ZA	66	0.2973	29.73
ZB	114	0.4401	44.01
ZC	48	0.3243	32.43

**Chapter Four**

**Appendix B**

**Charter Proposal Sample Layouts**

## Charter Proposal Sample Layout Number One

Charter School Application  
Board of Regents  
Application for Public School Authorization

### Part I: Statutory Requirements

1. Contact person(s): title, address, telephone and FAX for each person
  2. Affiliation or type of application; individual or entity
  3. List of proposed members of the Board of Directors including description of their qualifications and method of appointment or election.
  4. Attach a copy of proposed Articles of Incorporation.
  5. Attach a copy of proposed Bylaws.
  6. Documents submitted:
    - a. The Governance Structure
    - b. Educational Goals and Programs Goals
    - c. Curriculum to be offered  
Curriculum progression chart.
    - d. Method of Pupil Assessment
  7. Admission policy and criteria
  8. Describe provision for general public notice of enrollment and enrollment process.
  9. School calendar and school day schedule.
  10. Age and grade range of enrolled pupils
  11. Staff responsibility and governance structure.
  12. Attached - signed agreement acknowledging compliance with state code.
  13. Description of and address for proposed physical plant at which school will be located.
- A. Academic Operations:
1. Proposed date of opening
  2. Projected enrollment in year one through year five.
  3. Provide a description of targeted student population.
  4. Describe advertising and recruitment plan.
  5. Describe methods to be used to admit students when demand exceeds capacity.
  6. Describe methods of involving parents in the education of enrolled students.
  7. Describe any early intervention and / or other non-retention strategies, which will be employed to minimize retention.



8. Identify the proposed school administrator or qualifications including certification or describe the process to be used to identify and hire the teachers.
9. Identify the primary teachers and their qualifications including certification or describe the process to be used to identify and fire the teacher.
10. Describe how and under what circumstances non-certified individuals will be hired to assist teachers and how they will be supervised.

**B. Physical Facilities and Start-up Cost**

1. Describe physical facility (include floor plan): suitable of space and provisions for specialized space (if any).
2. Submit the address of the public school building and name of location and intermediate school district in which the public school will be located.
3. Identify the proposed method and arrangement for transportation of pupils (if any).
4. Attach the following fire, health and safety approvals required by the code and applicable law:
  - a. Final building inspection letter (Police Fire Marshal Division).
  - b. Approval letter from local department of health passing all water supplies, food handling and sanitation requirements.
  - c. Letter of compliance with or exemption from State Department of Labor, Barrier-free Design Division.
5. Start-up financial costs (describe the provisions you have made for the financing of building and / or "bridge loan") including considerations of all elements of school operation as well as a minimum 5% reserve of annual operating budget to cover emergencies. Provide a five-year proposed budget.

**C. Education Component**

1. Describe the purpose of the public school including the philosophical and educational focus.
2. Describe the curriculum plan for the public school including any unique elements in instruction and / or assessment. The curriculum plan must include a comprehensive evaluation component.
3. Attach proposed mission statement

Agreement to Comply with Applicable Laws (Signed agreement statement)

Attachments:

Mission Statement  
Vision

Assessment Philosophy Statement  
Parent Involvement  
Disciplinary Plan  
    Violation  
    Definition  
    Disciplinary Action

**Charter Proposal Sample Layout Number Two**

XXX Charter School  
Charter Renewal Contract

Cover page

Table of contents

Introduction

- Purpose
- Mission and School-wide Vision
- An Educated Person of the 21<sup>st</sup> Century
- Description of School
- Fulfillment of Goals and Accomplishments
- Continued Goals of the Charter Schools
- Amendments to the Charter
- Future Renewal Procedures
- Dispute Resolution Process
- Revocation of Charter

Element I: Curriculum

- Concept 1: Enriched Academic Skills and Concepts
- Concept 2: Staff Development
  - Parent / Adult Education
- Concept 3: At-Risk Students
  - Title I
  - Bilingual Education
  - Special Education
  - Gifted and Talented Education
  - Matriculation to the Middle School
  - Measurable Pupil Outcomes
  - Standardized Testing
  - Transition Pate of LEP Students
  - Attendance
  - Other Assessment
  - Authentic Assessment
  - Reporting Pupil Progress

Element II: Parents / Student

- School-wide Welcoming
  - Welcoming Procedures
  - Newcomers and Orientation Activities
- Process to Ensure Parent Involvement

- Admission Requirements
- Enrollment
- Non-Discriminatory Statement
- Racial / Ethnic Balance
- Community Support Services
- Tutoring
- Counseling Services
- Student Discipline
- Parent Conflict Resolution Procedure

Element III: Employee / Personnel

- Staff Member Selection
- Selection Procedure
- Selection of Administrators
- Selection of Paraprofessionals
- Selection of Day-to-Day Substitutes

Personnel Matters:

- Qualifications
- Duties
- Racial-Ethnic Balance
- Salary Schedule
- Work Basis
- Differentials

Other topics:

- Method of Reporting Alleged Improprieties
- Legal Representation
- Contracts
- Permanency / Seniority / Reduction in Force
- Evaluations and Professional Development
- Benefits
- Retirement Systems

Element IV: Governance

- Structure

Councils:

- Special Duties
- Budget / Facilities and Safety
- Curriculum and Assessment
- Human Resources and Personnel
- School - Community Relations

- Composition of Councils

- Election of Council Chairpersons

- Meetings

- Council of Councils

- Composition

Duties  
Process of Adoption and Modification of Policies

Element V: Budget / Business / Accounting

Site-Based Budgeting  
Revenue Flow  
Depository / Accounting / Payroll  
Budget Development / Fiscal Reports  
Liability / Insurance / Reserves  
Property / Value / Insurance  
Employee - Related Insurance  
Retirement Health Benefits  
PERS / STRS / PARS / Social Security  
Attendance Accounting  
Special Education Services  
Health and Safety  
Transportation  
Facilities:  
    Capacity and Class Size  
    General Maintenance  
    Deferred Maintenance  
    Food Services Program  
    Contract Development  
    Alterations and Improvement  
    Proposition BB  
    Technology / Development / Construction

Sponsoring District Services  
Mandated Cost Reimbursement  
Community Involvement  
Charter School Evaluation  
Appendix:

- ◆ Operational / Instructional Improvement (\* identifies improvements linked to fiscal autonomy)
- ◆ Modification of Integration Programs
- ◆ Revenue, Expenditures and Changes in Fund Balance
- ◆ Audited Financial Statement
- ◆ Food Services - Memorandum of Understanding
- ◆ Evaluation Commissioned by XXX School Evaluation Report
- ◆ Charter Petition Elements
- ◆ Documents included in Data Collection
- ◆ Site Visit Checklist
- ◆ Comparison of Standardized Test Scores as Charter School / Comprehensive test of Basic Skills
- ◆ Broadcast Studio

- ◆ Five Day SRLDP Program
- ◆ Technology Plan
- ◆ Applied Learning, Science, Health Education
- ◆ Education Standards
- ◆ Standards Consultants
- ◆ Cognitive Coaching
- ◆ Banking Time Schedules
- ◆ Academic Clinics
- ◆ Compliance with Special Education Laws, Rules and Regulations
- ◆ Salary Schedule
- ◆ Code of Ethics
- ◆ Full School Year
- ◆ Sponsoring District Release Days conditions
- ◆ Leave Policy
- ◆ Home-School Contract (in English and Spanish)
- ◆ Student Responsibility Code (in English and Spanish)
- ◆ Student Responsibility Contract (in English and Spanish)
- ◆ Student Textbook Contract (in English and Spanish)
- ◆ Homework Policy (in English and Spanish)
- ◆ Computer and Internet Contract (in English and Spanish)

Signature page for staff and Charter Renewal Contract

## Charter Proposal Sample Layout Number Three

Introduction Statement

Legislative Background

Local Background - a Community developed Educational Vision

Background: Statement of Need

Background: School Demographics

Special Amendment filed for regional legislation

Enrollment:

School size: enrollment projections

Student - Teacher Ratio

Enrollment Process

Charter School Working Model - graphic

Educational Program:

General School Objectives

Fundamental Guiding Competencies

Basic Skills

Relation to State-wide and National Performance Standards

Teaching Models:

Projects

Integrated Curriculum

Remediation

Special Needs and Bilingual Students

Research-based Programs

Measurement and Evaluation: The Personal Education Plan System

Personal Education Plan (PEP)

Assessment Methodology

Accountability:

Quality Improvement Goals

Improvement Methods

Teacher and Staff Performance Evaluation

Accountability to the Public and the Parents of attending Children

Communications

Finances:

School Budget and Financial Record Review

School record - Dissemination of Information

Human Resources:

Staff Hiring

Targeted Staff Size

Teacher / Student Ratio

Professional Development

Salaries, Contracts, Hiring, Dismissal, Benefits

School Governance:

School Community

Management Committees

Board of Trustees

Roles and Responsibilities

Relationship of Board of Trustees to Teachers and Administrators

Parent and Student Involvement in Decision Making

School / Community:

School / Community Interaction

District / Charter School Relations

Building and Facility

Background Criteria

Building Plan and Finance Committee

Fund-raising: efforts to generate capital and supplement per pupil allocation

Options in Education

Summer Semester

Financial Goals

Code of Conduct

Transportation

Liability and Insurance

School Assembly Bylaws



## Charter Proposal Sample Layout Number Four

### Strategic Planning

#### Step I:

Cover Page

Address Information / Founders' Names / Board of Directors' Names

Table of Contents

Introduction Letter (signed)

Strategic Planning Team Members

Statement of Belief

The Mission Statement

Strategic Objectives

Strategies

Summary of Action Plans

Strategy 1: To establish / implement a program for fund raising.

Strategy 2: To clarify the organizational structure of the school.

Strategy 3: To further develop the curriculum.

Strategy 4: Align curriculum, instruction and assessment.

Strategy 5: Develop a human resource plan.

Strategy 6: Develop and implement a communications plan.

Strategy 7: Foster partnership between school and community.

Strategy 8: Develop a contingency plan for possible changes in State Laws and funding.

Strategy 9: Ensure continued training for staff and develop a program for training parents and other volunteers.

Strategy 10: Before and after school care.

Strategy 11: Develop and implement a plan for facility expansion.

Strategy 12: Pursue Education Excellence

Qualification Criteria for Charter School Applicants (according to the State of XXX)

I. Assurance

II. Students

III. Governance

IV. Instruction

V. Personnel

VI. Facility

VII. Other Services

VIII. Funding

#### Step II:

XXX University Application for Public School Academy (Charter)

I. School Name / Address / Contact person(s) / Contact Information

- II. Mission Statement
- III. Philosophy
- IV. Governance

Step III:

Contract to Charter Public School Academy  
and Related Documents between XXX Charter School  
and XXX University Board of Control

General Index

Contract Schedules:

Schedule 1: Resolution Establishing a Method of Selection, Length of Term,  
and Number of members of Bard of Directors of XXX Charter School.

Schedule 2: Articles of Incorporation

Schedule 3: Bylaws

Schedule 4: Educational Goals

Schedule 5: Curriculum

Schedule 6: Staff Responsibilities

Schedule 7: Fiscal Agent Agreement:

Article I: Definitions and Interpretations

Article II: Fiscal Agent Duties

Article III: State Duties

Article IV: Academy Duties

Article V: Records and Reports

Article VI: Concerning the Fiscal Agent

Article VII: Miscellaneous

Step IV:

Table of Contents

Article I: Definitions

Section 1.1 Certain Definitions

Section 1.2 Schedules

Section 1.3 Statutory Definitions

Article II: Role of XXX University Board of Control as Authorizing Body

Section 2.1 Method of Selection, Length of Term and Number of Members  
of Board of Directors

Section 2.2 Method for Monitoring School Compliance with Applicable  
Law and Performance of its Targeted Educational Outcomes

Section 2.3 Reimbursement of University Board Costs

Section 2.4 University Board as Fiscal Agent for the School.

Section 2.5 Authorization of Employment

Article III: Requirement that School Act Solely as Governmental Entity

- Section 3.1 Governmental Agency
- Section 3.2 Other Permitted Activities

Article IV: Purpose

- Section 4.1 Academy's Purpose

Article V: Corporate Structure of the Academy

- Section 5.1 Articles of Incorporation
- Section 5.2 Bylaws

Articles VI: Operating Requirements

- Section 6.1 Governance Structure
- Section 6.2 Contributions and Fund Raising
- Section 6.3 Educational Goals and Programs
- Section 6.4 Curriculum
- Section 6.5 Methods of Accountability
- Section 6.6 Staff Responsibilities
- Section 6.7 Admission Policies
- Section 6.8 School Calendar / School Day Schedule
- Section 6.9 Age / Grade Range of Pupils Enrolled
- Section 6.10 Annual Financial Audit
- Section 6.11 Address and Description of Physical Plant
- Section 6.12 Reports to the University President
- Section 6.13 Accounting Standards
- Section 6.14 Placement of University Student Interns

Article VII: Compliance with Part 6A and 6B of Code and other laws

- Section 7.1 Compliance with Part 6A and 6B of Code and other Laws
- Section 7.2 Compliance with State School Aid Act
- Section 7.3 Open Meetings Act
- Section 7.4 Public Employees Relations Act
- Section 7.5 Freedom of Information Act
- Section 7.6 Non-discrimination
- Section 7.7 Other State Laws
- Section 7.8 Federal Laws

Article VIII: Amendment

- Section 8.1 Process for Amending of Contract
- Section 8.2 Process of Amending the Articles
- Section 8.3 Process of Amending the Bylaws
- Section 8.4 Changes in Existing Law

Article IX: Enforcement and Revocation

- Section 9.1 Grounds for Revocation
- Section 9.2 Procedures for Revoking Contract
- Section 9.3 Superintending Control in the Event of an Emergency

Article X: Termination

- Section 10.1 Grounds for Termination by the School
- Section 10.2 Procedures for Terminating Contract

Article XI: Provisions Relating to Charter Schools

- Section 11.1 XXX University Faculty Employment in the Charter School
- Section 11.2 Charter School Faculty Appointment to XXX University

Faculty

- Section 11.3 Student Conduct and Discipline
- Section 11.4 Insurance
- Section 11.5 Transportation
- Section 11.6 Intramural and Interscholastic Sports
- Section 11.7 Illegal Liabilities and Covenants Not to Sue
- Section 11.8 Lease and Occupancy and Safety Certificates
- Section 11.9 Deposit of Public Funds by the Academy
- Section 11.10 Management Agreements

Article XII: General Terms

- Section 12.1 Notices
- Section 12.2 Severability
- Section 12.3 Successors and Assigns
- Section 12.4 Entire Contract
- Section 12.5 Assignment
- Section 12.6 Non-Waiver
- Section 12.7 Indemnification
- Section 12.8 Construction
- Section 12.9 Force Majeure

- Section 12.11 Non-agency
- Section 12.12 Governing Law
- Section 12.13 Counterparts
- Section 12.14 Terms of Contract
- Section 12.15 Survival Provisions

Bylaws

Article I: Officers

- I. Principal Office
- II. Registered Office

Article II: Governance

Article III: Board of Directors

- III. General Powers
- IV. Method of Selection
- V. Length of Term
- VI. Number of Directors
- VII. Qualifications
- VIII. Oath
- IX. Tenure
- X. Removal
- XI. Resignation
- XII. Regular Meetings
- XIII. Special Meetings
- XIV. Notice, Waivers
- XV. Quorum
- XVI. Manner of Acting
- XVII. Meeting by Telephone or Similar Equipment
- XVIII. Board Vacancies
- XIX. Compensation
- XX. Presumption of Assent
- XXI. Committees

Article IV: Officers

- XXII. Number
- XXIII. Election and Term of Office
- XXIV. Removal
- XXV. Vacancies
- XXVI. President
- XXVII. Vice-President
- XXVIII. School Administrator
- XXIX. Secretary
- XXX. Treasurer
- XXXI. Assistants and Acting Officers
- XXXII. Salaries
- XXXIII. Filling More Than One Office

Article V: Contracts, Loans, Checks and Deposits, Special Corporate Acts

- XXXIV. Contracts
- XXXV. Loans
- XXXVI. Checks, Drafts, etc.
- XXXVII. Deposits
- XXXVIII. Voting of Securities Owned by this Corporation
- XXXIX. Contracts between Corporation and Related Persons

Article VI: Indemnification

Article VII: Seal

Article VIII: Amendments

Article IX: Fiscal Year

## Charter Proposal Sample Layout Number Five

### Policies for School Operations and School Programs for XXX School

Section I: Policies Incorporated into Both the Bylaws of the XXX School and the Contract with XXX University with changes subject to approval by the University.

- A. Governance
- B. School Improvement
- C. Philosophy and Mission
- D. Curriculum Design
- E. Methods of Pupil Assessment
- F. Admission Policy and Enrollment
- G. Age of Students and Grade Level Organization
- H. School Calendar and School Day
- I. Finance and Operations
- J. Partners' Responsibilities
- K. Relationship to Other School
- L. Physical Plant
- M. Compliance with Law
- N. Transportation
- O. No Religious Affliction
- P. Compliance with XXX University

Section II: Policies Related to Students

Section III: Policies Related to Staff and School Operations  
And such other sections as may be necessary to develop for the successful management of the XXX school.

### Policies for School Operations and School Programs of the XXX School

Section I: Item A: Governance

Item B: School Improvement

Item C: Philosophy and Mission  
For Children  
For Parents  
For Staff

Item D: Curriculum Design

Subject Areas Outline  
Parent Partner Curriculum  
Curriculum Proposal to the Board (Date)  
The Proposal

Item E: Methods of Pupil Assessment

Item F: Admission Policy and Enrollment

Item G: Age of Students and Grade Level Organization

Item H: School Calendar and School Day  
Calendar Schedule as published for parents  
The School Day Schedule

Item I: Finance and Operations

Item J: Partner's Responsibilities

- Q. Students as Partners
- R. Responsibilities of all Adults to both the Child Partners and to the Community
- S. Parent Partner Responsibilities
- T. Staff Partner Roles and Responsibilities
- U. Classroom Teacher
- V. Teacher Assistants
- W. Partner and Special Activities Coordinator
- X. Contracted Services Teachers
- Y. Volunteers

Item K: Relationship to Other Schools

Item L: Physical Plant

Item M: Compliance with Law

Item N: Transportation of Students

Item O: No Religious Affiliation

Item P: Compliance with University

Section II: Item A: Operational Budget

Section III: Item A: Contract  
Article I: Definitions



- Article II: Role of XXX University Board of Control as Authorizing Body
- Article III: Requirement that Academy Act Solely as Governmental Entity
- Article IV: Purpose
- Article V: Corporate Structure of the Academy
- Article VI: Operating Requirements
- Article VII: Compliance with Part 6A and Part 6B of Code
- Article VIII: Amendment
- Article IX: Enforcement and Revocation
- Article X: Termination
- Article XI: Provisions Relating to Charter Schools
- Article XII: Insurance and Indemnification
- Article XIII: General Terms

Section IV: Undersigned read and understand and agree to comply with and be bound by the terms and conditions set forth in this Contract.

**Chapter Four**

**Appendix C**

**Federal Statutes and Regulations  
Applicable to Charter Schools**

**Federal Statues and Regulations**  
**Applicable to Charter Schools**

The following information was provided in the packet from Sydelle Rose Hoffman, director of Bright Beginnings School, Inc., Chandler, Arizona.

I. Laws Applicable to Charter Schools Whether or Not They Receive Federal Funding.

The following summaries are of laws, which generally apply to businesses, employers or schools. The information, which is most relevant to Charter Schools, has been included. The statutory reference is provided for each Act for those who wish to review the entire text. Specific questions regarding applicability or exceptions should be referred to legal counsel for the Charter School.

- A. **Age Discrimination in Employment Act**, 29 U.S.C. §§ 621-634. Prohibits an employer from failing or refusing to hire or to discharge any individual or otherwise discriminate against any individual with respect of compensation, terms, conditions, or privileges of employment, because of the individual's age. Prohibits limiting, segregating or classifying employees in such a manner as to adversely affect the employee's status because of age, or reducing the wage rate of any employee in order to comply with this law. "Employer" is defined to include a person engaged in an industry affecting commerce which has 20 or more employees for each working day in each of twenty or more calendar weeks in the current or preceding calendar year, any agent of such a person, and a State and any interstate agency, but not the United States or a corporation wholly owned by the government of the United States.
- B. **Americans with Disabilities Act**, 42 U.S.C. §12101-12213. Prohibits discrimination against persons with disabilities and requires affirmative action, including mandatory accommodations, to ensure that discrimination does not occur in employment, public access to facilities and services, transportation, communication and government services. The requirements apply to all governmental entities and private employers of 15 or more employees.
- C. **Asbestos Hazard Emergency Response Act**, 15 U.S.C. §§2641-2655. Provides for Federal regulations, which require inspection for asbestos-containing material and implementation of appropriate response actions with respect to asbestos-containing material in schools. Applies to any local educational agency (LEA) as defined

at 20 U.S.C. §8801 (18), the owner of any private, nonprofit elementary or secondary school building, and the governing authority of Department of Defense schools. Applies to any school as defined at 15 U.S.C. §2642(12). "School building" means any structure or other facility which is suitable for use as a classroom, including a school facility such as a laboratory, library, school eating facility or recreational activities for an academic course in physical education [and] any other facility used for the instruction of students or for the administration of educational or research programs. 15 U.S.C. §2642 (13).

**D. Asbestos School Hazard Detection and Control Act.** 20 U.S.C. §§ 3601-3611. Make loans available for up to 50% of the cost of asbestos abatement. "LEA" refers to any local education agency as defined in 20 U.S.C. § 8801(18), any nonprofit elementary or secondary school owned and operated by one or more nonprofit corporations or associations or any school of any agency of the United States. [Also see, Asbestos School Hazard Abatement Act, 20 U.S.C. §§ 4011-4021].

**E. Civil Rights Act of 1964,** 42 U.S.C. §§ 1981 to 1988. Specifically guarantees equal right under the law to all persons, regardless of color, regarding contracts, the right to se, be parties, give evidence, the full and equal benefit of all laws and proceedings, and property rights for citizens, as well as the same punishments, pains, penalties, taxes, licenses and exactions of every kind. Prohibits discrimination on the basis of disability. Provides for compensatory and punitive damages and attorney's fees.

i. **Title IV,** U.S.C. §§2000c-2000c-9. Requires desecration of public schools. "Desegregation" is defined to include the assignment of students to public schools and within such schools without regard to their race, color, religion, sex or national origin, but does not include the assignment of students to public schools in order to overcome racial imbalance or classification and assignment for reasons other than those specified. "Public School" is defined to include any elementary or secondary educational institution which is operate by the State, subdivision or a State, or operated wholly or predominantly form or through the use of governmental funds or property, or funds or property, or funds or property derived form a governmental source.

ii. **Civil Rights Act of 1964, Title VI,** 42 U.S.C. §§2000d-2000d-7. Prohibits exclusion from participation in, denial or benefits of, and discrimination under federally assisted

programs or activities on the ground of race, color or national origin. : programs or activities” is defined to include, among other entities, an LEA, system of vocational education or other school system, or an entire corporation, partnership or other private organization, or an entire sole proprietorship if assistance is extended to the entity or the entity is “...principally engaged in the business of providing education, health care, housing, social services, or parks and recreation....”

- F. Employment Retirement Income Security Act (ERISA), 29 U.S.C. §§1001-1461, including changes made by the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA), 29 U.S.C. §§1161-1169.** Provisions of ERISA generally apply to sponsors of and participants in group pension plans; provisions of COBRA generally apply to sponsors of and participants in group health plans..
- G. Equal Educational Opportunities Act, 20 U.S.C. §§ 1701-1758.** Prohibits the denial of equal educational opportunity to an individual based on race, color, sex, or national origin by the deliberate segregation by an educational agency of students among or within schools. The prohibition extends to: the failure of an educational agency which has formerly practiced deliberate segregation to take affirmative steps to remove the vestiges of a dual school system; the assignment of students in such a manner as to promote segregation, unless assigned to the neighborhood school; discrimination in employment, employment conditions or assignment of faculty or staff; the transfer of a student from one school to another if the purpose and effect is to increase segregation, or the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in instructional programs. The Act does not require the assignment or transportation of students or teachers in order to overcome racial imbalance. “Educational agency: is defined by section 801(k) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. §1720).
- H. Fair Labor Standards Act, 29 U.S.C. §§201-219.** Applies to an “employer,” which is defined to include any person acting directly or indirectly in the interest of an employer in relation to an employee and includes a public agency, but does not include any labor organization (other than when acting as an employer). “Employee” is defined to include any individual employed by an employer, except for certain relatives of an employer engage in

agriculture. Addresses minimum wages, maximum work hours, child labor provisions, prohibited acts, penalties, etc.

- I. **Family Education Rights and Privacy Act of 1974**, 20 U.S.C. § 1232g. Requires access by parents and eligible students to the student's educational records. Specifies how and when personally identifiable information regarding the student may be disclosed, including requirements for consent and/or notice upon disclosure. Applies to all public schools in Arizona pursuant to A.R.S. §15-141 (A). [Each state has its own wording to this Federal Law.]
  
- J. **Immigration Reform and Control Act**, 8 U.S.C. §§1324a, 1324b. Prohibits any person or entity from hiring, recruiting or referring for a fee for employment in the United States an alien, knowing the alien is unauthorized. Hiring such a person through a contract, subcontract or exchange is also prohibited. Also prohibits discrimination on the basis of national origin against an individual, other than an unauthorized alien, I hiring, recruiting or referring for a fee or discharging from employment.
  
- K. **Occupational Safety and Health**, 29 U.S.C. §§651, *et seq.* Requires employers to furnish employment and a place of employment, which are free from recognized hazards that are causing or are likely to cause death or serious physical harm to employees. Requires employers to comply with safety and health standards promulgated under the statute and requires employees to comply with standards and rules, regulations and orders which are applicable to their individual actions.
  
- L. **Radon Pollution Control Act**, 15 U.S.C. §§2661 to 2671. Applies to any "local education agency," (LEA) as defined at 20 U.S.C. §8801; the owner of any nonprofit elementary or secondary school building; and the governing authority of any school operated pursuant to section 241 of Title 20, relating to impact aid for children who reside on Federal property.
  
- M. **Stewart B McKinney Homeless Assistance Act**, 42 U.S.C. §11421 to 11432. Makes available grants to States in order to provide a program of literacy training and basic skills remediation for adult homeless individuals within the State and to assure that each child of a homeless individual and each homeless youth have access to a free, appropriate public education.

II. Laws Generally or Specifically Applicable to Charter Schools Which Receive Federal Funding

The following summary provides information regarding several laws which make funds available for specific purposes, which funding may be available to qualified Charter Schools. A few of the laws are generally applicable to any education agency, including a Charter School, which receives any funding from the Federal government; others apply to any recipient of funds specifically from the U.S. Department of Education.

- A. **Adult Education Act**, 20 U.S.C. §§1201 –1209. Provides grants to States to assist in the funding of adult education programs, services and activities of eligible participants.
- B. **Carl D. Perkins Vocational and Applied Technology Education Act**, 20 U.S.C. §§2301-2471. [See especially 20 U.S.C. §2331]. Provides grants to States on a dollar-for-dollar match basis for the purpose of providing programs and activities for vocational teachers and academic teachers working with vocational education students, including corrections educators and counselors, and educators and counselors in community-based organizations, including in-service and pre-service training. The programs and activities may include, among other things, the promotion of partnerships among business, education (including educational agencies), industry, labor, community-based organizations, or governmental agencies.
- C. **Drug-Free Workplace Act of 1988**. 20 U.S.C. §§702-707. Provides that no person, other than an individual, shall be considered a responsible source for the purposes of being awarded a contract for the procurement of any property or services of a value of \$25,000 or ore from any Federal agency unless the person has certified that it will provide a drug-free workplace by taking specified steps and providing assurances to the Federal agency that the employer has complied with the terms of the Act.
- D. **Individuals with Disabilities Education Act**, 20 U.S.C. §1400-1485. Requires recipients of federal funding under the Act to comply with procedural and due process requirements to ensure that children with disabilities are provided with a free, appropriate public education.

- E. **Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.**  
Prohibits discrimination in any program receiving federal financial assistance on the basis of disability of r otherwise qualified individuals with disabilities.



## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

The purpose of this project was the design of conceptual guidelines and considerations for the development of an Elementary Charter School in the State of Washington. To achieve this purpose, current literature and research on charter school, scholarship choice programs, and Washington State Legislative proposals were reviewed. Additionally, information via correspondence with existing charter schools in various states were obtained and also reviewed.

#### Conclusions

Conclusions reached as a result of this study were:

1. Charter schools are the largest, most comprehensive educational reform since the factory model of schooling was instituted.
2. Choice in the school that a student attends seems to have a great effect on the success and performance of the student as well as the increased involvement of parents in the child's education.
3. Even with the reduced funding provided by the state to charter schools the performance of these schools seems to be as good or better than the fully funded regular public school in the area.

4. Through charter schools, the bureaucratic control of the school is diminished. However, a charter school is a huge project to get up, running, and maintain, requiring the assistance of many people in varied vocations, often times working gratis. The greatest cause of a charter school failure is not the academic plans and academic decisions made, but the lack of planning on the administrative and accounting sides. The labor of developing a charter school plan and proposal is enormous, and rightly so. By preparing in advance a well thought out, completely developed plan, the chance of success of the school is greatly increased.
5. While safeguards are necessary for the protection of the state's funding and interest in an educated population, undue regulations imposed in charter school legislation defeats the educational innovative part of the charter school's potential. A balance between the needs for safeguards and the freedom to experiment to find a better way to teach and learn needs to be struck to encourage the best of the charter school reform possibilities. An enormous safeguard is embedded in the charter school concept. The charter school must perform to the satisfaction of the charter contract and produce the results described or it is closed. There is no such level of accountability in current public schools

### Recommendations

As a result of this project, the following recommendations are presented:

1. It is desirable that the State of Washington provides alternative forms of public education for the students on the elementary or primary level. The charter school model has proven to be successful in thirty-seven states and the District of

Columbia and could fill the void in Washington. If one child finds a better academic fit and increases personal learn achievement, applies himself more and stays in school longer, it is well worth the cost.

2. The list provided here are points of discussion for designing an elementary charter school and should be used to simulate thought and general direction in the development of a charter plan.
3. Focused, yet widespread community support is necessary for a charter school to succeed. While a unified vision must exist, the school planners cannot develop a successful school proposal in isolation of the population it is intended to serve. Parents of the future students, as well as others in the community must be involved from the beginning.
4. The designers of the charter school plan within a community need to remember their purpose is to provide a choice in education. The design of the charter school is not to duplicate an already existent school, but to meet the currently unmet needs of students and their families. Whether a new design or a conversion of an operational public school, the charter school needs to be set apart so the choice is obvious.

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**APPENDIX A:**

**TEXT OF INITIATIVE 729**

STATE OF WASHINGTON

**Office of the Secretary of State**

**Text of Initiative 729**

**FORMATTING NOTE:**

In initiatives, legislative bills and other proposed measures, language that is to be deleted from current statutes is represented by a "strikethrough" character and language that is to be added is underlined. Because these special characters cannot be formatted in all Internet browsers, a different set of symbols is used for presenting these proposals on-line. The symbols are as follows:

- Text that is surrounded by {{{- text here -}}} is text that will be DELETED FROM the existing statute if the proposed measure is approved.
- Text that is surrounded by (+ text here +) is text that will be ADDED TO the existing statute if the proposed measure is approved.
- (+ NEW SECTION+) (found at the beginning of a section or paragraph) indicates that ALL of the text in that section will become law if the proposed measure is approved.

INITIATIVE 729

AN ACT Relating to education; amending RCW 41.59.080; adding a new section to chapter 41.56 RCW; adding a new section to chapter 41.59 RCW; adding a new chapter to Title 28A RCW; and creating new sections.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF WASHINGTON:

NEW SECTION. (+ Sec. 1. INTEN +)T. The People intend to authorize the establishment of charter public schools for the purpose of providing more, high-quality public school choices for families, students and teachers. High-quality public school choices are those proven and promising learning environments that are likely to result in improved student achievement.

NEW SECTION. (+ Sec. 2. DEFINITIONS +). Unless the context clearly requires otherwise, the definitions in this section apply throughout this chapter.

(1) "Applicant" means a nonprofit corporation that has submitted an application to a sponsor to obtain approval to operate a charter public school. The nonprofit corporation must either be a public benefit nonprofit corporation as defined in RCW 24.03.490, or a nonprofit corporation as defined in RCW 24.03.005 that has applied for tax-exempt status under section 501(c)(3) of the internal revenue code of 1986 (26 U.S.C. Sec. 501(c)(3)). The nonprofit corporation may not be a sectarian or religious organization and must meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under section 12 of this act.

(2) "Charter" means a contract between an applicant and a sponsor. The charter establishes, in accordance with this chapter, the terms and conditions for the management, operation, and educational program of the charter public school.

(3) "Charter public school" means a public school managed by an applicant's board of directors and operating independently of any school district board under a charter approved in accordance with this chapter.

(4) "Board of directors" means the board of directors of the public benefit nonprofit corporation that manages and operates the charter public school.

(5) "Sponsor" means:

(a) The school district in which the charter public school is located; or

(b) any state or regional university as defined in RCW

28B.10.016.

Charter public schools sponsored under (b) of this subsection shall be approved by the governing board of the sponsoring institution or by an official or agency designated by and accountable to the governing board.

NEW SECTION. (+ Sec. 3. CHARTER PUBLIC SCHOOLS--POWERS +).

(1) The charter public school's board of directors may hire, manage, and discharge any charter public school employee in accordance with the terms of this chapter and that school's charter.

(2) The charter public school's board of directors may enter into a contract with any school district, or any other public or private entity, also empowered to enter into contracts, for any and all real property, equipment, goods, supplies, and services, including educational instructional services.

(3) Charter public schools may rent, lease, or own property, but may not acquire property by eminent domain. All charters and charter public school contracts with other public and private entities must include provisions regarding the disposition of the property if the charter public school fails to open as planned, closes, or the charter is revoked or not renewed. Charter public

schools may accept gifts and donations from other governmental and private entities, excluding sectarian or religious organizations. Charter public schools may not accept any gifts or donations the conditions of which violate this chapter.

(4) Neither a charter public school sponsor nor the school district in which the charter public school is located is liable for acts or omissions of a charter public school, including acts or omissions related to the application, the charter, the operation, and the performance of the charter public school.

(5) Charter public schools may not charge tuition, levy taxes, or issue tax-backed bonds, however they may charge fees for optional noncredit extracurricular events.

(6) Charter public schools may issue secured and unsecured debt to manage cash flow, improve operations, or finance the acquisition of real property or equipment. No such issuance shall constitute an obligation, either general, special or moral of the state, the charter public school sponsor, the school district in which the charter public school is located or any other political subdivision or agency of the state. Neither the full faith and credit nor the taxing power of (a) the state, (b) the charter public school sponsor, (c) the school district in which the charter public school is located or (d) any other political subdivision or agency of the state may be pledged for the payment of such debt.

NEW SECTION. (+ Sec. 4. LEGAL STATUS +). A charter public school is a public school including one or more grades, kindergarten through twelve, operated by a public benefit nonprofit corporation, according to the terms of a renewable five-year contract granted by a sponsor.

NEW SECTION. (+ Sec. 5. CHARTER PUBLIC SCHOOLS--EXEMPTIONS +).

(1) A charter public school shall operate independently of any school district board, under a charter approved by a sponsor under this chapter.

(2) Charter public schools are exempt from all state statutes and rules applicable to school districts and school district boards of directors except as provided in this chapter and in the school's approved charter.

(3) A charter public school's board of directors may elect to comply with one or more provisions of the statutes or rules that are applicable to school districts and school district board of directors.

- (4) All approved charter public schools shall:
- (a) Comply with state and federal health, safety, and civil rights laws applicable to school districts;
  - (b) Participate in nationally normed standardized achievement tests as required in RCW 28A.230.230 and the elementary, middle school, and high school standards and assessment examinations as required in RCW 28A.655.060;
  - (c) Employ certificated instructional staff as required in RCW 28A.410.010, however charter public schools may, like other public schools, hire noncertificated instructional staff of unusual competence and in exceptional cases as specified in RCW 28A.150.260;
  - (d) Comply with the employee record check requirements in RCW 28A.400.303;
  - (e) Be subject to the same financial and audit requirements as a school district;
  - (f) Comply with the annual performance report under RCW 28A.655.110;
  - (g) Report at least annually to its sponsor and to parents of children enrolled at the charter public school on progress toward the student performance goals specified in the charter; and
  - (h) Comply with the open public meetings act in chapter 42.30 RCW.

NEW SECTION. (+ Sec. 6. ADMISSION REQUIREMENTS +).

(1) A charter public school must enroll all students who submit a timely application. If capacity is insufficient to enroll all students who submit a timely application, the charter public school must give enrollment priority to students who reside within the school district boundaries in which the charter public school is physically located. Priority also must be given to siblings of students who are currently enrolled in the school. Schools that convert to charter public schools must also give priority to the students who are currently enrolled in the school. When too many students of equal priority have applied, a lottery shall be used to select the specific students who are offered admission.

(2) A charter public school may not limit admission based on race, religion, ethnicity, national origin, gender, income level, intellectual ability, disabling condition, proficiency in the English language, or athletic ability. A charter public school may limit admission to students within a given age group or grade level.

NEW SECTION. (+ Sec. 7. CHARTER APPLICATION--CHARTERING PROCESS +).

(1) An applicant may apply to a sponsor to establish a charter public school as provided in this section.

(2) An application for a charter public school may be submitted to any qualified sponsor.

(3) If an applicant applies to the local school district for sponsorship, the local school district board of directors must hold a public hearing in the school district on the application within sixty days of receipt of the application. The school board must either accept or reject the application within thirty days after the hearing. The thirty-day deadline for acceptance or rejection of the charter public school application may be extended for an additional thirty days if both parties agree in writing.

(4) If the local school board rejects the application, the school board must notify the applicant in writing of the reasons for the rejection. The applicant may submit a revised application for the school board's reconsideration. The school board may provide assistance to improve the application. If the school board rejects the application after submission of a revised application, the school board must notify the applicant in writing of the reasons for the rejection.

(5) If an applicant applies to a sponsor other than a local school district, that public agency must comply with the procedures

specified in subsections (1) through (4) of this section for consideration of charter public school applications. Such a sponsor is not bound by another sponsor's findings or decision to deny the application, if any.

(6) The superintendent of public instruction shall maintain copies of all approved charter public school applications. Any interested person may obtain copies of those applications from the office of the superintendent of public instruction.

(7) Only the local school district may sponsor the conversion of a conventional public school to a charter public school.

NEW SECTION. (+ Sec. 8. APPLICATION REQUIREMENTS +). The charter public school application is a proposed contract and must include:

- (1) The identification and description of the nonprofit corporation submitting the application, including the names and descriptions of the individuals who will operate the school;
- (2) The nonprofit corporation's articles of incorporation, bylaws, and most recent financial statement and balance sheet;
- (3) A mission statement for the proposed school, consistent with the description of legislative intent in this chapter;
- (4) A description of the school's educational program, including curriculum and instructional strategies;
- (5) A description of the school's admissions policy and marketing program, including deadlines for applications or admission;
- (6) A description of student performance standards that must meet those determined under RCW 28A.655.060, and be measured according to the assessment system determined under RCW 28A.655.060;
- (7) A description of the plan for evaluating student performance and the procedures for taking corrective action in the event that student performance at the charter public school falls below standards established in its charter;
- (8) A description of the financial plan for the school. The plan shall include: (a) a proposed five-year budget of projected revenues and expenditures; (b) a plan for starting the school; (c) a five-year facilities plan; (d) evidence supporting student enrollment projections of at least twenty students; and (e) a description of major contracts planned for equipment and services, leases, improvements, purchases of real property, and insurance;
- (9) A description of the proposed financial management procedures, including annual audits of the school's financial and administrative operations, which shall meet or exceed generally accepted standards of management and public accounting;
- (10) An assessment of the school's potential legal liability and a description of the types and limits of insurance coverage the nonprofit corporation plans to obtain that are adequate. For purposes of this subsection, a liability policy of between one million and five million dollars is required;
- (11) A description of the procedures to discipline and dismiss students; and
- (12) A description of the procedures to assure the health and safety of students, employees, and guests of the school and to comply with applicable federal and state health and safety laws and regulations.

NEW SECTION. (+ Sec. 9. APPROVAL CRITERIA +). A sponsor or alternate sponsor may approve an application for a charter public school, if in its reasonable judgment, after exercising due diligence and good faith, the sponsor or alternate sponsor finds:

- (1) The applicant is a public benefit nonprofit corporation and the individuals it proposes to manage the school are qualified to operate a charter public school and implement the proposed educational program;
- (2) The mission statement is consistent with the description of legislative intent and restrictions on charter public school

operations in this chapter;

(3) The school's proposed educational program is free from religious or sectarian influence;

(4) The school's proposed educational program includes student academic performance standards that meet those determined under RCW 28A.655.060 and are measured according to the assessment system determined under RCW 28A.655.060;

(5) The application includes a viable plan for evaluating pupil performance and procedures for taking appropriate corrective action in the event that pupil performance at the charter public school falls below standards established in its charter;

(6) The school's educational program, including curriculum and instructional strategies, is likely to improve student performance as measured under section 5 of this act;

(7) The application includes school performance standards, which must meet those determined under the state-wide accountability system adopted by the legislature pursuant to RCW 28A.655.060(3)(h)(i);

(8) The school's admissions policy and marketing program is consistent with state and federal law;

(9) The financial plan for the school is designed to reasonably support the charter public school's educational program based on a review of the proposed five-year budget of projected revenues, expenditures, and facilities;

(10) The school's financial and administrative operations, including its annual audits, meet or exceed generally accepted standards of accounting and management;

(11) The assessment of the school's potential legal liability, and the types and limits of insurance coverage the school plans to obtain, are adequate. For purposes of this subsection, a liability policy of between one million and five million dollars is required;

(12) The procedures the school plans to follow for discipline and dismissal of students are reasonable and comply with federal law;

(13) The procedures the school plans to follow to assure the health and safety of students, employees, and guests of the school comply with applicable state and federal health and safety laws and regulations; and

(14) The public benefit nonprofit corporation has been approved or conditionally approved by the internal revenue service for tax exempt status under section 501(c)(3) of the internal revenue code of 1986 (26 U.S.C. Sec. 501(c)(3)).

NEW SECTION. (+ Sec. 10. CHARTER AGREEMENT--AMENDMENT +).

(1) A charter application approved by a sponsor with any changes constitutes a charter.

(2) A charter may be amended during its term at the request of the charter public school board of directors and on the approval of the sponsor.

NEW SECTION. (+ Sec. 11. CHARTER RENEWAL AND REVOCATION +).

(1) An approved plan to establish a charter public school is effective for five years from the first day of operation. At the conclusion of the first three years of operation, the charter public school may apply for renewal to its sponsor or an alternate sponsor. A request for renewal must be submitted no later than six months before the expiration of the charter. If the request is to an alternate sponsor, the alternate sponsor shall follow the procedures in section 7 of this act.

(2) A charter public school renewal application must include:

(a) A report on the progress of the charter public school in achieving the goals, student performance standards, and other terms of the charter; and

(b) A financial statement that discloses the costs of administration, instruction, and other expenditure objects and activities of the charter public school.

(3) The sponsor may reject the application for renewal if any of the following occurred:

(a) The charter public school materially violated its contract with the sponsor, as set forth in the charter;

(b) The students enrolled in the charter public school failed to meet student performance standards identified in the charter;

(c) The charter public school failed to meet generally accepted standards of fiscal management; or

(d) The charter public school violated provisions in law that have not been waived in accordance with this chapter.

(4) A sponsor shall give written notice of its decision to grant or deny the charter public school's request for renewal within three months of receiving the request for renewal. If its decision is to deny the request, the sponsor shall provide the charter public school with a reasonable opportunity to correct each identified deficiency in its operation. At the request of the board of directors of the charter public school, the sponsor shall review its denial of the request for renewal after the charter public school has corrected any identified deficiencies, and may, in its discretion, reverse its previous decision and grant the charter public school's request for renewal.

(5) The sponsor may revoke a previously approved charter before the expiration of the term of the charter, and before application for renewal, for any of the reasons specified in subsection (3) of this section. Except in cases of emergency where the health and safety of children are at risk, a charter may not be revoked unless the sponsor first provides written notice of the specific violations alleged, a public hearing, and a reasonable opportunity for the charter public school to correct the identified areas of concern. The sponsor of a charter public school shall provide for an appeal process upon a determination by the sponsor that grounds exist to revoke a charter.

NEW SECTION. {+ Sec. 12. FUNDING +}.

(1) If the sponsor is a school district:

(a) For purposes of funding, students in charter public schools shall be considered students of the sponsoring district for general fund apportionment purposes. Without violating the provisions of section 13 of this act, the sponsoring school district shall provide prompt and timely funding for charter public schools on a per student basis in amounts the schools would have received if the students were enrolled in a noncharter public school in the district except that a charter public school shall not generate eligibility for small school assistance. Funding for charter public schools shall include regular apportionment, categorical, and nonbasic education funds, as appropriate and shall be based on enrollment and other financial information submitted by the charter public school to the school district as is required to determine state apportionment amounts;

(b) Local levy moneys approved by the voters before the effective date of a charter between a school district and an applicant shall not be allocated to a charter public school unless the sponsoring school district determines it has received sufficient authority from voters to allocate maintenance and operation excess tax levy money to the charter public school. For levies approved after the effective date of a charter, charter public schools shall be included in levy planning, budgets, and funding distribution in the same manner as other schools in the district; and

(c) A charter public school is eligible for state matching funds for common school construction if a sponsoring school district determines it has received voter approval of local capital funds for the project.

(2) Conventional public schools which convert to charter public schools shall receive funding in the same manner as other district-sponsored charter public schools.

(3) If the sponsor is not a school district, students in the charter public school shall still be considered students of the district in which the charter public school is located for general fund apportionment purposes. Without violating the provisions of section 13 of this act, the superintendent of public instruction shall provide prompt and timely funding for charter public schools on a per student basis in amounts the schools would have received if the students were enrolled in a noncharter public school in the district except that a charter public school shall not generate eligibility for small school assistance. The funding shall include regular apportionment, categorical, and nonbasic education funds and shall be based on enrollment and other financial information submitted by the charter public school to the school district and the superintendent of public instruction, as is required to determine state apportionment amounts.

(4) No local levy money may be allocated to a charter public school if the charter public school is sponsored by any public agency other than the local school district.

NEW SECTION. {+ Sec. 13. ADMINISTRATION FEE +}. To offset costs of oversight and administering the charter, a sponsor may retain up to three percent of state funding and local excess levy funding, if applicable, that is being driven to the charter public school. Except for the administration fee in this section, no other offsets or deductions are allowed, whether for central administration or other off-site support services, from a charter public school's per-pupil share of state appropriations, local levies, or other funds, unless the charter public school has voluntarily contracted with its sponsor to obtain specific additional services.

NEW SECTION. {+ Sec. 14. CHARTER PUBLIC SCHOOL ASSISTANCE ACCOUNT +}. The charter public school assistance account is created in the custody of the state treasurer. All receipts from appropriations shall be deposited into the account. Expenditures from the account may be used only to provide financial grants to approved charter public schools for start-up costs. Charter public schools may receive up to two hundred fifty dollars per student for start-up costs. Only the superintendent of public instruction or the superintendent's designee may authorize expenditures from the account. The account is subject to allotment procedures under chapter 43.88 RCW, but no appropriation is required for expenditures. Start-up moneys shall be distributed to schools with approved charters on a first-come, first-served basis.

NEW SECTION. {+ Sec. 15. RULES--GRANTS +}. The office of the superintendent of public instruction shall adopt rules to implement section 14 of this act. If an applicant for a charter public school receives a grant under section 14 of this act and fails to begin operating a charter public school within the next eighteen months, the applicant must immediately reimburse the office of the superintendent of public instruction for the amount of the grant.

NEW SECTION. {+ Sec. 16. LEAVES OF ABSENCE +}. If a school district employee makes a written request for an extended leave of absence to work at a charter public school, the school district shall grant the request. The school district may require that the request for a leave be made up to ninety days before the employee would otherwise have to report for duty. The leave shall be granted for up to three years. If the employee returns to the school district within the three-year period, the employee shall be hired before the district hires anyone else with fewer years of service, with respect to any position for which the returning employee is certificated or otherwise qualified.

NEW SECTION. {+ Sec. 17. STUDY OF CHARTER PUBLIC SCHOOLS +}.



The Washington institute of public policy shall study the implementation and effectiveness of this act. The institute shall make recommendations to the legislature about the effectiveness of charter public schools and the impact of charter public schools. The institute shall also recommend changes to this chapter including improvements that could be made to the application and approval process. A preliminary report of the study is due to the legislature by September 1, 2002, and a final report is due September 1, 2004.

NEW SECTION. {+ Sec. 18. NUMBER OF CHARTER PUBLIC SCHOOLS +}.

(1) The maximum number of charters that can be granted under this chapter is twenty in any given year commencing January 1, 2001, for the first four years. These annual allocations shall be cumulative so that if the maximum is not reached in any given year the maximum shall be increased accordingly for the successive years.

(2) A sponsor may not sponsor a charter public school in a school district with a student enrollment of less than one thousand students until January 1, 2003.

(3) For purposes of monitoring compliance with this section and providing information to new charter public school applicants, the superintendent of public instruction shall maintain a running total of the projected and actual enrollment at charter public schools and the number of charters granted.

(4) For purposes of implementing this subsection, a sponsor shall notify the office of the superintendent of public instruction when it receives a charter public school application, when it approves a charter public school, and when a charter public school is renewed or terminated.

(5) The maximum number of charter public schools allowed under this section does not include conventional public schools converting to charter public schools.

NEW SECTION. {+ Sec. 19. +} A new section is added to chapter 41.56 RCW to read as follows:

{+ COLLECTIVE BARGAINING RIGHTS OF CHARTER PUBLIC SCHOOL EMPLOYEES +}.

This chapter applies to charter public schools as defined in section 2 of this act and the charter public school's employees included in the bargaining unit. The bargaining unit of employees of charter public schools must be limited to the employees of the charter public school and must be separate from other bargaining units in the school district or educational service district.

NEW SECTION. {+ Sec. 20. +} A new section is added to chapter 41.59 RCW to read as follows:

{+ COLLECTIVE BARGAINING RIGHTS OF CHARTER PUBLIC SCHOOL EMPLOYEES. +}

This chapter applies to collective bargaining agreements between charter public schools and the employees of charter public schools included in the bargaining unit. The bargaining unit of employees of charter public schools must be limited to the employees of the charter public school and must be separate from other bargaining units in the school district or educational service district.

{+ Sec. 21. +} RCW 41.59.080 and 1998 c 244 s 11 are each amended to read as follows:

{+ COLLECTIVE BARGAINING RIGHTS OF CHARTER PUBLIC SCHOOL EMPLOYEES. +}

The commission, upon proper application for certification as an exclusive bargaining representative or upon petition for change of unit definition by the employer or any employee organization within the time limits specified in RCW 41.59.070(3), and after hearing upon reasonable notice, shall determine the unit appropriate for the purpose of collective bargaining. In determining, modifying or combining the bargaining unit, the commission shall consider the

duties, skills, and working conditions of the educational employees; the history of collective bargaining; the extent of organization among the educational employees; and the desire of the educational employees; except that:

(1) A unit including nonsupervisory educational employees shall not be considered appropriate unless it includes all such nonsupervisory educational employees of the employer; and

(2) A unit that includes only supervisors may be considered appropriate if a majority of the employees in such category indicate by vote that they desire to be included in such a unit; and

(3) A unit that includes only principals and assistant principals may be considered appropriate if a majority of such employees indicate by vote that they desire to be included in such a unit; and

(4) A unit that includes both principals and assistant principals and other supervisory employees may be considered appropriate if a majority of the employees in each category indicate by vote that they desire to be included in such a unit; and

(5) A unit that includes supervisors and/or principals and assistant principals and nonsupervisory educational employees may be considered appropriate if a majority of the employees in each category indicate by vote that they desire to be included in such a unit; and

(6) A unit that includes only employees in vocational-technical institutes or occupational skill centers may be considered to constitute an appropriate bargaining unit if the history of bargaining in any such school district so justifies; and

(7) Notwithstanding the definition of collective bargaining, a unit that contains only supervisors and/or principals and assistant principals shall be limited in scope of bargaining to compensation, hours of work, and the number of days of work in the annual employment contracts; and

(8) The bargaining unit of certificated employees of school districts, educational service districts, or institutions of higher education that are education providers under chapter 28A.193 RCW must be limited to the employees working as education providers to juveniles in each adult correctional facility maintained by the department of corrections and must be separate from other bargaining units in school districts, educational service districts, or institutions of higher education; (+ and

(9) The bargaining unit for employees of charter public schools as defined in section 2 of this act must be limited to the employees of the charter public school and must be separate from other bargaining units in the school district or educational service district +).

NEW SECTION. (+ Sec. 22. +) A new section is added to chapter 41.31 RCW under subpart "Provisions applicable to plan I, plan II, and plan III" to read as follows:

(+ RETIREMENT PLAN BENEFITS OF CHARTER PUBLIC SCHOOL EMPLOYEES. +)

(1) Charter public schools are employers and charter public school teachers are members under this chapter.

(2) This section takes effect only if the department of retirement systems receives determinations from the internal revenue service and the United States department of labor that such participation does not jeopardize the status of these retirement systems as governmental plans under the federal employees' retirement income security act and the internal revenue code.

(3) "Charter public school" means the same as defined in section 2 of this act.

NEW SECTION. (+ Sec. 23. +) A new section is added to chapter 41.35 RCW under subpart "Provisions applicable to plan II and plan III" to read as follows:

(+ RETIREMENT PLAN BENEFITS OF CHARTER PUBLIC SCHOOL EMPLOYEES. +)

(1) Charter public schools are employers and charter public school employees other than teachers are members under this chapter.

(2) This section takes effect only if the department of retirement systems receives determinations from the internal revenue service and the United States department of labor that such participation does not jeopardize the status of these retirement systems as governmental plans under the federal employees' retirement income security act and the internal revenue code.

(3) "Charter public school" means the same as defined in section 2 of this act.

(4) This section takes effect September 1, 2001.

NEW SECTION. {+ Sec. 24. +} A new section is added to chapter 41.40 RCW under subpart "Provisions applicable to plan I and plan II" to read as follows:

{+ RETIREMENT PLAN BENEFITS OF CHARTER PUBLIC SCHOOL EMPLOYEES. +}

(1) Charter public schools are employers and charter public school employees other than teachers are members under this chapter. RCW 41.40.750 applies to charter public school employees who are not in plan 1 under this chapter on September 1, 2001.

(2) This section takes effect only if the department of retirement systems receives determinations from the internal revenue service and the United States department of labor that such participation does not jeopardize the status of these retirement systems as governmental plans under the federal employees' retirement income security act and the internal revenue code.

(3) "Charter public school" means the same as defined in section 2 of this act.

NEW SECTION. {+ Sec. 25. CAPTIONS NOT LAW +}. Captions used in this act do not constitute any part of the law.

NEW SECTION. {+ Sec. 26. NEW CHAPTER IN TITLE 28A RCW +}. Sections 1 through 18 and 25 of this act constitute a new chapter in Title 28A RCW.

NEW SECTION. {+ Sec. 27. SEVERABILITY CLAUSE +}. If any provision of this act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected.

NEW SECTION. {+ Sec. 28. INTEGRATION WITH OTHER STATUTES +}. Within one year of the enactment of this act, the house of representatives and senate committees on education shall develop and recommend legislation, if any is necessary, to bring Title 28A RCW into compliance with this act. Any failure to pass any such legislation shall not, however, affect the validity and enforceability of this act.

NEW SECTION. {+ Sec. 29. CHOICE OF LAW +}. If any provisions of this initiative are in conflict with the provisions of any other initiative enacted by the People at the same election, the provisions of this initiative shall be given precedence.

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**Initiatives Page**

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3/17/2000

**APPENDIX B:**

**SAMPLE OF THE LETTER OF INQUIRY**

**SENT TO THE CHARTER SCHOOLS**



# CENTRAL WASHINGTON UNIVERSITY

ELLENSBURG • LYNNWOOD • MOSES LAKE • SEATAC • STEILACOOM • WENATCHEE • YAKIMA

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Janice Mirro

DEPARTMENT OF TEACHER EDUCATION PROGRAMS

October 1, 1999

Pioneer Charter School  
Ms. Mary Sours  
3230 E. 38th Ave.  
Denver, CO

Dear Ms. Sours,

My name is Janice Mirro, I am a graduate assistant at Central Washington University, I am asking for your help with my research. In partial fulfillment of my Master's degree in Educational Administration, I have chosen as my thesis/project to develop a model charter plan for an elementary school in the State of Washington. Presently Washington does not have legislation allowing charter schools, but I hope that my work will result in a plan for a charter school in readiness for when legislation is enacted.

Through various sources, I have assembled a list of elementary charter schools across the country from which to solicit a copy of their charter school plan. Pioneer Charter School, is one of the charter schools selected to be a part of my research. I am hopeful that you will be able to furnish me with the information that I need. I know you have a busy schedule, but I do hope that you will consider my request.

I am asking that you provide me with a copy of the charter and any related significant materials, which enabled you to be granted approval by CO to open and operate a charter school. In order that you not incur any expense for assisting me in my research I will reimburse you for any expenses involved. If an e-mail attachment is a convenient way to handle the requested materials my address is

Thank you for taking the time to read this letter and in anticipation of your assistance in this project. I am hopeful that Washington will shortly join the other states that already allow educational choice via charter schools.

Yours truly,

Janice Mirro  
Graduate Student

Susan Madley, Ph.D  
Director of Education  
Administration Program

400 E. 8th Avenue • Ellensburg WA 98926-7409 • 509-963-1461 • FAX: 509-963-1162

EEO/AA/TITLE IX INSTITUTION • TDD 509 963-3323

Please note: Signatures and contact information on this page were redacted due to privacy concerns.

**APPENDIX C:**

**ORIGINAL LIST OF TWO HUNDRED AND TWENTY-ONE**  
**CHARTER SCHOOLS THAT RECEIVED THE MAILING**

ABC Alternative Learning Center  
Ms. Carolyn Sawyer-Cahal  
4530 N. Central Ave.  
Phoenix , AZ

ACCLAIM Charter School  
Ms. Melanie Powers Martinez  
5350 W. Indian School Rd.  
Phoenix , AZ

Arete School  
Mr. Steven Wesley King  
5702 N. 35th Ave.  
Phoenix , AZ

Baurau Charter School-Cordes Lake  
Mr. Fred Pitman  
1026 Lakeview Lane  
Cordes Lake, AZ

Bright Beginning School #1  
Ms. Sydelle Hoffman  
2200 N. Arizona Ave. #17  
Chandler, AZ

Center for Educational Excellence  
Mrs. Stacey Cochran  
3002 N. Arizona Ave. #16  
Chandler, AZ

Copper Canyon Academy  
Ms. Pamela Montgomery  
7905 N. 71st Ave.  
Glendale, AZ

Discoery Academy of St. Johns  
Mr. Toni Haws  
PO Box 2730  
St. Johns, AZ

EcoTech Agricultural Charter  
School  
Ms. Kathoum Mutab  
12221 E. Pecos Rd.  
Chandler, AZ

Enterprise Academy  
Mr. James L. Williams  
415 W. Grant St.  
Phoenix , AZ

Acadamey of Excellence  
Ms. Brenda H. Nelson  
425 N. 36th St.  
Phoenix , AZ

American Grade Schools-Asimov  
School  
Mr. Steve Broe  
11426 E. Apache Trail  
Apache Junction, AZ

Arizona Montessori Charter School-  
Glendale  
Ms. Sandra Houston  
10626 N. 43rd Ave.  
Glendale, AZ

Benjamin Franklin Charter School-  
Gilbert  
Mr. Eddie Farnsworth  
13732 E. Warner Rd.  
Gilbert, AZ

Carmel Community Integrated Arts  
Ms. Jacci Hall  
97 W. Oakland  
Chandler, AZ

Challenge Charter School  
Mr. Gregory A. Miller  
15534 N. 51st Ave.  
Glendale, AZ

Desert Hills Center for Youth and  
Families  
Dr. Dennis deNomme  
2797 N. Introspect Dr.  
Tucson, AZ

Dragonfleye Charter School  
Ms. Gail Battistella  
10202 N. 19th Ave.  
Phoenix , AZ

EduPreneurship Student Center  
(ESC) Scottsdale  
Ms. Carol Ann Sammans  
1201 N. 85th Pl.  
Scottsdale, AZ

Franklin Phonetic Primary School  
Mr. Tom Franklin  
6151 E. Copper Hill Dr.  
Prescott Valley, AZ

Accelerated Learning Center  
Laboratory  
Mr. David Jones  
225 N. Country Club Rd.  
Tucson, AZ

American Heritage Academy  
Mr. Steve R. Anderson  
PO Box 1180  
Clarkdale, AZ

ATOP Academy-Phoenix  
Dr. Raymond Jackson  
2100 W. Indian School Rd.  
Phoenix , AZ

Blackwater Community School  
Mr. Bill Waters  
Hwy. 87, Blackwater School Rd.  
Coolidge, AZ

CASY Country Day School #1  
Mr. John Sepro  
7214 Jenan Dr.  
Scottsdale, AZ

Children's Academy of Arizona-  
Tucson  
Dr. Reginald Barr  
1346 N. Stone Ave.  
Tucson, AZ

Dimensions Academy  
Ms. Sandy Jakobs  
5341 W. Greenway Rd.  
Glendale, AZ

Eagle's Aerie School  
Mr. Tim Peak  
17017 S. Greenfield Rd.  
Higley, AZ

Edu-Prize  
Dr. Lynn Robershotte  
580 W. Melody Dr.  
Gilbert, AZ

Friendly House Academia Dei  
Pueblo Elementary  
Mr. Salvador Pastrana  
201 E. Durango St.  
Phoenix , AZ

Future Development Educational & Performing Arts Academy  
Mr. Winston Tease  
1522 E. Southern Ave.  
Phoenix , AZ

Horizon Charter School-Chandler  
Mr. Lawrence Pieratt  
6437 W. Chandler Blvd.  
Chandler, AZ

Larent Clerc Elementary School  
Ms. Cindy Neuroth-Gimbron  
3902 N. Flowing Wells Rd.  
Tucson, AZ

Mingus Springs Charter School  
Ms. Lynda Rice  
PO Box 827  
Chino Valley, AZ

Omega Academy  
Ms. Patricia A. Basett  
5757 W. McDowell Rd.  
Phoenix , AZ

School for the Advancement of Gift Education (S.A.G.E.)  
Mr. Samuel Ruiz  
3313 N. 40th St.  
Phoenix , AZ

Shonto Charter School  
Mr. Eugene Charley  
PO Box 7900  
Shonto, AZ

Tertulia: A Learning Community #1 (6th Avenue)  
Ms. Monica Liang  
812 S. Sixth Ave.  
Phoenix , AZ

Ventana Academic School  
Ms. Marilyn Freeman  
PO Box 1589  
Cave Creek, AZ

Bowling Green Charter  
Mr. Dennis Mah  
4211 Turnbridge Dr.  
Sacramento, CA

Galveston Academy, A Ball Charter School  
Ms. Nancy Helm  
800 W. Galveston St.  
Chandler, AZ

Kachina Country Day School #1  
Mr. Chris Kline  
6602 E. Malcomb Dr.  
Paradise Valley, AZ

Leupp School  
Mr. Ronald K. White  
HC 61, Box D  
Winslow, AZ

Mountain School  
Ms. Renee Fauset  
510 N. Leroux  
Flagstaff, AZ

Phoenix Advantage Charter School  
Ms. Jane Evans  
3738 N. 16th  
Phoenix , AZ

Scottsdale Horizons-Main  
Ms. Judy White  
7425 E. Culver  
Scottsdale, AZ

Sunray Charter School #104  
Mr. James Evans  
759 N. Lindsay  
Mesa, AZ

Tesseract Charter School  
Dr. Phillip Geiger  
3916 E. Paradise Ln.  
Phoenix , AZ

Young Scholar's Academy  
Ms. Tonnie Smith  
4410 Hwy 95, Ste. C  
Bullhead City, AZ

Canyon Charter School  
Ms. Carol Henderson  
421 Entrada Dr.  
Santa Monica, CA

Gan Yeladeem: The Looking Glass School  
Dr. Susan K. Heller  
15030 N. 64th St.  
Scottsdale, AZ

Kingman Academy of Learning-Primary School  
Ms. Betty Rowe  
3120 Hualapai Mountain Rd.  
Kingman, AZ

Life Enrichment Community School  
Dr. Lisa Walker  
6935 E Williams Field Rd.  
Mesa, AZ

NFL YET Montessori School  
Mr. Armando Ruiz  
4848 S. 2nd t.  
Phoenix , AZ

Pine Forest School  
Mr. Merrill Badger  
1120 W. Kaibab Lane  
Flagstaff, AZ

Sequoia School-Main Campus  
Mr. David Wade  
1460 S. Horne  
Mesa, AZ

Terra Rosa Charter School  
Ms. Beverly Howland  
45 Birch Blvd.  
Sedona, AZ

ValleyAcademy  
Mr. Cuyler Reid  
1520 W. Rose Garden Lane  
Phoenix , AZ

Bellevue-Santa Fe Charter School  
Ms. Karen Gallas  
1401 San Luis Bay Dr.  
San Luis Obispo, CA

CATO II School  
Ms. Eva Brown  
15345 Bonanza  
Victorville, CA



GLOBE Charter School  
Ms. Jenny Wasil  
1611 Howard Ave.  
Colorado Springs, CO

Lewis-Palmer Charter Academy  
Ms. Judy Rooney  
1890 Willow Park Way  
Monument, CO

Magnet School of the Deaf  
Mr. Cliff Moers  
8605 W. 23rd Ave.  
Lakewood, CO

Platte River Academy  
Ms. Erlene Madsen  
2680 E. County Line Rd., Ste. K  
Littleton, CO

Stargate School  
Ms. Nancy Hall  
PO Box 530  
Eastlake, CO

Abby Kelley Foster Regional  
Charter School  
Ms. Doris Schroeder  
10 New Bond St.  
Worcester, MA 01605

Benjamin Franklin Classical Charter  
School  
Mr. James Bower  
201 Main St.  
Franklin, MA 02038

Conservatory Lab Charter School  
Ms. Mary Street  
290 Huntington Ave.  
Boston, MA 02115

Lynn Community Charter School  
Ms. Lisa Drake  
106 Broad St.  
Lynn, MA 01902

Neighborhood House Charter  
School  
Mr. Kevin Andrews  
197A Centre St.  
Dorchester, MA 02124

Horizons K-8 Alternative School  
Ms. Ann Kane  
4545 Sioux Dr.  
Boulder, CO

Littleton Charter Academy  
Mr. Peter Samaranayake  
1200 W. Mineral Ave.  
Littleton, CO

Odyssey Charter School  
Ms. Van Schoales  
6430 Martin Luther King Blvd.  
Denver, CO

Pueblo School for the Arts and  
Sciences  
Mr. Allen Wood  
1745 Acero  
Pueblo, CO

The Classical Academy  
Mr. Chuck Holt  
8650 Scarborough Dr.  
Colorado Springs, CO

Atlantis Charter School  
Mr. James Wallace  
2501 S. Main St.  
Fall River, MA 02724

Boston Renaissance Charter School  
Mr. Roger Harris  
250 Stuart St.  
Boston, MA 02116

Hilltown Cooperative Charter  
School  
Ms. Amy Aaron  
PO Box 147  
Haydenville, MA 01039

Martha's Vineyard Charter School  
Mr. Robert Moore  
PO Box 546  
West Tisbury, MA 02575

Sabis Foxboro Regional Charter  
School  
Mr. Warren Peohler  
131 Central St.  
Foxboro, MA 02035

Jefferson Academy  
Mr. Michael Munier  
9955 Yarrow St.  
Broomfield, CO

Littleton Prep Charter School  
Mr. Nathan Crow  
5151 S. Federal Blvd.  
Littleton, CO

Pioneer Charter School  
Ms. Mary Sours  
3230 E. 38th Ave.  
Denver, CO

Renaissance School  
Ms. Tamara Smiley  
16700 Keystone Blvd.  
Parker, CO

The Colorado Springs-Edison  
Charter School  
Ms. Vicki Axford  
205 S. Byron Dr.  
Colorado Springs, CO

Benjamin Banneker Charter School  
Mr. Fred Birkett  
21 Notre Dame Ave.  
Cambridge, MA 02142

Community Day Charter Day  
School  
Ms. Kathy Egmont  
190 Hampshire St.  
Lawrence, MA 01841

Lawrence Family Development  
Charter School  
Ms. Kathleen Nollet  
34 West St.  
Lawrence, MA 01841

Mystic Valley Advantage Regional  
Charter School  
Mr. Anthony Biegler  
770 Salem St.  
Malden, MA 02148

Seven Hills Charter School  
Ms. Deborah Springpeace  
51 Gage St.  
Worcester, MA 01605

Kalamazoo Advantage Academy  
Ms. Soraya Coccimiglio  
121 W. South  
Kalamazoo, MI 49009

Martin Luther King Jr. Education  
Center Academy  
Ms. Constance Price  
16827 Appoline  
Detroit, MI 48235

Mid-Michigan Public School  
Academy  
Mr. Anthony Moore  
730 W. Maple  
Lansing, MI 48906

Nataki Talibah Schoolhouse of  
Detroit  
Ms. Carmen N'Namdi  
19176 Northrop  
Detroit, MI 48219

Quester Academy  
Ms. Mary Hall  
5106 Calkins Rd.  
Flint, MI 48532

Sunrise Educational Center  
Ms. Julie Bather  
PO Box 135  
Tawas, MI 48764

Vista Charter Academy  
Ms. Jan VanDeusan  
711 32nd St., SE  
Grand Rapids, MI 49548

Acorn Dual Language Community  
Academy District #4018  
Ms. Mercedes Martinez  
2169 Stillwater Ave.  
St. Paul, MN 55119

Community of Peace Academy  
Ms. Karen Rusthoven  
471 Magnolia Ave. E  
St. Paul, MN 55104

Eci' Nompa Woonspe' Charter  
School  
Mr. Tim Blue  
PO Box 10  
Morton, MN 56270

King Academy  
Ms. Elmira Frye Mosley  
1615 Henry Ruff Rd.  
Inkster, MI 48141

Marvin L. Winans Academy of  
Performing Arts  
Ms. Jennifer Williams  
7616 E. Nevada  
Detroit, MI 48234

Mosaica Academy of Saginaw  
Ms. Dee Howe  
5173 Lodge  
Saginaw, MI 48601

Pansophia Academy  
Mr. Tom Dove  
355 Morse St.  
Coldwater, MI 49036

Ridge Park Charter Academy  
Mr. Peter Banta  
2428 Burton St. SE  
Grand Rapids, MI 49546

Traverse Bay Community School  
Mr. Mike Farley  
7224 Supply Rd.  
Traverse City, MI 49686

Walden Green Day School  
Mr. Tom Hicks  
17771 W. Spring Lake Rd.  
Spring Lake, MI 49456

Cedar-Riverside Community School  
Mr. Jared Cruz  
1610 S. Sixth St., Stev. 100  
Minneapolis, MN 55454

Duluth Public Schools Academies  
Ms. Mary Stafford  
1750 Kenwood Ave.  
Duluth, MN 55811

Emily Charter School  
Ms. Deb Martz  
PO Box 40  
Emily, MN 56447

Livingston Developmental Academy  
Mr. Chuck Stockwell  
9758 E. Highland Rd.  
Howell, MI 48843

Midland Academy of Advanced and  
Creative Studies (The)  
Mr. John Moolenaar  
4653 Baily Bridge  
Midland, MI 48640

Nah Tah Wahsh Public School  
Academy  
Mr. Tom Miller  
N14911 Hannahville B-1 Rd.  
Wilson, MI 49896

Plymouth Educational Center  
Charter School  
Ms. Vivian Ross  
600 E. Warren  
Detroit, MI 48201

Summit Academy  
Ms. Alison Cancilliari  
PO Box 310  
Flat Rock, MI 48134

Vanderbilt Charter Academy  
Ms. Kimberly Blaszak  
301 W. 16th St.  
Holland, MI 49423

William C. Abney Academy  
Mr. Garey Lewis  
230 Hollister Ave. SE  
Grand Rapids, MI 49506

Central Minnesota Deaf School  
(CMDS)  
Mr. Dan Ononiwu  
3335 W. St. Germain, Ste. 108  
St. Cloud, MN 56301

E.C.H.O. Charter School  
Mr. Larry Schueler  
PO Box 158  
Echo, MN 56237

Frederick Douglass Math and  
Science Technical Academy (MST)  
Ms. Mary Shell  
2922 Oakland Ae. S  
Minneapolis, MN 55407

Somerville International Charter School  
Ms. Carole Forbes  
15 Webster Ave.  
Somerville, MA 02143

Aisha Shule/W.E.B. Dubois  
Prepartory Academy  
Mr. Imani Humphrey  
10711 Puritan  
Detroit, MI 48238

Benton Harbor Community  
Academy  
Mr. Nathaniels Wells  
PO Box 1404  
Benton Harbor, MI 49022

Chatfield School  
Mr. Jack McCauley  
231 Lake Dr.  
Lapeer, MI 48446

Compass Charter Academy  
Mr. Mark DeHaan  
13330 168th St.  
Grand Haven, MI 49417

Crative Learning Acadmey of  
Science, Mathematics, &  
Humanities  
Ms. Regina Cashen  
540 Lang St.

Detroit Academy of Arts and  
Sciences  
Ms. Schylbea Hopkins  
2751 E. Jefferson  
Detroit, MI 48207

Eagle's Crest Charter Academy  
Mr. Daniel Harris  
11950 Riley St.  
Holland, MI 49424

Family Institute Early Childhood  
Development Academy  
Ms. Cindy Graham  
225 Parsons  
Kalamazoo, MI 49007

Great Lakes Academy  
Mr. Billiette Walter  
120 E. Wide Track  
Pontiac, MI 48342

South Shore Charter School  
Mr. Tim Anderson  
936 Nantasket Ave.  
Hull, MA 02045

Ann Arbor Learning Community  
Mr. John Dillon  
1220 Fair Oaks  
Ann Arbor, MI 48104

Cardinal Charter Academy  
Mr. Peter Chan  
1128 Roberts St.  
Muskegon, MI 49442

Colin Powell Academy  
Mr. Demetria Wesley  
4800 Coplin  
Detroit, MI 48215

Concord Academy Antrin  
Mr. Michael Waters  
5055 Corey Rd.  
Mancelona, MI 49659

Cross Creek Charter Academy  
Mr. Bruce Bradford  
7701 Kalamazoo SE  
Byron Center, MI 49315

Discovery Elementary School  
Ms. Judy Kratzer  
PO Box 359  
Fennville, MI 49408

El-Hajj Malik El-Shabazz Academy  
Ms. Ruby Helton  
2130 W. Holmes  
Lansing, MI 48910

George Washington Public  
Academy  
Mr. Kevin Kluskowski  
555 School St.  
South Haven, MI 49090

Honey Creek Community School  
Ms. Leslie Fry  
PO Box 1406  
Ann Arbort, MI 48106

Academy of Detroit East  
Ms. Stephanie Glenn  
20755 Greenfield Rd.  
Southfield, MI 48075

Bahweting Anishnabe Public School  
Academy  
Mr. Nick Oshelski  
1301 Marquette  
Sault Ste. Marie, MI 49783

Cesar Chavez Academy  
Mr. Abelardo Batista  
8126 W. Vernor Hwy.  
Detroit, MI 48209

Common Wealth Community  
Development Academy  
Mr. Cullian Hill  
8735 Schoolcraft  
Detroit, MI 48238

Countryside Charter School  
Ms. Cassandra Joseph  
4800 Meadowbrook Rd.  
Benton Harbor, MI 49022

David Ellis Academy  
Ms. Theresa Ellis-Sheffield  
18977 Schaefer Hwy.  
Detroit, MI 48235

Dove Academy  
Ms. Francine Knierim  
11055 Glenfield  
Detroit, MI 48213

Excel Charter Academy  
Mr. Bill Knoester  
4201 Breton Rd. SE  
Grand Rapids, MI 49512

Grattan Academy  
Ms. Sidney L. Faucette  
12047 Old Belding Rd.  
Belding, MI 48809

Hope Academy  
Ms. Veneda Fox Sanders  
10100 Grand River  
Detroit, MI 48204

Harvest Preparatory Charter School  
Mr. Eric Y. Mahmoud  
1300 Olson Memorial Hwy.  
Minneapolis, MN 55411

New Visions School  
Mr. Bob Schneider  
1800 2nd St. NE  
Minneapolis, MN 55418

Summit School for the Arts  
Mr. Nate Vitalis  
PO Box 600  
Chisago City, MN 55013

Core Knowledge Charter School  
Ms. Jane Jung  
5890 Lacy Rd.  
Fitchburg, WI 53711

Metro Deaf School  
Ms. Dyan Sherwood  
265 W. Lafayette Frontage Rd.  
St. Paul, MN 55101

St. Paul Family Learning Center  
Mr. Wayne Jennings  
1745 University Ave. W  
St. Paul, MN 55104

Toivola-Meadowlands Charter  
School  
Ms. Kris Ralidak  
7705 Western Ave.  
Meadowlands, MN 55765

Coulee Montessori Charter School,  
La Crosse  
Mr. Harvey Witzenburg  
901 Caledonia St.  
La Crosse, WI 54603

New Spirit School  
Ms. Nancy Springer  
643 Virginia St.  
St. Paul, MN 55103

Success Academy  
Mr. Troy Matson  
951 E. 5th St.  
St. Paul, MN 55106

Village School of Northfield  
Ms. Olivia Frey  
209 Oak St.  
Northfield, MN 55057

Challenge Home School  
Mr. Bob Causey  
601 E. Alma St.  
Mt. Shasta, CA

Clear View Charter School  
Ms. Judy Richards  
455 Windrose Way  
Chula Vista, CA

Darnall E-Campus  
Ms. Robin Stern  
6020 Hughes St.  
San Diego, CA

East Bay Conservation Corps  
Charter School  
Ms. Joanna Lennon  
1021 3rd St.  
Oakland, CA

Grass Valley Charter School  
Ms. Ann Boger  
10840 Gilmore Way  
Grass Valley, CA

Hickman Charter School  
Ms. Patricia Golding  
PO Box 10  
Hickman, CA

Linscott Charter School  
Ms. Cindy Baker  
220 Elm St.  
Wasonville, CA

Mountain Home School Charter  
Mr. Stephen Powers  
PO Box 395  
Oakhurst, CA

Pioneer Primary  
Ms. Cheryl Taylor  
8810 14th Ave.  
Hanford, CA

Santa Barbara Charter School  
Ms. Colleen McCarthy-Evans  
6100 Stow Canyon Rd.  
Goleta, CA

Charter 101  
Mr. George Colby  
12408 Hesperia Rd. Ste. 9&10  
Victorville, CA

Country Charter School  
Mr. David Dillman  
PO Box 918  
Occidental, CA

Discovery Charter School  
Mr. Fred Elliott  
1100 Camino Biscay  
Chula Vista, CA

Elise P. Buckingham Charter School  
Mr. Bob Hampton  
126 Peabody Rd.  
Vacaville, CA

Garfield Charter School  
Ms. Maria Montoya-Hohenstein  
3600 Middlefield Rd.  
Menlo Park, CA

Horizon Instructional Systems  
Mr. Randy Gaschler  
1530 3rd St., 109  
Lincoln, CA

Louisiana Schnell Elementary  
Ms. Cathryn Morgan  
2871 Schnell School Rd.  
Placerville, CA

Options for Youth, Burbank, Inc.  
Ms. Joan Hall  
330 N. Buena Vista  
Burbank, CA

Ready Springs Charter School  
Ms. Tessa McGarr  
10862 Spenceville Rd.  
Penn Valley, CA

Sebastopol Independent Charter  
School  
Mr. Greg Haynes  
PO Box 1170  
Sebastopol, CA

Chrysalis Charter School  
Mr. Steve Essig  
880 Commerce St.  
Redding, CA

Creative Arts Charter School  
Mr. Tom Wheeler  
1515 Quintara St.  
San Francisco, CA

Eagle Summit Academy  
Mr. Mel Bantau  
PO Box 296000  
Phelan, CA

Fenton Avenue Charter School  
Mr. Joe Lucente  
11828 Gain St.  
Lake View Terrace, CA

Hart-Ransom Academic Charter  
School  
Ms. Sherry Smith  
3920 Shoemaker Ave.  
Modesto, CA

Kingsburg Community Charter  
Extension  
Ms. Janet Adams  
1733 Draper St.  
Kingsburg, CA

Marquez Charter School  
Ms. Jacqueline Ota  
16821 Marquez Ave.  
Pacific Palisades, CA

Peabody Charter School  
Mr. Pat Morales  
3018 Calle Noguera  
Santa Barbara, CA

San Carlos Charter  
Ms. Elise Darwish  
750 Dartmouth Ave.  
San Carlos, CA

Sheridan Charter School  
Ms. Beth McMurtrie  
4730 H St.  
Sheridan, CA

Sonoma Charter  
Ms. Suzanne Amantite  
17202 Sonoma Hwy.  
Sonoma, CA

The Eel River Charter School  
Ms. Janet O'Ferrall  
PO Box 218  
Covelo, CA

Twin Ridges Home Study Charter  
School  
Ms. Dolly Oliver  
PO Box 529  
N. San Juan, CA

West Park Charter Academy  
Mr. Bernard Hanlon  
2695 S. Valentine Ave.  
Fresno , CA

Yuba County Career Preparatory  
Charter  
Ms. Carol Holz  
938 14th St.  
Marysville, CA

Academy Charter School  
Mr. Brian Smith  
809 N. Park St.  
Castle Rock, CO

Aspen Community School (Woody  
Creek & Carbondale locations)  
Ms. Betsy Bashant  
PO Box 336  
Woody Creek, CO

Cheyenne Mountain Charter  
Academy  
Mr. Dick Carpenter  
1832 S. Wasatch  
Colorado Springs, CO

Community of Learners  
Mr. Rob Meltzer  
201 E. 12th St.  
Durango, CO

Edison-Wyatt Charter School  
Mr. David Savage  
3620 Franklin St.  
Denver , CO

Temecula Learning Center  
Ms. Jody McClay  
31350 Rancho Vista Rd.  
Temecula , CA

The Harriet Tubman Village School  
Mr. Roger Sciaretta  
6880 Mohawk St.  
San Diego, CA

Vaughn Next Century Learning  
Center  
Ms. Yvonne Chan  
13330 Vaughn St.  
San Fernando, CA

Westwood Charter School  
Ms. Michelle Bennett  
2050 Selby Ave.  
Los Angeles , CA

Yuba River Charter School  
Mr. George Hoffecker  
PO Box 1725  
Nevada City, CA

Academy of Charter Schools  
Mr. Kin Griffith  
601 E. 64th Ave.  
Denver , CO

Battle Rock Charter School  
Mr. Steve Hanson  
12247 C.R.G.  
Cortez, CO

Colorado Visionary Academy  
Charter School  
Ms. Nila Tritt  
19650 E. Main St.  
Parker, CO

Compass Montessori Charter School  
Mr. Richard Fulton  
10399 W. 44th Ave.  
Wheat Ridge, CO

Elbert County Charter School  
Mr. Dean Kern  
PO Box 966  
Elizabeth, CO

The Accelerated School  
Mr. Jonathan Williams  
116 E. Martin Luther King Blvd.  
Los Angeles , CA

The Open Charter Magnet School  
Dr. Grace Arnold  
6085 Airdrom St.  
Los Angeles , CA

Washington Charter School  
Mr. Allan Lehmann  
45-768 Portola Ave.  
Palm Desert, CA

Westwood Charter School  
Mr. Phil Moreno  
2700 Kilburn Ave.  
Napa. CA

Yucca Mesa Charter School  
Ms. Glenda Councill  
PO Box 1209  
29 Palms, CA

Alta Vista Charter School  
Mr. Al Neuhold  
PO Box 449  
Lamar , CO

Cherry Creek Academy  
Mr. Rod Oosterhouse  
6260 S. Dayton  
Englewood , CO

Community Involved Charter  
School  
Ms. Pauline McBeth  
7700 W. Woodard Dr.  
Lakewood, CO

Core Knowledge Charter Academy  
Mr. Michael McBrien  
2560 W. 29th St.  
Greeley, CO

EXCEL Academy  
Ms. Diane Hagerman  
9215 Ralston Rd.  
Arvada . CO

**APPENDIX D:**

**LIST OF THIRTY-SIX RESPONDING CHARTER SCHOOLS**

LIST OF THIRTY-SIX RESPONDING CHARTER SCHOOLS

Bright Beginning School #1  
Ms. Sydelle Hoffman  
2200 N. Arizona Ave. #17  
Chandler, AZ

Kachina Country Day School #1  
Mr. Chris Kline  
6602 E. Malcomb Dr.  
Paradise Valley, AZ

Kingman Academy of Learning-  
Primary School  
Ms. Betty Rowe  
3120 Hualapai Mt. Rd.  
Kingman, AZ

Phoenix Advantage Charter School  
Ms. Jane Evans  
3738 N. 16<sup>th</sup>  
Phoenix, AZ

Terra Rosa Charter School  
Ms. Beverly Howland  
45 Birch Blvd.  
Sedona, AZ

Valley Academy  
Mr. Cuyler Reid  
1520 W. Rose Garden Lane  
Phoenix, AZ

Bellevue-Santa Fe Charter School  
Ms. Karen Gallas  
1401 San Luis Bay Dr.  
San Luis Obispo, CA

Bowling Green Charter  
Mr. Dennis Mah  
4211 Turnbridge Dr.  
Sacramento, CA

Mt. Shasta Challenge Home School  
Mr. Bob Causey  
601 E. Alma St.  
Mt. Shasta, CA

Fenton Avenue Charter School  
Mr. Joe Lucente  
11828 Gain St.  
Lake View Terrace, CA

Garfield Charter School  
Ms. Maria Montoya-Hohenstein  
3600 Middlefield Rd.  
Menlo Park, CA

Mountain Home School Charter  
Mr. Stephen Powers  
PO Box 395  
Oakhurst, CA

Santa Barbara Charter School  
Ms. Colleen McCarthy-Evans  
6100 Stow Canyon Rd.  
Goleta, CA

Sonoma Charter  
Ms. Suzanne Amantite  
17202 Sonoma Hwy.  
Sonoma, CA



Temecula Learning Center  
 Ms. Jody McClay  
 31350 Rancho Vista Rd.  
 Temecula, CA

Eel River Charter School  
 Ms. Janet O'Ferrall  
 PO Box 218  
 Covelo, CA

Open Magnet Charter School  
 Dr. Grace Arnold  
 6085 Airdrom St.  
 Los Angeles, CA

Community Involved Charter School  
 Ms. Pauline McBeth  
 7700 W. Woodard Dr.  
 Lakewood, CO

Littleton Charter Academy  
 Mr. Peter Samaranayake  
 1200 W. Mineral Ave.  
 Littleton, CO

Magnet School of the Deaf  
 Mr. Cliff Moers  
 8605 W. 23<sup>rd</sup> Ave.  
 Lakewood, CO

Boston Renaissance Charter School  
 Mr. Roger Harris  
 250 Stuart St.  
 Boston, MA

Conservatory Lab Charter School  
 Ms. Mary Street  
 290 Huntington Ave.  
 Boston, MA

Martha's Vineyard Charter School  
 Mr. Robert Moore  
 PO Box 546  
 West Tisbury, MA

Neighborhood House Charter School  
 Mr. Kevin Andrews  
 197A Centre St.  
 Dorchester, MA

South Shore Charter School  
 Mr. Tim Anderson  
 936 Nantasket Ave.  
 Hull, MA

Bahweting Anishnabe Public School Academy  
 Mr. Nick Oshelski  
 1301 Marquette  
 Sault Ste. Marie, MI

Chatfield School  
 Mr. Jack McCauley  
 231 Lake Dr.  
 Lapeer, MI

Countryside Charter School  
 Ms. Cassandra Joseph  
 4800 Meadowbrook Rd.  
 Benton Harbor, MI

Discovery Elementary School  
 Ms. Judy Kratzer  
 PO Box 359  
 Fennville, MI

Summit Academy  
 Ms. Alison Cancilliari  
 PO Box 310  
 Flat Rock, MI

Traverse Bay Community School  
Mr. Mike Farley  
7224 Supply Rd.  
Traverse City, MI

E.C.H.O. Charter School  
Mr. Larry Schueler  
PO Box 158  
Echo, MN

Metro Deaf School  
Ms. Dyan Sherwood  
265 W. Lafayette Frontage Rd.  
St. Paul, MN

St. Paul Family Learning Center  
Mr. Wayne Jennings  
1745 University Ave. W.  
St. Paul, MN

Coulee Montessori Charter School, La Crosse  
Mr. Harvey Witzenburg  
901 Caledonia St.  
La Crosse, WI

**APPENDIX E:**

**SPREAD SHEET OF ORIGINAL DATA**

**CHARTER SCHOOL'S CONSIDERATIONS AND ISSUES TO ADDRESS**

**APPENDIX F:**

**DATA SPREAD SHEET**

**CORRESPONDING LIST OF THE RESPONDING CHARTER SCHOOLS**

List of Responding Charter Schools

School	Contact Person	Street Address	City	ST.
A	Bright Beginnings School #1	Ms. Sydelle Hoffman	2200 N. Arizona Ave. # 17	Chandler AZ
B	Kachina Country Day School #1	Mr. Chris Kline	6602 E. Malcomb Dr.	Paradise Valley AZ
C	Kingman Academy of Learning- Primary School	Ms. Betty Rowe	3120 Haulapai Mt. Rd.	Kingman AZ
D	Phoenix Advantage Charter School	Me. Jane Evans	3738 N. 16th	Phoenix AZ
E	Terra Rosa Charter School	Ms. Beverly Howland	45 Birch Blvd.	Sedona AZ
F	Valley Academy	Mr. Cuyler Reid	1520 W. Rose Garden Lane	Phoenix AZ
G	Bellevue-Santa Fe Charter School	Ms. Karen Gallas	1401 San Luis Bay Dr.	San Luis Obispo CA
H	Bowling Green Charter	Mr. Dennis Mah	4211 Turnbridge Dr.	Sacramento CA
I	Eel River Charter School	Ms. Janet O'Ferrall	PO Box 218	Covelo CA
J	Fenton Avenue Charter School	Mr. Joe Lucente	11828 Gain St.	Lake View Terrace CA
K	Garfield Charter School	Ms. Maria Montoya-Hohenstein	3600 Middlefield Rd.	Menlo Park CA
L	Mountain Home School Charter	Mr. Stephen Powers	PO Box 395	Oakhurst CA
M	Mt. Shasta Challenge Home School	Mr. Bob Causey	601 E. Alma St.	Mt. Shasta CA
N	Open Magnet Charter School	Dr. Grace Arnold	6085 Airdrom St.	Los Angeles CA
O	Peabody Charter School	Mr. Pat Morales	3018 Calle Noguera	Santa Barbara CA
P	Santa Barbara Charter School	Ms. Colleen McCarthy-Evans	6100 Stow Canyon Rd.	Goleta CA
Q	Sonoma Charter	Ms. Suzanne Amantite	17202 Sonoma Hwy.	Sonoma CA
R	Temecula Learning Center	Ms. Jody McClay	31350 Rancho Vista Rd.	Temecula CA
S	Community Involved Charter School	Ms. Pauline McBeth	7700 W. Woodard Dr.	Lakewood CO
T	Littleton Charter Academy	Mr. Peter Samaranayake	1200 W. Mineral Ave.	Littleton CO
U	Magnet School of the Deaf	Mr. Cliff Moers	8605 W. 23rd Ave.	Lakewood CO
V	Benjamin Franklin Classical Charter School	Mr. James Bower	201 Main St.	Franklin MA
W	Conservatory Lab Charter School	Ms. Mary Street	290 Huntington Ave.	Boston MA
X	Martha's Vineyard Charter School	Mr. Robert Moore	PO Box 546	West Tisbury MA
Y	Neighborhood House Charter School	Mr. Kevin Andrews	197A Centre St.	Dorchester MA
Z	Renaissance Charter School ( Edison Project Part.)	Mr. Roger Harris	250 Stuart St.	Boston MA
AA	South Shore Charter School	Mr. Tim Anderson	936 Nantasket Ave.	Hull MA

List of Responding Charter Schools

AB	Bahweting Anishnabe Public School Academy	Mr. Nick Oshelski	1301 Marquette	Sault Ste. Marie	MI
AC	Chatfield School	Mr. Jack McCauley	231 Lake Dr.	Lapeer	MI
AD	Countryside Charter School	Ms. Cassandra Joseph	4800 Meadowbrook Rd.	Benton Harbor	MI
AE	Discovery Elementary School	Ms. Judy Kratzer	PO Box 359	Fennville	MI
AF	Summit Academy	Ms. Alison Cancilliari	PO Box 310	Flat Rock	MI
AG	Traverse Bay Community School	Mr. Mike Farley	7224 Supply Rd.	Traverse City	MI
AH	E.C.H.O. Charter School	Mr. Larry Schueler	PO Box 158	Echo	MN
AI	Metro Deaf School	Ms. Dyan Sherwood	265 W. Lafayette Frontage Rd.	St. Paul	MN
AJ	St. Paul Family Learning Center	Mr. Wayne Jennings	1745 University Ave. W.	St. Paul	MN
AK	Jefferson Elementary/Coulee Montessori	Mr. Harvey Witzenburg	901 Caledonia St.	La Crosse	WI

**APPENDIX G:**

**OUTLINE OF CHARTER INFORMATION**

**BY RESPONDING CHARTER SCHOOL**

Arizona

**Bright Beginning School #1**

Abstract (from the state)

Statement of Assurances

Section 1: Purpose

1.1 Mission Statement

1.2 School Goals

(& measurement criteria)

Section 2: Organization

2.1 Population to be served

locals,

Languages

Curriculum & extra curricular

classes

Hours & parent's needs

2.2 Number of students

Number of students and the hours

to attend

2.3 Grades to be served

Grades and increase anticipated

Ration of teacher and Aides to

students

2.4 Facilities

Location, square foot,

Types of rooms

Cost of facility & lease

2.5 Organizational Structure

Internal Structure flow chart

2.6 Parent / Community Involvement

Parent organization meeting

Volunteering

Parent-Teacher Advisory board

Parenting classes & extra curricula

Section 3: Operations:

3.1 School Calendar

Projected Activity Dates

3.2 Admission Procedures

3.3 Staffing Requirements

Minimum Teacher Qualification

Duties of Teachers

3.4 Employment Policies / Procedures

Steps for the hiring of teachers

Reassignment

Termination

3.5 Insurance



Compensation insurance	4.3 Special Education
Corporation	4.4 Assessment Plan
Certificate holder	4.5 Annual Report Card
Additional Insurance	Section 5 Budget:
3.6 Uniform System of Financial	5.1 Financial Plan
Records	Revenue Projection (3years) income
3.7 Transportation Services	and expenditures
3.8 Sponsor Duties and	Cash Flow analysis
Responsibilities	Legal budget report for detail accounts
Section 4 Instruction and Assessment	5.2 Other Contractual Agreements
4.1 Comprehensive Program of	6.0 Exemptions
Instruction	Stimulus Fund Information
Reading, Language Arts & Math	Letters of Support
rubric for K- 6 <sup>th</sup>	
Science Goals: K-2 units outline	<b>Charter Contract between</b>
3-6 <sup>th</sup> unit outlines	<b>Arizona...</b>
Language Arts Continuum K-6	A. Purpose
Reading Continuum K-6	B. Term
Spelling Continuum K-6	C. Amendments
Social Studies Continuum K-6	D. Management & Administration
4.2 Special Program Emphasis /	E. Authority of the School
Methodology	F. Indemnification
Philosophy	

G. Performance Indicators & Evaluation  
H. Admission Requirements  
I. Financial Requirement  
J. Technical Assistance Teams & Audits  
K. Compliance with State and Federal Authority  
L. Length of School Year  
M. Property Ownership  
N. General Authority & Immunity  
O. Non-Renewal & Termination of Contract  
Non-renewal  
Termination  
P. Employees & Contractors  
Q. Reporting  
R. Other Sponsorship  
S. Affidavit, Disclosure & Permission  
T. Evidence of Other Forms of Funding or Assets  
U. Reports  
V. Merger

W. Notices  
X. Waiver  
Y. Severability  
Z. Assignment  
AA. Insurance  
BB. Non-Endorsement  
CC. Health, Safety, Welfare  
**State Statutes & Regulations**  
**applicable to charter schools**  
Habitual truancy / Incurability  
Family offenses  
Definitions  
Pest management  
Educational Records  
Safety Requirements  
Charter Schools  
Procurement Practices of Schools  
Uniform Systems of Financial Records  
Administration of Medication  
Chronic Health Problems  
Insurance / bond Premiums  
Pulmonary Disease

Transportation Employees: Drug &	Driver's License
Alcohol Testing	Traffic Regulation on Highways
Disciplinary Hearings: Confidentiality	Local Codes
Course of Study	Report of Contagious Diseases
Assessment of Pupils	Child Day Care Programs
School Report Cards	Confidential Records
Education of Language Minority	Smoking in Public Buildings
Students	Construction on Public Buildings
Special Education	Lead Based Paint
Compulsory Attendance	Swimming Pools
Suspension and Expulsion	Compensation for Legal Holidays
Open Enrollment	Military Training
Admission Requirements	Arizonans with Disabilities Act
Birth Certificate	Audit Reports (State vs. Federal)
Flagging School Records	Public Records Management
Immunization	Preservation of Public Records
Funding	Nondiscrimination in Employment
General Provisions	State Fire Marshal
Occupational Health and Safety	<b>Federal Statutes and Regulations</b>
Employment Security	<b>Applicable to Charter Schools</b>
Workers' Compensation	<b>Receiving Federal Funding or not:</b>
Labor Relations	
Motor Vehicle Registration	

Age Discrimination in Employment  
Act  
Americans with Disabilities Act  
Asbestos Hazard Emergency Response  
Act  
Asbestos School Hazard Detection and  
Control Act  
Civil Rights Act of 1964  
Title IV  
Civil Rights Act of 1964, Title IV  
Employment Retirement Income  
Security Act (ERISA)  
Equal Educational Opportunities Act  
Fair Labor Standards Act  
Family Education Right and Privacy  
Act of 1974  
Immigration Reform and Control Act  
Occupational Safety and Health  
Radon Pollution Control Act  
Steward B. McKinney Homeless  
Assistance Act

Adult Education Act  
Carl D. Perkins Vocational & Applied  
Technology Education Act  
Drug-Free Workplace Act of 1988  
Individuals with Disabilities Education  
Act  
Rehabilitation Act of 1973, Section  
504

**Laws Applicable when receiving**

**Federal Funding**

**Arizona**

**Kachina Country Day School**

1.0 Purpose

1.1 Mission Statement

School History

Current Scope

1.2 Goals of the School

2.0 Organization

2.1 Population to be served

2.2 Number of students to be served

2.3 Grades to be served

2.4 Facilities

2.5 Organizational Structure

Charter Schools Statement of

Assurances

Legal Compliance

Organizational Chart

Board of Directors

Executive Director

Elem. Director & teaching staff

Jr. Hi. / Sr. Hi Director &

teaching staff

Staff involvement

Board Involvement

Parent Involvement

Community Involvement

3.0 Operations

3.1 School Calendar

3.2 Admissions Procedures

3.3 Staffing Requirements

Executive Director

Elementary Director

Jr. Hi / Sr. Hi. Director

Elementary Teachers

Secondary Teachers

3.4 Employment policies & Procedures

3.5 Insurance

3.6 Uniform System of Financial

Records

3.7 Transportation Services

3.8 Sponsor Duties & Responsibilities

4.0 Instruction & Assessment

4.1 Comprehensive Program of  
Instruction

Curr. K-3

Curr. 4-6

Curr. 7-8

Curr. 9-12

4.2 Special Program Emphasis

4.3 Special Education

4.4 Assessment Plan Goal

4.5 Annual Report Card

5.0 Budget

5.1 Financial Plan

5.2 Other Contractual Agreements

Income statement

**Arizona:  
Kingman Academy of Learning**

Intent

Request for Sponsorship

Application Information

Contact Person

Charter School Information

Name of School

1 paragraph summary

Contract Sections

Legal terms:

A. Purpose

B. Term

C. Amendments

D. Management & Administration

E. Authority of the School

F. Indemnification

G. Performance Indicators &  
Evaluation

H. Admission Requirements

I. Financial Requirements

J. Technical Assistance Teams &  
Audits

K. Compliance w. State & Federal  
Authority

L. Length of School Year

M. Property Ownership

N. General Authority & Immunity

O. Non-Renewal & Termination of  
Contract 1). Non-renewal  
2). Termination

P. Employment & Contractors

Q. Reporting

R. Other Sponsorship

S. Affidavit, Disclosure, &  
Permission

T. Evidence of other forms of funding  
or assets

U. Records

V. Merger

W. Notices

X. Waivers

Y. Severability

Z. Assignment

AA. Insurance

BB. Non-Endorsement

CC. Health, Safety, Welfare	Second Grade through Sixth
Signatures page	Grade
<b>Kingman Academy of Learning</b>	3.2 Admission procedures
<b>Section 2: Description of School</b>	3.3 Staffing requirements (Attached- job descriptions)
1.0 Purpose	Qualifications & duties of
1.1 Mission Statement	District Administrator
1.2 Goals of School	Qualifications & duties of
2.0 Organization	teachers
2.1 Population to be served	Business manager job
2.2 Number of students served	requirements
2.3 Grades to be served	Teacher Assistant
2.4 Facilities	Custodian
2.5 Organizational Structure	Food Service Personnel
Members of Governing Board	Bus Driver
Flow Chart	3.4 Employment policies & procedures
School Support Group	3.5 Financial plan
2.6 Parent/Community Involvement	3.6 Other contractual agreements
3.0 Operations	Leased facilities
3.1 School Calendar	3.7 Insurance
Pre-school-handicapped	3.8 Uniform system of financial
Kindergarten & First Grade	records
	3.9 Transportation



3.10 Sponsor duties & responsibilities

4.0 Instruction & Assessment

4.1 Comprehensive program of  
instruction

4.2 Curriculum & methods

4.3 Special Education

4.4 Assessment Plan

4.5 Annual Report Card

(Sample of Report cards for  
each grade level:

Essential Skills & indicators  
for major areas and SOSC  
curriculum for each grade.)

**Arizona**

**Phoenix Advantage School**

Article I Name

**Article II Name & address of the  
incorporator**

Article III Purpose

Article IV Purpose Clause

Article V (earning distribution)

Article VI (upon dissolution- asset  
distribution)

Article VII (indemnification)

Article VIII Statutory Agent

Article IX Board of Directors

**Arizona**

**Terra Rosa: A Waldorf- Inspired  
Charter School**

Section 1: Abstract

Signed Statement of Assurances

Section 2: Narrative

1.0 Purpose

1.1 Mission and Goals

1.2 Goals of the School

Measurement Criteria

Academic Achievement

Educational Environment

Prepare Children

Parental Involvement

Personal Development

2.0 Organization

2.1 Population to be Served

2.2 Number of Students to be  
Served

2.3 Grades to be served

2.4 Facilities (four options  
included as under

consideration for the  
school)

2.5 Organizational Structure

Governance

Governing Council

School Administrator

College of Teachers

Parent Body

2.6 Parent / Community  
Involvement

3.0 Operations

3.1 School Calendar

3.2 Admission Procedures

3.3 Staffing Requirements

Administrator:

Work with the  
Governing Council

Business Agenda

Work with the Faculty

Work with the  
Community

Teachers:

Assistant Teachers

Specialty Teachers	3.7 Transportation
Learning Disabilities Specialist	Transportation to and from school
Financial Consultant	Transportation to and from field trips
Front Desk / Administrative Assistant	3.8 Sponsor Duties & Responsibilities
Custodial / Maintenance	
3.4 Employment Policies & Procedures	4.0 Instruction & Assessment
3.5 Insurance	4.1 Comprehensive Program of Instruction
Description & Coverage	Class Teacher
Liability	Specialty Subjects
Commercial Umbrella	4.1.1 Curriculum
Business Personal Property	Kindergarten
Loss	Circle
Errors & Omissions	Snack
Liability	Outside Play
Workers Compensation	Storytelling
Hired & Non-owned	Grades 1-8
Vehicles Liability	Main lesson:
Vehicle Insurance	(grades specific listings)
3.6 USFR	
Fund-raising	

Beyond the Main	Case Study
Lesson:	4.4 Assessment Plan
Music	4.5 Annual Report
Drawing, Painting,	
Handwork	
Second Language	Section 3: 5.0 Budget
Physical Education	5.1 Financial Plans; Narrative
4.1.2 Student	Summary
Outcomes (each	5.1.1 Revenue Projections
grade listed with	5.1.2 Expenditure Projections
planned areas to	(Narrative)
cover)	General
4.2 Special Program Emphasis	Staffing
or Methodology	Salaries
Philosophy & Methodology	Employee Benefits
Education as an Art	Supplies & Materials
Multi-cultural	Utilities &
Education	Communications
Whole Language	Other Expenditures
Approach	Pupil Transportation
Experimental Teaching	Rentals & Leases
Practical Work	Start-Up Costs
4.3 Special Education	

& Initial Capital	Plan 2: New site plan
Outlays	Lease option
Capital Costs	B. Demographics
5.1.3 Revenue Projections	C. Bylaws
Revised Plan (Rubric)	Corporate Offices
5.1.4 Cash Flow Projection	Board of Directors
(Rubric)	Officers
5.2 Other Contractual	Committees
Agreements	Executive Committee
6.0 Petition for Amendment	Contracts, Checks,
6.1 Petition for Exemption	Deposits, Funds
Section 4: Application for Stimulus	Fiscal Year
Funds	Books & Records
Revised Application for	Seal
Stimulus Funds	Waiver of Notice
General	Amendments to Bylaws
Start-Up Costs	D. Financial Services of
Renovating or Remodeling	Arizona Benefit Solution,
Existing Buildings	Inc.
Section 5: Letters of Support	General Responsibilities
Section 6: Appendices	E. Sample of a Teacher's
A. Building Plans	Contract
Plan 1: Existing floor plan	F. Teacher Evaluation Policy

G. Evaluative Criteria for  
Teachers

H. Fourth Grade Rotation  
Block

I. Detailed General  
Curriculum

J. Public Waldorf Schools  
List  
Results of the Milwaukee  
Waldorf Program

Arizona

Valley Academy, Inc.

Contract:

A. Purpose

B. through E missing

F. Indemnification

G. Performance Indicators &  
Evaluation

type of school

academic goals

summary: achieved by pupils:

essential skills- nationally  
standardized norm-referenced  
achievement test

attendance rate

number of incidents that required

law enforcement intervention

percentage that graduated to next

grade or from high school

social services available on site

school calendar & length of school

day and operating hours

total number enrolled the previous  
year

H. missing

I. Financial Requirements

J. Technical Assistance Teams &  
Audits

K. Compliance with State and Federal  
Authority

L. Length of School Year

M. Property Ownership

N. missing

O. missing

P. Employees & Contractors  
not employees of the state of Arizona

Q. Reporting

R. missing

S. missing

T. missing

U. missing

V. Merger



W. Notices  
school contact person & address  
sponsor: contact person & address  
X. Waiver  
Y. Severability  
Z. Assignment

**State Board of Education Charter**

**School Application**

**Section 1: Introduction**

Intent

Request for Sponsorship

Applicant Information

name & mailing address

phone & fax

Contact person

Name & physical address

phone

Charter School Information

Name

One paragraph summary

describing the Charter

School

**Section 2: Description of School**

1. Purpose

1.1 Mission Statement

1.2 Goals of School

2. Organization

2.1 Population to be served

2.2 Number of Students to be Served

2.3 Grades to be served

2.4 Facilities

2.5 Organizational Structure

Appendix A

2.6 Parent / Community

Appendix B

3. Operations

3.1 School Calendar

Appendix C

Dates / holidays / hours of

operation

3.2 Admission Procedures

3.3 Staffing Requirements

Administration

Chief Operating Officer

Secretary / Clerk

Support

Counselor	Teacher payroll, accounting,
Nurse	purchasing services
Librarian	3.7 Insurance
Custodian /	required & necessary coverage:
Maintenance	property damage
Instruction	general liability
Lead Teacher	workman's comp
Teacher	transportation
Special Area Teacher:	BOD indemnification
(Foreign Language , Art	sexual abuse
etc.)	fire
3.4 Employment Policies &	theft
Procedures	casualty
Teacher Compensation	others
Fair Labor Standards Act	3.8 Uniform system of Financial
Medical Benefits	Records (USFR)
3.5 Financial Plan	3.9 Transportation
Appendix D	3.10 Sponsor Duties &
	Responsibilities
3.6 Other Contractual Business	4. Instruction & Assessment
lease of land & portables	4.1 Comprehensive Program of
Bank line of credit	Instruction K-6
contract for services SD	Literature & phonics

Penmanship	Physical Education
Spelling	Technology / Special Programs
Mathematics	Academic day 7-12 <sup>th</sup>
English Language	Curriculum Outcomes
Social Studies	4.2 Special Programs Emphasis or
Science Programs	Methodology
Health & Safety Programs	Accelerated Classes
Music / Music appreciation	Remediation
Art Appreciation	4.3 Special Education
Technology	4.4 Assessment Plan
Physical Education	Iowa Test of Basic Skills
Citizenship	Grade Equivalents
Library services	4.5 Annual Report Card
Recitation & out of class reading required	<b>Valley Academy 5-Year Pro Forma</b>
<b>Comprehensive Program of</b>	<b>Income Statement</b>
Instruction: 7 - 12	Student Census
English content	Revenues
English emphasis	Operating Expenses:
Foreign Language	Land & Improvements Lease
Math	Modular Unit lease/Pur.
Science	Salaries
Social Studies	Benefits

Utilities	Affidavit, Disclosure & Permission
Telephone	Granted Form and Fingerprint
Materials & Supplies	Card (one for each teacher)
Insurance	Organizational Chart
Equipment	School Calendar
Technology	
International Baccalaureate	<b>By-Laws Valley Academy, Inc.</b>
Library Books	Article I Purpose
Furniture	Article II Location
Maintenance	Article III Board of Directors
Audit & Legal	Section 1: number of members
Interest	Section 2: possibility of change in # of members
Total operating expenses	Section 3: BOD offices
Net income (loss)	Section 4: Terms of BOD & removal
<b>Section 3: Petition for Exemption for Amendment</b>	Section 5: election of directors @ BOD meetings
1. Petition for exemption	Section 6: nepotism rule
2. Petition for Amendment	Article IV Meetings of BOD
3. Denial of Exemption or Amendment	Section 1: # of meetings 1.1 special meetings
4. Request for Reconsideration	
Followed by pages of financial information	

1.2 special meetings	1.3 committee rules
reasons	Article VII Miscellaneous
Section 2: changes to by-laws	Section 1: corporate indemnity
Section 3: quorum rule	Section 2: contract
Section 4: Robert's Rules of	authorization
Order	Section 3: signatures on checks
Article V Officers	3.1 two signatures
Section 1: positions named	Section 4: fiscal year
Section 2: removal of officer	Article VIII Amendments
Section 3: vacancy	Article IX Dissolution
Section 4: presiding	Signature areas
Section 5: alternative presiding	Appendix B New Organizational Flow
Section 6: records maintained	Chart
6.1 notices	Copies of changes that were approved
6.2 custodian of all	by the state to by-laws.
books etc.	
Section 7: financial accounts	
7.1 disbursement of	
fund	
Article VI Committees	
Section 1: designating	
1.1 committee chairs	
1.2 recommendations to BOD	

**California**

**Bellevue-Santa Fe Charter School**

Mission Statement

Goals

**Criterion 1: Educational Programs**

Curriculum

Methodology

Individual learning Styles

Innovative agricultural  
program

Off-campus learning

Educated person in 21<sup>st</sup>  
Century

**Criterion 2: Measurable Student**

**Outcomes**

**Criterion 3: Method for Assessing**

**Student Outcomes**

**Criterion 4: Governance Structure**

**Criterion 5: Employment**

**Qualifications**

**Criterion 6: Health & Safety of**

**Pupils & Staff**

**Criterion 7: Racial & Ethnic**

**Balance**

**Criterion 8: Admission**

**Requirements**

**Criterion 9: Financial Audit**

**Criterion 10: Suspension &**

**Expulsion Policy**

**Criterion 11: Staff Retirement**

**Benefits**

**Criterion 12: Attendance**

**Alternatives**

**Criterion 13: Leave & Return**

**Rights of District Employees**

**Criterion 14: Operation**

Physical location

general policies

Effect of Charter Public

Schools 1998 Initiative

By-Laws:

1. Name & Offices of the corporation

1.1 Name

1.2 Location of Principal Office

1.3 Location of Other Offices

- 2. Purpose
- 3. Membership
- 4. Board of Directors
  - 4.1 Definition
  - 4.2 Number & Qualification of Directors
  - 4.3 Restriction on Interested Persons as Directors
  - 4.4 Powers of Directors
    - a. General Corporate Powers
    - b. Specific Powers
    - c. Delegation of Management
  - 4.5 Election, Designation, & Term of Office
    - a. School Administrator
    - b. School Staff
    - c. Parent representatives
    - d. Community members
    - e. Vacancy-replacement
  - 4.6 Vacancies on Board
    - a. Events Causing Vacancy
    - b. Resignations
    - c. Recall of Board Member
  - d. Filling Vacancies
  - e. No Vacancy on Reduction of Number of Directors
- 4.7 Directors' Meetings
  - a. Place of Meetings
  - b. Annual Meeting
  - c. Other Regular Meetings
  - d. Rules of Procedure
  - e. Notice
    - Manner of Giving Notice
    - Time Requirements
    - Notice Contents
  - f. Special meetings
    - Authority to Call
    - Notice
  - g. Quorum
    - Adjournment
    - School Administrator
    - School Staff
  - h. Items requiring a two-thirds vote of Directors
    - contracts/transactions
    - transactions

■ appointments	4.12 Meetings & Action of Committees
■ indemnification of directors	5.0 Officers
■ amendment/revocation	5.1 Officers of the Corporation
■ amendment	5.2 Selection of Officers
■ evaluation, etc. of School Administration /school staff	5.3 Other Officers
i. Withdrawal of Directors	5.4 Removal of Officers
j. Waiver of Notice	5.5 Resignation of Officers
k. Adjournment	5.6 Vacancies in Offices
l. Notice of Adjourned Meeting	5.7 Responsibilities of Officers
	a. President
4.8 Conflict of Interest	b. Secretary
4.9 Compensation & Reimbursement	■ Book of Minutes
	■ Notices, Seal, & other Duties
4.10 Committees	c. Treasurer
4.10.1 Executive Committees	■ Book of Accounts
4.10.2 Personnel Committee	■ Deposits & Disbursement of Money & Valuable
4.10.3 Finance Committee	■ Bond
4.10.4 Nominations Committee	
4.10.5 Other Committees of the Board	
4.11 Advisory Council	6.0 The School Administrator
	6.1 Selection



6.2 Duties & Authority	10. Construction & Definitions
6.3 Assistants to the School Administrator	11. Amendments
7.0 Indemnification	12. Fiscal Year
7.1 Definitions	13. Non-Discriminatory Policy
7.2 Indemnification in Actions by Third Parties	<b>Agreement (school district &amp; charter)</b>
7.3 Indemnification in Actions by or in the Right of the Corporation	<b>I. Term of Agreement</b>
7.4 Indemnification Against Expenses	<b>II. Effect of Carter Public School 1998 Initiative</b>
7.5 Required Determinations	<b>III. Enrollment</b>
7.6 Advance of Expenses	Enrollment Limit
7.7 Other Indemnification	Home Study
7.8 Forms of Indemnification Not Permitted	<b>IV. Funding</b>
7.9 Insurance	Revenue Limits
7.10 Non-applicability of Fiduciaries of Employee Benefit Plans	Time for Distribution
8.0 Record & Reports	Categorical Funding
8.1 Maintenance of Corporate Records	<b>V. Attendance Records</b>
8.2 Inspection by Directors	<b>VI. Facility &amp; Site</b>
9. Endorsement of Documents: Contracts	Locate within the District
	District agrees to Lease
	Annual Lease Amount
	Term

Uses	<b>Appendix C:</b> Budgeted Allocations
Maintenance of Facility	<b>Appendix D:</b> Agreement between District & Charter
<b>VII. Equipment, Services, &amp; Supplies</b>	<b>Appendix E:</b> Undeficitated Revenue Limit Calculation for Charter School Students Residing within the XXX District
Transportation	
Services	
Personal Property	<b>Appendix F:</b>
<b>VIII. Insurance</b>	Spending Limits
Liability	Racial Balance Outreach
Fire & Property	School Attendance
Auto Liability	Parent Participation
Worker's Compensation	Health & Safety for Pupils & Staff
<b>IX. Indemnification</b>	Emergency Policies & Procedures
Charter agrees to defend	
District agrees to defend	
<b>X. Compliance with State &amp; Federal Law</b>	<b>Resolution of Policy: Pertaining to an "Advisory" Council</b>
<b>XI. Governing Law</b>	Advisory Council:
<b>XII. Entire Agreement</b>	Purpose
<b>Appendix A:</b> Entitlement Projections	Involvement
<b>Appendix B:</b> Equalization Ratio of Funding	

Establishment / revision of policy	Application Request Year
Budget	Placement number
Propose revisions	Applicant Selection
Advisory Council	Special Admissions Lotteries
Standing Committees	Changes in Selection Group Status
Ad-Hoc Committees	Enrollment in Charter
Advisory Council Committee Makeup	Changes in School Year
Open Meetings	Changes In Residence
Information	Changes in Sibling Status
Resources / Expenses	Special Education
Co-Chair of the Advisory Council	
Accountability Structure - Flow chart	<b>Governing Board Policy</b>
	Establishing Budget
<b>Admissions Policy</b>	Fundraising
Application	Expenditures of School Funds
School Capacity	Accounts & Records maintained by
Annual Admissions Lottery	Treasurer
Applicant Classification & Placement	
Admission Group	<b>Sexual Harassment Policy</b>
Grade Level	Introduction
Selection Category	Purpose
	Definition of Sexual Harassment

Reporting Incidents of Sexual

Harassment

Students

Employees

Retaliation Strictly Forbidden

**Grievance Policy**

**Complaint Procedure**

**Program for Dispute Resolution**

Purpose

Potential Benefits

Procedure

Facilitator Request Form

**Article V: Program for Dispute**

**Resolution**

The Program

Use of the Program

Procedure

**Policy for Children with Special**

**Learning Needs**

Plan for Provision of Services for

Disabled Students

Special Education Plan

Procedural Safeguards

Rights in Special Education

When rights come into effect

Prior notice

Written consent

Independent educational

evaluation

Other assessment rights

Least restrictive environment

Access to pupil records

Destruction of records

Confidentiality IET Team

meeting requirements

Contents of the IEP

Evaluation of the IEP

Due process hearings

Mediation conference

Complaint process

More information

**California:  
Bowling Green Elementary School**

**Charter School Petition submitted to  
Sacramento City Unified School  
District Board of Education from  
Teachers at Bowling Green  
Elementary School, May 4<sup>th</sup>, 1993.**

**I. Introduction:**

1. Rationale for Submitting Charter Petition.
  - 1.1 Every student can learn and every teacher can become excellent.
  - 1.2 Current system sorts teachers and students into those who can and those who can't.
    - 1.3 Site-based decision making and restructuring doesn't work because of state law, governing board policy, centralized administration and programs, and collective bargaining requirements.
2. Benefit of a Charter School to Our District  
(based on W. Edwards Deming's principles of management)
3. The Limited Nature of this Charter Petition

**II. Descriptions of the Items found in 47605(b) of the Charter School Act of 1992 and of the Items Required by the Board of Education**

**A. Description of Educational Program**

1. Students to be Served
2. Educational Programs

3. Existing inadequate Programs
4. Educational Goals
  - 4.1 In developing their spirits
  - 4.2 In developing their minds
  - 4.3 In developing their bodies
5. Efficacy Approach
6. Integrated Thematic Instruction Approach
7. Context of the Educational Program

**B. Outcomes**

8. Site-Adopted Targets
9. Refining & Using Site-Adopted Targets & Benchmarks
10. Board-Adopted Targets
  - 10.1 Student attendance
  - 10.2 Drop-out reduction
  - 10.3 Parental involvement
  - 10.4 Employee relations
  - 10.5 Students can and will learn
  - 10.6 Student achievementGraphic organizer to show the board adopted targets

**C. Progress Measurements**

11. Assumptions about Assessment
12. Descriptions of Assessment Tools
  - 12.1 Portfolios
  - 12.2 Demonstrations
  - 12.3 Integrated Performance Tasks (ITP)
  - 12.4 Ed. Leadership
  - 12.5 Standardized test assessments

13. Expected Results

**D. Governance Structure**

14. Board of Education

14.1 Goals

14.2 Site-based Decision-Making

14.3 Steering Committee

**E. Employee Qualifications**

15. Certified Employees & Classified

**F. Health and Safety**

**G. Racial/Ethnic Balance**

**H. Admissions requirements**

**I. Audit**

**J. Suspension / Expulsion**

**K. Teacher Retirement**

**L. Alternative Attendance**

**M. Rights of the Employees**

**N. Contracting Services with the District**

**O. Insurance**

**P. Relationship with the District**

**Q. Fiscal Accountability**

**R. General Funds**

**S. Description of Charter School Meeting Criteria**

1. Effective Instruction

2. Safe and Orderly Campus

3. Training of Parent Involvement

4. Committed to continuous improvement

5. Inclusion & belief in all children

6. Equal district per student funds

**III. Other Changes to Current Rules, Regulations and Policy**

**1. Organizing the Work Place**

1.1 Consensus-organize instruction

1.2 Consensus - daily schedule

1.3 Consensus - conferencing with parents

1.4 Support services schedules & evaluation

**2. Staffing**

2.1 Vacancy

2.2 Positions not filled by central office assignment

2.3 Temporarily filled positions

2.4 Volunteers

2.5 Hiring Guideline

2.6 Staff surplusing

2.7 Charter staff not RIF or bumped by others in district

2.8 Substitutes

2.9 Principal selection

2.10 Principal confidence vote

2.11 Teacher evaluation

- 2.12 Staff continuing education
- 2.13 Staff returning to positions should charter not be renewed
- 2.14 Staff wishing to leave the charter school, return to district in the Phase I referral list for district

**3. Alternative Use of Resources or Funds Allocated to the School**

- 3.1 Re-allocation of funds
- 3.2 Non-ADA state funds
- 3.3 All categorical funds
- 3.4 ----
- 3.5 Purchase non-district sources
- 3.6 Food services

**4. Reporting to Parents**

- 4.1 Staff & parents determine

**IV. Duration of the Charter**

**V. Amending the Charter**

**VI. Signature of Teachers**

**Amendment 1**

**California**

**Eel River Charter School**

Element A:

Educational Program Description

1.1 Educated person in 21<sup>st</sup> Century

1.2 Philosophy

1.3 Mission

1.4 Academic Habits

1.5 Personal Habits

Element B:

Measurable Student Outcomes

Element C:

Method of Measuring Progress

Tools used to Measure Progress

Parent/Teacher Conferences

- rubric of the methods of measurement to the learning activity

Annual Program Review

Element D:

Governance Structure

1.1 B.O.D.

1.2 Parent/guardians

Element E:

Employment Requirements

Employee Responsibilities

Job Postings

Employee Supervision / Evaluation

Element F:

Health & Safety Assurances

Element G:

Racial/ethnic balance

Element H:

Admission Requirements

Enrollment Policy/Procedures

Element I:

Annual Financial Audits

Element J:

Suspension/ Expulsion Process

Element K:

Teacher Benefits / Retirement

Element L:

Attendance Alternatives

Element M:

Employees Rights to leave & return to district school from charter



Element N:

Charter / Sponsor Dispute Resolution

**California**

**Fenton Avenue Charter School**

(Renewal Contract 1998)

**Introduction:**

Purpose:

Mission & School wide Vision:

Educated Person of the 21<sup>st</sup> Century:

Description of School:

Local

Physical Description

History of this charter

Student Population &

Racial/Ethnic %s

Teacher Certificates

Staff increases

Fulfillment of Goals &

Accomplishments:

Improved student learning

Increase learning opportunities

for all pupils, with special

emphasis on expanded

learning experiences for

students who are

identified as academically

low achieving students

Encourage the use of different

& innovative teaching

methods.

Create new professional

opportunities for teachers,

including the opportunity to

be responsible for the learning

program at the school site.

Provide parents & students with

expanded choices in the

types

of educational opportunities

that are available within the

public school system.

Hold the school established

under SB 1448 accountable

for meeting measurable

student outcomes, and

provide the schools with a

method to change from

rule-based to performance

based accountability system	Transition Rate of LEP Students:
Additional accomplishments;	Attendance:
Continued Goals of the charter School:	Other Assessments:
Amendments of the Charter:	Authentic Assessments:
Future Renewal Procedures:	Reporting Pupil Progress:
Disputed Resolution Process:	<b>Element 2 - Parent / Student</b>
Revocation of Charter:	Schoolwide Welcoming:
<b>Element 1 - Curriculum</b>	Welcoming Procedures:
Concept 1:	Newcomers & Orientation Activities:
Enriched Academic Skill & Concepts:	Process to Insure Parent Involvement:
Pro-Social Values:	Admission Requirements:
Concept 2:	Enrollment:
Staff Development:	Non-Discriminatory Statement:
Parent / Adult Education:	Racial / Ethnic Balance:
Concept 3:	Community Support Services:
At-Risk Students:	Family Center
Title I:	Monthly (Sat.) Parent/Student
Bilingual Education:	Workshops
Special Education:	Sat. Family Field Trips
Gifted & Talented Education:	Parenting Classes
Matriculation to the Middle School:	Assistance & Referrals
<b>Measurable Pupil Outcomes</b>	Intercession Program
Standardized Testing:	Incentives for Improvement

Tutoring:	Duties
Off-track students	Teachers
Peer tutoring	Directors
Volunteers / afterschool	Other Certified Person.
Counseling Services:	Classified & Others
Student Discipline:	Racial-Ethnic Balance
Opportunity Resource room	Salary Schedule
In-school suspension	Bi-weekly
Student Study Team	At least comparable...
Parent Conflict Resolution Procedure:	Performance-based
<b>Element 3: Employee / Personnel</b>	sched.
Staff Member Selection:	Work Basis (days/hours
Selection Procedures:	worked)
Selection of Administrators:	Teachers
Selection of Paraprofessionals:	Directors
Selection of Day to Day Substitutes:	Office/Custodial
Personnel Matters:	Classified
Qualifications	Other Certificated
Directors	Paraprofessionals
Teachers	Differentials
Certificated Personnel	Other Topics:
Para- Pro. & Classified	Method for Reporting Alleged
Personnel	Improprieties

Legal Representation	Paid Legal Holidays
Contracts	Leaves
Permanency/Seniority/ Reduction in Force	Mandatory Benefits for all Staff Members
Teachers	Life/Health & Related Benefits
Seniority Dated	Retirement Systems
Permanency	STRS
Paraprofessionals	PERS
Classified	PARS
Evaluations & Professional Development	Health & Medical Benefits for Retirees
Certificated:	
Emergency Permit Teachers	<b>Element 4: Governance</b>
Probationary Teachers	Structure:
Permanent Teachers	Councils - Specific Duties:
Directors	Budget/Facilities & Safety
Classified:	Curriculum & Assessment
Probationary	Human Resource & Personnel
Permanent	School-Community Relations
Benefits	Composition of Councils:
Release Days	Election of Council Chairpersons:
Vacation Days	Meetings:
	Council of Councils:

Composition	General Maintenance
Duties	Deferred Maintenance
Process for Adoption & Modification of	: Food Services Program
Policies	Contract Development
<b>Element 5: Budget / Business /</b>	Alterations & Improvements
<b>Accounting</b>	Proposition BB
Site-Based Budgeting:	Technology / Development / Construction
Revenue Flow:	Sponsoring District Services:
Depository / Accounting / Payroll:	Mandated Costs Reimbursement:
Budget Development / Fiscal Reports:	Community Involvement:
Liability / Insurance / Reserves:	Charter School evaluation:
Property / Value / Insurance:	<b>Appendix</b>
Employee-Related Insurance:	B-1: Operational/Instructional Improvements
Retirement Health Benefits:	B-2: Modification of Integration Programs
PERS / STRS / PARS / Social Security:	B-3: Revenue, Expenditures & Changes in Fund Balances Expenditure Detail
Attendance Accounting:	B-4: Audited Financial Statements
Special Education Services:	B-5: Food Service - Memorandum of Understanding
Health & Safety:	
Transportation:	
Facilities:	
Capacity & Class Size	

B-6: Evaluation Commissioned by  
Fenton Avenue Charter School

P/S-1: Home-School Contract  
Eng. & Spanish

C-1: Broadcast Studio

Staff Signatures:

C-2: Five-Day SRLDP Program

C-3: Technology Plan

C-4: Applied Learning, Science, &  
Health Education Educational  
Standards

C-5: Standards Consultants

C-6: Cognitive Coaching

C-7: Banking Time Schedule

C-8: Academic Clinics

C-9: Compliance with  
Special Education Laws, Rules,  
and Regulations: Commitment  
Re Chanda Smith Consent  
Decree

E/P-1: Salary Schedule

E/P-2: Code of Ethics

E/P-3: Full School Year

E/P-4: Sponsoring District Release  
Days Conditions

E/P-5: Leave Policy

<b>California</b>	vicinity preference
<b>Garfield Charter School</b>	charter school, magnet & after-school program
I. Preamble	
II. Founding Principles	preschool
Philosophy	market-rate childcare
Value family	
Class size	An educated person means:
210 school days	How does learning occur?
Preschool program	Learning best occurs...:
Inter-agency collaboration	
@ Garfield (health & social services)	
Parent, teacher & student accountability	
Multicultural environment	
III. School Description	
Location	
Physical plant description	
Student population racial makeup	
IV. Educational Program	
Student qualifications: equal access statement	
	V. Pupil Outcomes
	<b>Garfield Charter School</b>
	Vision
	Mission
	Guiding Principles
	School Calendar
	Garfield Student Council Members
	President
	Vice President
	Secretary
	Treasure
	Sergeant at Arms
	Student Council Mission Statement
	School Rules



Parent Teacher Group: Newsletter

Archives

**Some information comes from their  
website**

<b>California</b>	Statement of Non-Discriminatory
<b>Mountain Home School Charter</b>	Practices
Bass Lake Joint Union Elementary	Admissions Requirements
School District Mission	Measurable Pupil Outcomes
Statement	Methods of Measuring Student
	Progress
Mountain Home School Charter	Suspensions and Expulsions
Mission Statement	School Attendance Alternatives
Purpose	<b>Parents:</b>
Goals	Parent Involvement
Educated Person in the 21 <sup>st</sup> Century	<b>Employees:</b>
Foundational Skills	Employee Qualifications
Thinking Skills	Employee Rights
Personal Qualities	Student to Teacher Ratio
concurrent skills:	Health & Safety Procedures
manage resources	Retirement Benefits
develop interpersonal skills	<b>Administration:</b>
deal with information	Governance
use technology	Civil Liability
Enrollment	Dispute Resolution
	Term of the Charter
Racial & Ethnic Balance	Cancellation

Financial Agreement

**Financial Memorandum of  
Understanding between Mountain  
Home School charter and Bass Lake  
Joint Union Elementary School  
District**

Charter Renewal Approval (1999)

<b>California</b>	Element 5: Qualification to be
<b>Mt. Shasta Challenge Home School</b>	Employed
Mission Statement	Element 6: Health & Safety of Pupils
Element 1: Description of the	& Staff
Educational Program	Element 7: Racial & Ethnic Balance
Purpose	Element 8: Admission Requirements
Goals	Element 9: Audit
Vision: Ed. In 21 <sup>st</sup> Century	Element 10: Student Disciplinary
Element 2 & 3: Measurable student	Procedures
outcomes	Element 11: Retirement System for
Methods of assessment	Employees
Portfolios Assessment	Element 12: Public School
CA Challenge	Attendance Alternatives
Standards	Element 13: Employee Rights
IEP for each student	Element 14: Charter School
State Assessment	Evaluation & Review
Element 4: Governance Structure	Amendments
Board of Trustees	
Finances under Mt. Shasta	
Union School District	
Home School Program Director	
duties	

**California**

**The Open Magnet Charter School**

(renewal petition)

Summary Statement

**Article 1: Educational Program**

**Description**

Overview:

Mission Statement:

Educational Philosophy:

Configuration of Clusters:

Methodology:

The Institute:

Key Elements of the Educational

Program:

Differentiated Objectives

Language Arts

Mathematics

Science

Affective Domain

Thematic Instruction:

The Life Lab Program:

Technology:

Multicultural Education:

Bilingual Education:

Special Education:

Who the Open Magnet Charter School

Expects to Educate:

What It Means to be an “Educated

Person”:

**Article 2: Measurable Student**

**Outcomes**

**Article 3: Assessment Methods**

We set a process to

continuously examine currently used

authentic tasks in relation to

assessment.

We established rubrics to

measure Standards & powerful ideas.

We refined student-led

conferences as a method of

assessment.

Multi--dimensional

performance based data; electronic

portfolios, self-reflective journals,

rubrics on projects

CA state & district sponsored  
standardized achievement tests; State  
CLAS, District CTBS, State & District  
Stanford 9

**Article 4: Governance Structure**

By-Laws and Charter:

Student Study & Language Appraisal

Committee:

Bilingual Advisory:

Multicultural Committee:

School Safety:

Technology:

Site:

Budget Committee:

Staff Selection Committee:

Program Evaluation Committee:

Curriculum Committee:

**Article 5: Qualifications for Staff  
Employment Accountability**

Accountability

**Article 6: Health & Safety**

**Responsibilities**

Fire drills

Earthquake/Natural Disaster

Drills

Teaching health, care,

understanding &

practices

**Article 7: Means for Achieving**

**Racial & Ethnic Balance of  
Student Population**

**Article 8: Admission Requirements**

**Article 9: Annual Financial Audit**

**Article 10: Procedures By Which  
Students Can Be Suspended**

**or Expelled**

**Article 11: Retirement Benefits**

**Article 12: Public School**

**Attendance Alternatives**

**Article 13: Employee Rights**

**Appendices:**

**California:  
Peabody Charter School**

Letter to State Board of Ed 6/3/93  
from Santa Barbara Schools  
Superintendent

1. Submission for review and number assignment.
2. Attachments

Letter to State Board of Ed 6/3/93  
From Santa Barbara Schools  
Director of Personnel.

1. Verification of employment status of teachers who signed charter school petition.

Letter to Santa Barbara School District  
From Peabody School Principal  
5/20/93

1. Submission of Proposal

**Contents Section:**

A. Criterion 1: Educational Program Description.

1. Goals
2. Vision
3. Philosophy
4. Key Elements of Program
  - a. K-2 Home/School Liaison Program.
  - b. Performing and Visual Arts.
  - c. Thematic Units
  - d. Staff Development
  - e. Information Technology
  - f. Second Language Instruction.

- g. Daycare
- h. Parent Coordinator
- i. Foundation developed
- j. School and Community Service Projects.

B. Criterion 2: Measurable Student Outcomes.

1. Read, infer, interpret
2. Communicate clearly
3. Discern math relationships
4. Understand scientific thought, methods, facts, hypotheses and theories.
5. Use of technology
6. Expression through visual and performing arts.
7. Work cooperation and collaboration.

C. Criterion 3: Assessment Methods.

1. Performance-based instruments.
2. Portfolios.
3. CLAS
4. Parent/teacher/student conferences
5. Parent/student surveys

D. Criterion 4: Governance Structure.

1. Composed of members of Faculty, Administration, and Parents.
2. Governing Council responsible agent IAW Senate Bill 1448 and Charter.
3. Advisory Board composed of private sector.

E. Criterion 5: Qualifications for Employment.

1. Complies with School District requirements.
2. Staff Development Committee will select teachers.
3. Peer review for accountability and evaluation of peers.
4. Personnel Service Contract for temps/part-time/short-term personnel
5. Principal administrator for Peabody Charter School.

F. Criterion 6: Health and Safety Re-Requirements.

1. Contract with District for insurance.
2. May contract for maintenance and repair of physical plant.
3. Ensure work is in compliance with District insurance policies.
4. Ongoing negotiations with District to address issues during transition to autonomy.
5. Maintain safe and secure environment.

6. Conduct periodic fire drills.
7. Conduct periodic earthquake and natural disaster drills.
8. Criminal record summary required for all employees IAW Education Code 44237.

G. Criterion 7: Means for Achieving Racial and Ethnic Balance.

1. Will reflect ethnic and racial balance within attendance boundaries.
2. First priority on transfers is to reflect current ethnic balance.

H. Criterion 8: Admission Requirements.

1. Parents contract for 3 hours per month service.
2. Contracts on students. Must be good citizens and provide Community service.
3. Governing Council will review non-compliance.

I. Criterion 9: Annual Financial Audit.

1. Peabody to manage all finances related to personnel services, facilities, maintenance, custodial, insurance and liability.
2. Certain other issues to be contracted with District.
3. Transition negotiations will be ongoing.
4. Governing Council to be Chief Financial Officer for



school. Will conduct financial administration of all contracts, grants, internal control of accounts, material management. Answers to City Board of Education for decisions made and monies expended

5. Peabody Charter School will conduct an annual budget.

J. Criterion 10: Procedures for Suspension and Expulsion

1. Comply with District and State Education Code.

K. Criterion 11: Retirement Benefits.

1. Current employees will continue as employees of District.
2. State Teachers' Retirement System (STRS) and Public Employee Retirement System (PERS) not to be jeopardized.
3. New employees to part of existing system.
4. Peabody to contract with District for all payroll deductions for retirement.
5. Employee's years of service to accrue.
6. Work-incurred injury or illness and unemployment insurance will remain as current contracts with District stipulate.

L. Criterion 12: Public School Attendance Alternatives.

1. First priority is to students living within attendance area.
2. Those within attendance area not wanting to attend Peabody may obtain an inter-district transfer.

M. Criterion 13: Rights of Peabody Charter School Employees.

1. Staff to retain employee rights and obligations within District.
2. Teacher not "on leave" status.
3. Charter school to remain District employees subject to change based on any Union negotiations.
4. Best arrangement to sustain employee benefits (3 above).

N. Criterion 14: Conditions of Charter

1. Subject to approval of a contract defining details, terms & conditions by the District.

**California**  
**Sonoma Charter School**

**Memorandum of Understanding**  
**between Charter and District**

Mission Statement

Term

Educational Program

Funding & Revenue Sources

Student Outcomes

Legal & Business Services

Measurement of Student Outcomes

Personnel

Staff

Annual Fiscal Audit & Program

Employee Rights

Performance Reports

Employee Coverage

Operational Powers

Health & Safety Procedures

Contracts

Policies:

Assets

Non-Sectarian / Non-

Special Education

Discrimination

Procedures for Renewal

Student Population

Use of Facilities

Admissions

Liability Insurance

Public School Attendance Alternative

Construction and Severability

Discipline Procedures

Governance Structure

Annual Audit

Evergreen Clause

Dispute Resolution Process

**California**

**Temecula Learning Center**

**Goals of Temecula Learning Center**

**Element I.** Educational Program of  
the School

1.1 Whom the school is attempting to  
educate

1.2 An educated person in the Twenty-  
first Century

1.3 How learning best occurs

**Element II.** Measurable Pupil  
Outcomes

General philosophical statements

**Element III.** Methods of Learning  
Assessment

3.1 Portfolio assessment

3.2 Collaborative-Cooperative group  
performance

3.3 Anecdotal records

3.4 Student journals

3.5 Student demonstrations

3.6 Parent interviews

3.7 Community Service

3.8 School Service

3.9 Standardized test assessments

3.10 Official reports (report cards)

**Element IV.** Governance Structure  
of the School

4.1 Mission statement

4.2 Governing values

Site based management with  
shared decision-making

Developmental Education

Multi-Age Approach

Parent Involvement

Enriched Curriculum

Authentic Assessment

Instruction in a Second

Language

Regular Parent / Teacher

Conferences

Family Centered Environment

Teamwork

Small Class Sizes

**Governing:**

Management Council

Govern by consensus  
Under district policies  
Charter Administrator  
Works in conjunction with  
management council  
Advisory council  
Parent involvement  
Charter modifications approval by  
board  
Student admissions interviews  
Hiring Committee  
**Element V.** Temecula Learning  
Center Staff  
Employees: Certificated; Classified;  
Instructors  
Employment Practices  
**Element VI.** Health / Safety  
Assurance  
**Element VII.** Students Served &  
Racial/Ethnic Balance  
**Element VIII.** Admission  
Requirements

**Element IX.** Budget Structure and  
Process /Annual Audit  
Documenting Professional and  
Fiscal Responsibility  
**Element X.** Suspension/ Expulsion  
Procedures  
**Element XI.** Retirement  
**Element XII.** Public School  
Attendance Alternatives  
**Element XIII.** Facilities  
**Element XIV.** Duration of Charter  
**Element XV.** Amendment of Charter  
**Element XVI.** Revocation of Charter  
Attachment A: Hold Harmless /  
Indemnification Agreement  
Attachment B: Charter Schools Risk  
Management Guidelines  
Attachment C: Contracted Services  
Fiscal Services  
Human Resource Services  
Warehouse Services  
Educational Support Services

Food Services

Site-based Support

Facilities Service

K. Management council members as  
representatives

### **Temecula Learning Center Bylaws**

#### **Article I. Powers**

- A. Management council
- B. Management council powers

#### **Article II. Management council**

- A. Members
- B. Advisory council
- C. Definitions
- D. Professional staff
- E. Staff members not to be parent  
representative

#### **F. Parent representatives**

nomination

election

- G. Management council terms
- H. Vacancy MC
- I. Management Council officers
- J. Election of officers and terms of  
office

#### **Article III. Meeting Structure**

- A. Regular meeting
- B. Special meetings
- C. Quorum
- D. Consensus
- E. conflict of interest
- F. Translation services
- G. meetings open
- H. meeting agenda
- I. minutes
- J. minutes available
- K. State of the School meeting (2x a  
year)

#### **Article IV. Committees**

- A. Standing committees
- B. committee minutes
- C. other committees
- D. committee members may sit on  
more than one committee
- E. community members invited to sit  
on committees

- F. committee chair selection
- G. chairperson's responsibilities

**Article V. Administration**

- A. Administrator hired by MC
- B. Administrator's duties

**Article VI. Adoption &**

**Amendments to the bylaws**

- A. Majority vote of MC
- B. Proposed bylaw change in writing  
one meeting before the vote

<b>Colorado</b>	Individual freedom
<b>Community Involved Charter</b>	Partnership with families
<b>School</b>	School community
<b>Introduction</b>	<b>Description of Education Program</b>
Why Charter School Proposal?	<b>Graduation Expectations</b>
<b>Demonstrated Need</b>	<b>Program Description</b>
<b>Educational Research</b>	Size
<b>Evidence of Support</b>	Developmental Learning
<b>Statement of Need</b>	Year round / Trimester
<b>Staff Concerns</b>	Schedule
<b>Philosophy</b>	Cross-age Advising
<b>Goals &amp; Objectives</b>	Multi-lingual and Multi-ethnic
Diversity	Integrated Learning Activities
Basic skills	Continuous day
Challenge-based & appropriate	Arts in Education
expectations	World as Learning Laboratory
Advisor	Assessment
Inner Qualities	Community Service
Social, emotional, physical,	Partnership / Bridges /
spiritual, mental health,	Collaboration
intellectual & creative	<b>Staffing / Hiring Practices</b>
development	<b>Hiring Practices</b>
Choice	<b>Peer / Staff Evaluation</b>

<b>Salary Schedule / Bidding Process</b>	<b>Appendix A: S.A.F.E. School Curriculum &amp; Assessment</b>
<b>Due Process</b>	<b>Appendix B: Sample Job Description</b>
<b>Administrative Issues:</b>	<b>Appendix C: Peer / Staff Evaluation</b>
<b>Facilities</b>	<b>Procedure</b>
<b>Budget</b>	<b>Bibliography</b>
<b>Alternative Teacher Interns</b>	<b>Steering Committee Members</b>
<b>Selection of Students Admission Criteria</b>	<b>Resumes</b>
<b>Program / School Evaluation Procedures</b>	<b>Letters of Support</b>
<b>Accountability / Parent Advisory Committees</b>	
<b>Transportation</b>	
<b>Food Service</b>	
<b>Schedule / Calendar / School Hours</b>	
<b>Waivers</b>	
<b>Certified Personnel Performance Evaluation Act</b>	
<b>Teacher Employment Compensation &amp; Dismissal</b>	
<b>Principals - employment and authority</b>	



**Colorado**

**Littleton Academy**

**Introduction**

**Mission Statement**

Philosophy

Curriculum

Staff

Environment

Assessment

**Goals, Objectives, & Pupil**

**Performance Standards**

1. Goals & Objectives:

Academic Achievement

Choice

Parental Involvement

Community & Business Involvement

Attendance

Graduation Rate

Discipline

2. Pupil Performance Standards

**Parent, Teacher, or Pupil Support**

**Statement of Need**

**Educational Program**

**Pupil Performance Standards**

**Curriculum**

**Evaluating Pupil Performance**

Objective

Evaluation plan & Types of

Assessments

Timeline

Corrective Action

**Soundness of Economics, Proposed**

**Budget, Annual Audit,**

**Displacement Plan**

Pupil Funding

Other Funding

School Expenditures

Financial Audit

Administrative Audit

Site

**Governance & Operations**

Governing Board

Start-up Phase

Subsequent Election & Terms

Attendance

Hiring the Principal	Crimes, Errors &
School Operation	Omissions & other
Responsibilities	Insurance Coverage
Accountability Committee	Worker's Compensation
<b>Employee Relationships</b>	Transportation / Vehicles
Hiring of Personnel	Existing Insurance Carriers,
Payroll	coverage, limits,
Benefits	exclusions & related
PERA membership	matters
Equal Opportunity Employer	<b>Transportation</b>
Employee Welfare & Safety	<b>Enrollment Policy</b>
Employee Records	<b>Supplemental - Request for Waiver</b>
Employee Conflicts of Interest	<b>of District Policy</b>
Terms & Conditions of Employment:	<b>Appendix A: Initiating Committee</b>
Definitions	<b>Members</b>
Conditions	<b>Appendix B: Traditional School</b>
<b>Legal Liability &amp; Insurance</b>	<b>Paper</b>
<b>Coverage</b>	<b>Appendix C: Evidence of Support</b>
Liability Applicable to	<b>(Sample of Letter of Intent -</b>
Littleton Academy Premises	<b>Number of Respondents)</b>
Other Liabilities	<b>Appendix D: Curriculum</b>
General Liabilities	<b>Bibliography</b>
Property	<b>Appendix E: Budget</b>

**Appendix F: Site Analysis**

**Appendix G: Joint Request for**

**Waivers**

## Colorado

### Magnet School of the Deaf

Philosophy

Background

1. Essential Educational Principles
2. Natural & fluent language...
3. Each Student is Unique
4. Deafness is a positive state of being
5. Students are active, self-motivated learners
6. Teachers are Coaches, Guides, Mediators, Models & Researchers
7. Parents are Partners in Education
8. Less can be more
9. Long-range expectations for Deaf students are MSD is to perform at least as well as, if not surpass, their age-peers in the hearing community
10. The School and the World are "teachers"

## Charter School Application

History of the Magnet School of the

Deaf Project

Major New Features

Credo

Mission Statement

Goals, Objectives & Standards

Evidence of Adequate Support

Educational Program, Pupil

Performance Standards &

Curriculum

Evaluation of Pupil Performance

Economic Plan & Budget

Governance & Operation of the

School

Employment Policies

1. Duration of Interim Employment Policies
2. Delegation of Board Duties
3. Hiring Process
  - 3.1 Solicitation of Applications
  - 3.2 Background Checks
4. Initial Employment Status

5. Compensation
6. Scheduling & Leaves
7. Personnel Files
8. Medical Files or Information
9. Evaluation
10. Dispute Resolution

**Legal Liability & Insurance**

**Transportation**

**Admissions Policy**

Introduction / Non-discrimination

Priorities for Admission

Admission Procedure

Policy Regarding Other Languages

**Miscellaneous**

School Site

At-Risk Students

Day Care

Waivers

Status of Policy Development

**Addenda**

**Appendices - List of Reference**

materials used to prepare this

information

**Massachusetts**

**Benjamin Franklin Classical**

**Charter School**

1. Mission Statement
2. School Objectives
3. Statement of Need
4. School Demographics
5. Recruiting and Marketing Plan
6. Admissions Policy

Application & Interview

Family Contract

7. Profile of founding Coalition
8. Timetable

**Part II:**

9. Evidence of Support
1. Educational Program

Core Knowledge Sequence

11. Student Performance

Assessment

Remediation

Cumulative tests

12. School Evaluation

13. Human Resource Information

Dean-

- Job Description
- Job Requirements
- Appointment Term

Teacher-

- Job Description
- Job Requirements

Physical Education Teacher-

- Job Description
- Job Requirements

School Secretary-

- Job Description
- Job Requirements

14. School Governance

- Board of Trustees
- Meetings

15. Site Selection

**Part III:**

16. Code of Conduct

17. Special Needs Students

18. Funding

19. Accountability

20. Transportation

21. Liability Insurance

Property

Liability

Legal Liability

Content & Personal Property

Damage

School Operations Insurance

Comprehensive General

Liability

Worker's Compensation

**Massachusetts  
Conservatory Lab School  
Learning Through Music**

**I. Abstract**

Mission  
Education Philosophy  
Goals and Outcomes  
Marketing, Recruitment & Admissions

**II. Program Narrative**

Mission Statement:  
Statement of Need:  
Why...needed in this  
community.  
Why... charter necessary...  
succeed.  
...evidence...sufficient  
demand...  
Educational Program:  
... ed. approach  
... source of curriculum  
... methodology...  
foundational  
...performance assessed

... special needs students  
... schedule & calendar

Accountability:

Define, measure &  
demonstrate success  
School & student performance  
objectives  
... ensure... goals

School Environment:

Ethos described  
Discipline & code of conduct

Enrollment:

Process  
Recruitment  
... lottery

Leadership & Governance:

Governed  
School leadership & selection  
Job descriptions

Capacity:

Founders experience  
Founders' qualification &  
applicable skills



Potential partnerships & letters  
of support

Responsibilities:

Opening Timeline:

Facilities & Student Transportation:

**V. Attachments**

Facilities

Why chosen

Renovations/ it's financing

Transportation services

A day in the life of a student:

### **III. Budget, Financial Management & Human Resources**

Budget:

Budget narrative:

expense projections

who manages & controls

finances

Human resources:

Faculty & hiring criteria

Salary range

Professional development plan

Faculty evaluation

### **IV. Action Plan**

Start up strategy:

**Massachusetts  
Martha's Vineyard Public Charter  
School**

Contribution to the  
community

Human Relations

Mission:

Fundamental Guiding

Goals:

Competencies:

Philosophy:

Arts & Humanities

Curriculum:

Social Sciences

Background:

Natural Science

School Demographic:

& Mathematics

Special Amendment filed for regional

Technology

legislation:

Basic skills:

Enrollment:

Statewide & National Standards:

School size:

Teaching Methods:

Student-teacher ratio:

Projects:

Enrollment process:

Integrated Curriculum:

Educational Program:

Remediation:

General School objectives:

Special Needs & Bilingual Students:

Thinking Skills

Bilingual Students:

Communications

Research-based Programs:

Essential Knowledge

Measurement & Evaluation:

Tolerance

Personal Education Plan (PEP)

Life Long Learning

Assessment Methodology

Self-evaluation

Portfolios	Professional
Mentor feedback	development
Audience impact	Salaries, contracts,
Standardized tests	hiring,
Accountability:	dismissal,
Quality improvement goals	benefits
Improvement methods	School Governance:
Teacher & staff performance	School Community
evaluation	Management committees
Accountability to public &	Board of Trustees
parents of attending	Board of Trustees roles &
children	responsibilities
Communications	Relationship of Board of
Finances:	Trustees to teachers &
School budget & financial	administrators
records	Parent & student involvement
School records - Dissemination	in decision-making
of Information	School / Community:
Human Resources	School/Community
Staff hiring	Interaction
Targeted staff size &	District/Charter school
teacher/student	relations
ratio	Building & Faculty:

Background criteria	Powers & Duties
Building plan & finance committee	Vacancies School Vision
Fund-raising	Article V: Advisory Board
Summer Semester:	Membership
Financial Goals:	Meetings
Code of Conduct:	Powers & Duties
Student expulsion & suspension policy	School Vision
Transportation:	Article VI: School Meeting
Liability & Insurance:	Membership
School Assembly Bylaws:	Meetings
Article I: Name	Powers & Duties
Article II: Purpose	School Vision
Article III: The School	Article VII: Privacy
Membership	MGL Regulations
Meetings	Policies & Descriptions
Powers & Duties	Article IX: Rules Protecting the
School vision	General Welfare of the
Article IV: Board of Trustees	School Community:
Membership	Preamble
Meetings	Safety regulations
	Personal rights & protection

Protection of private & public property	Buildings Maintenance
General rules	Elections
Article X: Rules Governing Use of the School's Facilities:	Grounds
General use of the school	Medical supplies
Use of the building(s)	Office
Use of the grounds	Records
Article XI: Areas for Management:	Registrar
General Administrative Rules	Technology
Powers and duties	Article XIV: Committees
General Regulations	Capital fundraising
Management manual	Educational & Curriculum Development
Personnel representation	Personnel & Recruitment
Article XII: Fiscal Procedures	Admissions
General	Finance
Treasurer	Parent Education/Public Relations
Bookkeeping	By laws committee
Budget	Community Programs
Article XII: Clerks	Article XV: The School Meeting
Admissions	Time & place of meeting
Alumni	School meeting records
Attendance	Procedural rules

Adoption of new motions

Requests for special

expenditures

Disorders

Order of business at

regular meetings

School meeting

officers

Election procedures

Vacancies & removals

Emergencies

Staff hiring

procedures

Executive committees

#### Article XVI: Judicial System

Judicial committee

Judicial clerks

Procedures for complaints /

grievances

Law clerk

**Massachusetts**

**The Neighborhood House Charter**

**School**

**Part I:**

Mission Statement:

School Objectives:

Year 1 & Year 2 Objectives

Statement of Need:

Charter Schools: addressing the  
need

School Demographics:

Unique Characteristics

Enrollment

Recruiting & Marketing Plan:

Admissions Policy:

Profile of Founding Coalition:

Timetable

**Part II:**

Evidence of Support:

Educational Program:

Educational Philosophy

Standards & Competencies

Curriculum

Practicum

Town Meeting

The Nurturing Program

High School

Teaching Methods

Cooperative Learning

Confluent Education

Complementary Teaching

Styles

School Calendar

Student Performance:

Portfolio

Individualized Learning Plan

Frequency of Review

Lack of Progress

School Evaluation:

Self-Assessment

Teacher Focus Groups

Outcome Checklist

Parent Focus Groups

Outside Evaluations

Peer Evaluation

Human Resources:

Principal - hire	Accountability:
Staff - hire	A. Annual Report
Teachers - MA Teaching Cert.	B. School Financial Review
Staff size	C. Records & Information
Evaluation	Dissemination
Staff Development	Transportation:
School Governance:	A. Plans
Role of the Board of Directors	B. Outside district plans
or its Designee	Liability & Insurance:
Role of the Principal	Governance Documents:
Role of the School Council	Appendix 1: Five-Year Budget
Building Options:	

**Part III:**

Code of Conduct:
A. Rules governing student
behaviors
B. Expulsion & Suspension

Special Needs Students:

Funding:
A. Start-up budget
B. 5-year budget
C. Income sources



**Massachusetts**

**Renaissance Charter School  
an Edison Partnership School**

**Part I:**

1. Mission Statement
1. School Objectives
  - A. Academic Objectives
  - B. Non-academic Goals
  - C. Community Environment
3. Statement of Need
  - A. Need for....
  - B. How... charter school will meet this need.
4. School Demographics
  - A. School location
  - B. Why... selected

MISSING PAGE 9

5. Recruiting & Marketing Plan
  - A. Publicizing the School
  - B. Outreach to Potential Students & their Families

6. Admissions Policy
  - A. Admissions Policy
  - B. How admission... relates to school mission

7. Profile of Founding Coalition
  - A. Profile of Founding Coalition  
The Renaissance Charter School Group  
Board of Trustees  
The Horace Mann Foundation  
The Edison Project
  - B. How the Applicants Come Together
  - C. Plans for further recruitment

8. Timetable
  - A. Schedule of events... to opening
  - B. Opening

**Part II:**

9. Evidence of Support

10. Educational Program

A. Educational Program

B. Basis for Teaching

Methods

C. School Calendar & Hours

of Operation

11. Student Performance

A. Assessment of Student

Performance

B. Remedial Services to

Students

C. Measurement of the

Development of Skills

12. School Evaluation

A. Self-Assessment / Self-

Evaluation

B. Dialogue with Parents &

Community

MISSING PAGE 26

13.

B. Teacher & Administrator

Evaluation

C. Human Resource

Information

Salaries & Benefits

Employment of the

Principal

Employment of

Teachers

Professional Develop.

14. School Governance

A. Internal Management

B. Selection of the Board of

Trustees

C. Role & Responsibilities of

the Board of Trustees

D. Relationship of the Board

to teachers, administrators,

students, & families

E. Parent & student

involvement in decision

making

F. Community involvement in  
school activities

15. Building Options

MISSING PAGE 33

D. Financing Plans

**Michigan**

**Bahweting Anishnabe Public School**

**Academy**

Purpose

Mission

History

Beliefs / Philosophy

Educational Goals

Eligible Students

Location

Transportation

**Michigan  
Chatfield School**

**Section I: Policies of Bylaws &  
Contract**

- A. Governance
- B. School Improvement
- C. Philosophy & Mission
  - For Children
  - For Parents
  - For Staff
- D. Curriculum Design
  - Subject Areas Outline
  - Parent Partner Curriculum
- E. Methods of Pupil Assessment
- F. Admission Policy & Enrollment
- G. Age of Students & Grade Level Organization
- H. School Calendar & School Day
- I. Finance & Operations
- J. Partners' Responsibilities
  - Students as partners & the responsibilities of all adults to

both the child partner and to the community

- Parent partner responsibilities
- Staff partner role & responsibilities
- Classroom teacher
- Teacher assistant
- partner & special activities coordinator
- Contracted services teachers
- Volunteers
- K. Relationship to Other Schools
- L. Physical Plant
- M. Compliance with Law
- N. Transportation
- O. No Religious Affiliation
- P. Compliance with XXX University

**Section II: Policies Related to  
Students**

**Section III: Policies Related to Staff  
& School Operations**

**Operational Budget:**

**Contract:**

**Article I: Definitions**

**Article II: Role of XXX University**

Board of Control as

Authorizing Body

**Article III: Requirement that**

Academy Act Solely as

Governmental Entity

**Article IV: Purpose**

**Article V: Corporate Structure of the**

Academy

5.1 Articles of Incorporation

5.2 Bylaws

**Article VI: Operating**

**Requirements**

6.1 Governance Structure

6.2 Contributions & Fund Raising

6.3 Educational Goals & Programs

6.4 Curriculum

6.5 Methods of Accountability

6.6 Staff Responsibility

6.7 Admission Policy

6.8 School Calendar/School Schedule

6.9 Age/Grade Range of Pupils

Enrolled

6.10 Annual Financial Audit

6.11 Address & Description of

Proposed Physical Plant

6.12 Reports to the University

President

6.13 Accounting Standards

6.14 Placement of University Interns

**Article VII: Compliance with 6A &**

**6B**

7.1 Compliance with Part 6A & 6B of

Code

7.2 Compliance with State School Aid

Act

7.3 Open Meetings Act

7.4 Freedom of Information Act

7.5 Public Employees Relations Act

7.6 Non-discrimination

7.7 Other State Laws

7.8 Federal Laws

**Article VIII: Amendment**

8.1 Process of Amending the Contract

8.2 Process for Amending the Articles

8.3 Process for Amending the Bylaws

8.4 Change in Existing Law

**Article IX: Enforcement &**

**Revocation**

9.1 Grounds for Revocation

9.2 Procedures for Revoking Contract

9.3 Superintending Control in the  
Event of an Emergency

**Article X: Termination**

10.1 Grounds for Termination by the  
Academy

10.2 Procedures for Terminating  
Contract

**Article XI: Provisions Relating to  
Charter Schools**

11.1 XXX University Faculty  
Employment in the Academy

11.2 Academy Faculty Appointment to  
XXX University Faculty

11.3 Student Conduct & Discipline

11.4 Employment Qualifications for  
Classroom Teachers

11.5 Criminal Background Check

11.6 Academy budget

11.7 Transportation

11.8 Intramural & Interscholastic  
Sports

11.9 Legal Liabilities

11.10 Leas & Occupancy & Safety  
Certificates

11.11 Deposit of Public Funds by the  
Academy

**Article XII: Insurance &**

**Indemnification**

12.1 Insurance

12.2 Minimum Insurance coverage

12.3 Additional Insurance  
Requirements

12.4 Indemnification

**Articles XIII: General Terms**

- 13.1 Notices
- 13.2 Severability
- 13.3 Successors & Assigns
- 13.4 Entire Contract
- 13.5 Assignment
- 13.6 Non-Waiver
- 13.7 Construction
- 13.8 Force Majeure
- 13.9 No Third Party Rights
- 13.10 Non-agency
- 13.11 Governing Law
- 13.12 Counterparts
- 13.13 Term of Contract
- 13.14 University Board General

Policies on Charter Schools Shall

Apply



## Michigan

### Countryside Charter School

Mission

Vision Statement

History

Grades / Students

Curricula

- Core Curriculum
- Accreditation
- Michigan Ed. Assessment  
Program
- School Improvement Plan
- Parent Involvement

Board of Directors

Technology Grant

Building

Student Goals

Evaluation

Student of the Month

School Store

News line Paper

Bylaws

**Michigan**

**Discovery Elementary School**

**Fennville, MI**

Strategic Planning:

Table of contents:

Introduction:

Strategic Planning Team:

Statement of Belief:

Mission Statement:

Strategic Objectives:

Strategies:

Action Plans:

**Qualification Criteria**

**for**

**Charter School Applications**

Process of application & chartering:

Submit and "Intent to Apply"

- directory information
- conceptual design
- qualification criteria

Qualification Criteria:

I. Assurances:

1. Applicants will provide

- Statement of policy
- handbooks
- Board of Trustees bylaws
- Compliance plans for

Federal & State laws:

- employment
- civil rights
- affirmative action
- due process
- family rights
- privacy
- open meetings
- governmental
- accounting
- open enrollment

2. Marketing plan for recruiting students

II. Students

1. Student Handbook

2. Student/Parent informed all policies defining student conduct, attendance, on/off campus responsibilities
3. Student's rights to due process
4. School calendar & school day requirements
5. extra & co-curricular programs
6. Student record & files defined

### III. Governance:

1. Board of Trustees & bylaws
2. Mission statement & goals: non-sectarian & open enrollment
3. Parent/guardian in the decision making process
4. BOT monthly meetings, Parliamentary procedures, open to public, official minutes maintained & made public
5. 5 - 9 member & length of term
6. BOT proof of liability, errors & omissions, workers

compensation, necessary insurance

### IV. Instruction:

1. develop innovative programs & materials; transferable to other K-12 ed. systems
2. site for teacher training & pre-professionals in training
3. programs must include: and/or
  - methods that hold promise & not generally practiced; available in area
  - adaptation of practice of ed. that hold promise: unique process / instructional configuration
  - alternative processes, curr. Application, unique site as catalyst for the ed. experience
4. Curr. Equal or exceed requirements for Core Curr. & H.S. Diploma: Involvement of

- business, industry, higher education in formulating measurable standards for student achievement.
5. Assessment includes standardized testing administered periodically & coordinated with the Curr. Program
  6. All text must be multi-cultural & non-sectarian.

V. Personnel:

1. Equal employment
2. state certification codes apply
3. employee handbook & work rules
4. employee records & background check maintained
5. school personnel invited to serve as adjunct faculty to demonstrate unique elements of ed. program.

VI. Facility:

1. state standards for health, fire & safety met & certified

2. barrier -free access & ADA standards met
3. facility appropriate for instruction design
4. facility move must be approved first by University

VII. Other Services:

1. Food service system
2. Transportation
3. Process for review & retention of student health records etc.
4. Systems of accounting, employee bonding, accounting services, liability insurance, errors & omission & comprehensive casualty must be addressed

VIII: Funding:

1. start-up costs & sources
2. organizers' vitae
3. projected financial statement & first year budget

**Grand Valley State University**

**Application for Public Academy**

**Charter**

Step II

II. Mission Statement

Philosophy

A. Governance

B. missing

C. Term members tenure

Contract Schedules:

1. Method of selection, length of term, number of members of BOD
2. Articles of incorporation
3. Bylaws
4. Educational Goals
5. Curriculum
6. Staff responsibilities
7. Fiscal agent agreement
  - preliminary recitals

Table of Content:

Article I: Definitions &

Interpretations:

Article II: Fiscal agent duties:

Article III: State duties

Article IV: Academy duties

Article V: Records & reports

Article VI: Concerning the fiscal agent

Article V: Miscellaneous

**Contract to Charter a Public School**

**Academy**

Table of Content:

Article I: Definitions

1.1 Certain definitions

1.2 Schedules

1.3 Statutory definitions

Article II: Role of GVSU board of control as authorizing body

2.1 Method of selection, length of term & number of members of BOD

2.2 Method for monitoring academy's compliance with applicable as

& performance of its targeted educational outcomes	6.8 School calendar/ school day schedule
2.3 Reimbursement of U. board costs	6.9 Age/Grade range of pupils enrolled
2.4 U. board as fiscal agent for the academy	6.10 Annual financial audit
2.5 Authorization of employment	6.11 Address & description of physical plant
Article III:	6.12 Reports to the U. president
3.1 Governmental agency	6.13 Accounting standards
3.2 other permitted activities	6.14 Placement of U. student interns
Article IV: Purpose	Article VII: Compliance with part 6A and 6B of code and other laws
4.1 Academy's purpose	7.1 Compliance with Part 6A & Part 6B of Code
Article V: Corporate structure of the academy	7.2 Compliance with state school aid act
5.1 Articles of incorporation	7.3 Open meetings act
5.2 Bylaws	7.4 Freedom of information act
Article VI: Operating Requirements	7.5 Public employees relations act
6.1 Governance structure	7.6 Non-discrimination
6.2 Contributions & fund raising	7.7 Other state laws
6.3 Educational goals & programs	7.8 Federal laws
6.4 Curriculum	Article VIII: Amendment
6.5 Methods of accountability	8.1 Process for amending the contract
6.6 Staff responsibilities	
6.7 Admission policy	

8.2 Process for amending the articles	11.6 Intramural & interscholastic sports
8.3 Process for amending the bylaws	
8.4 Change in existing law	11.7 Legal liabilities & covenants not to sue
Article IX: Enforcement & Revocation	11.8 Lease & occupancy & safety certifications
9.1 Grounds for revocation	
9.2 Procedures for revoking contract	11.9 Deposit of public funds by the academy
9.3 Superintending control in the event of an emergency	11.10 Management agreement
Article X: Termination	Article XII: General Terms:
10.1 Grounds to termination by the academy	12.1 Notices
10.2 Procedures for terminating contract	12.2 Serverability
Article XI: Provisions relating to charter schools	12.3 Successors & assigns
11.1 GVSU faculty employment in the academy	12.4 Entire contract
11.2 Academy faculty appointment to GVSUF	12.5 Assignment
11.3 Student conduct & discipline	12.6 Non-Waiver
11.4 Insurance	12.7 Indemnification
11.5 Transportation	12.8 Construction
	12.9 Force majeure
	12.10 Not their part rights
	12.11 Non-agency
	12.12 Governing Law
	12.13 Counterparts

- 12.14 Term of Contract
- 12.15 Survival provisions

- 14. Manner of Acting
- 15. Meeting by Telephone or similar Equipment
- 16. Board vacancies
- 17. Compensation
- 18. Presumption of assent
- 19. Committees

**Table of Contents**

**Bylaws**

Article I: Offices

- 1. Principal Office
- 2. Registered Office

Article II: Governance

Article III: Board of Directors

- 1. General Powers
- 2. Method of Selection
- 3. Length of Term
- 4. Number of Directors
- 5. Qualifications
- 6. Oath
- 7. Tenure
- 8. Removal
- 9. Resignation
- 10. Regular Meetings
- 11. Special Meetings
- 12. Notice; Waiver
- 13. Quorum

Article IV: Officers

- 1. Number
- 2. Election & term of office
- 3. Removal
- 4. Vacancies
- 5. President
- 6. School Administrator
- 7. Vice-President
- 8. Secretary
- 9. Treasurer
- 10. Assistants & Acting Officers
- 11. Salaries
- 12. Filling more than one office



Article V: Contracts, Loans,  
Checks & Deposits; Special  
Corporate Acts

1. Contracts
2. Loans
3. Checks, Drafts, etc.
4. Deposits
5. Voting of Securities owned  
by this Corporation
6. Contracts between  
Corporation & Related  
Persons

Article VI: Indemnification

Article VII: Seal

Article VIII: Amendments

Article IX: Fiscal Year:

**Michigan**

Strategies

**Summit Academy**

Assessment

**Part I: Statutory Requirements**

5. Continuous Improvement

- 1. Contract Applicant
- 2. Affiliation or type of application
- 3. Proposed members of the Board of Directors
- 4. Articles of Incorporation
- 5. Bylaws
- 6. Documentation
  - A. Governance Structure
  - B. Educational Goals & Programs
    - 1. Choice Strategies Assessment
    - 2. Quality Strategies Assessment
  - 3. Computer Proficiency Strategies Assessment
  - 4. Collaboration

- Strategies
- Assessment
- C. Curricula (multiple pages of K-5 outlined)
- D. Assessment
- 7. Admission Policy
- 8. Marketing
- 9. School Calendar & Daily Schedule
- 10. Age or Grade Range
- 11. Staff Requirements
- 12. Compliance with Part 6a & 6b
- 13. Physical description & address location

**Part II: Other Doc. Required by Eastern Michigan University**

- A. Academy Operations:
  - 1. Opening date
  - 2. Projected enrollment
  - 3. Targeted population

4. Advertising & recruitment  
plans

5. Selection if demand  
exceeds capacity

6. Parent involvement

7. Early Intervention/ Non-  
retention strategies

8. School Administrators &  
Qualifications

9. Teachers & Qualifications

10. Non-certificate Staff

B. Physical Facilities & Start-  
up Costs

1. Description & Provision for  
use

2. Address

3. Transportation

4. Fire, Health & Safety Code  
Compliance

5. Financial Start-up

C. Educational Component

1. Purpose & Philosophy

2. Curriculum & Assessment

3. Mission Statement Proposal

**Summit Academy**

Mission Statement

Vision

Multi-Age

Assessment Philosophy Statement

Parent Involvement

Violation, Definition, Disciplinary

Action Rubric

## Michigan

### Traverse Bay Community School

Pedagogical & Instructional Principles  
& Practices

Curriculum

Age & Grades served

Specialists

Philosophy

Learn Best...

Choice & Responsibility...

Learning Goals

Student Learning Objectives

Course Descriptions

Location

Facilities

Staff

Special Events/ Classes

## Michigan

### Traverse Bay Community School

A wonderful web site with pictures of  
and from the school and course  
descriptions. However there is not  
information regarding what was  
submitted to the state to be allowed to  
become a charter school.

<b>Minnesota</b>	Winter Weather Policy
<b>Every Child Has Opportunities</b>	regarding clothing &
<b>ECHO Charter School</b>	recess
Information for the student handbook	Early Dismissal due to Storms or other
Curriculum Emphasis	emergencies:
Mission Statement	Bicycles at school
School Goals	Discipline
Code of Conduct	Rules:
Morning Openings	School
School Calendar	Classroom
Free Fridays	Playground
Guidelines:	Lunchroom:
ECHO Charter School Will...	Transportation:
Admission	Curriculum:
Transportation	Reading
Health, Safety Human Rights,	Math
Student Dismissal	Spelling
Guidelines	Writing
Public school will...	Non-Core Subjects
Attendance	Field Trips
Dress & Cleanliness:	Forbidden Items
ECHO Charter issues dress	Emergency Information
code	Lost and Found

Health: Medications, Immunizations,  
etc.

Health Services

Accidents or Illness at School

Chronic Conditions

Medication

Student Self-Medication

Tylenol only furnished at  
school

Immunizations

Parent-Teacher Conferences

Report Cards

Supplies

Telephone Calls

Alternate After-School Sites

Absences, Tardiness, Changes of  
Routine

Food Services

Special Services

Birthdays

**Charter Schools in Minnesota**  
**from website**

Purpose:

Organization & Funding

Board of Directors

Admission Requirements

Creating the School

Conversions of Existing Schools

Charter School Authorizing Process

Instructions

Charter School Proposal Worksheet:

Charter School Name

Location

Grade levels served

Ages served

Projected enrollment numbers

Opening date

Accountability

Mission & Goals

Charter School Calendar Worksheet

length of instructional day

total number of days

**Charter school Proposal Outline:**

I: Purpose

II: Governance

A. Month of BOD election

- B. Proposed BOD
  - composition
- C. School administration/
  - Management
  - responsibilities
    - 1. curriculum
    - 2. staffing
    - 3. special education
    - 4. business & finance
    - 5. day-to-day
      - operations
    - 6. reporting
    - 7. school leadership
- D. Responsibilities retained by
  - BOD those delegated
- E. Proposed admissions policy

III: Learning Programs:

- A. Curriculum
- B. Educational delivery
- C. Special Education

IV: Accountability:

- A. Student Accountability
- B. School Accountability

V: Finance:

- A. Statement of assurance
  - school will follow the
  - state law
- B. Three-year proposed
  - budget
- C. Written narrative
  - describing the
  - assumptions used in
  - projection of all
  - revenue & expenditures

VI: Staff

- A. School staff composition
- B. Assurance that all teaching
  - staff will be appropriately
  - licenses
- C. Plans to track staff license &
  - maintain current records
- D. Provide assurance of criminal
  - background checks & records
- E. Current ed. licenses held by
  - proposal developers

VII: Transportation

- A. Who will provide transportation
- B. Written notice of transportation intentions to resident district

- D. Letter form sponsor indicating sponsor is aware of their role & responsibilities

VIII: Business Requirements

- A. Assurance charter assumes proper tort liability & other insurance
- B. Cooperative or non-profit corporation under charter law
- C. Building
- D. Non-sectarian assurance statement
- E. No tuition assurance
- F. Assurance of equal opportunity for students in athletics
- G. 30 day notice to district prior to the submission of a charter proposal

**Charter School Accountability Framework**

Introduction:

- I: State Indicators Reported on the Dept. Of Children, Family & Learning Continuous Improvement Web Page

II: Measurable Outcomes Determined by the School

- A. Pre/Post Test Paradigm
- B. Measurable Academic Goals
- C. Additional Academic Measures

X: Sponsor Responsibilities:

- A. Length of the charter contract
- B. Procedures and timeline for monitoring the school
- C. Responses & intervention the sponsor will implement

- D. Measures of Non-Academic Goals
- E. Presence & Participation
- F. Development
- G. Personal-Social Adjustment



H. Responsibility &  
Independence

I. Contribution & Citizenship

J. Physical Health

K. Satisfaction

L. Choice Measures

**Charter School Lease Aid FY 00**

Leased Space

Building Lease Aid

To Lease Building or Land

**Minnesota**  
**Outcome -Based School Contract**  
**Metro Deaf School, Inc.**

1. Purpose:
2. Term:
3. Amendments:
4. Management & Administration:
  - 4.1 administered according to its  
Bylaws
  - 4.2 teachers with valid licenses
  - 4.3 non-licensed personnel
  - 4.4 Discharge of staff
  - 4.5 State board decide:
    - operation PS
    - budget
    - curriculum
    - operating procedures
5. Authority of the Charter School:
6. Pupil Performance:
7. Admission Requirements:
8. Financial Management:
  - 8.1 no tuition
  - 8.2 enrollment

- 8.3 financial accounting principles  
& methods
- 8.4 Audits
- 8.5 application for program  
approval
- 8.6
9. Transportation:
10. Teacher Leave:
11. Health & Safety, Human Rights &  
Student Dismissal Guidelines:
  - 11.1 health & safety requirements
  - 11.2 proof of immunization
  - 11.3 equal opportunity for both  
sexes in sports
  - 11.4 expulsion & suspension
  - 11.5 prohibits student fees
12. Length of the School Year
13. Insurance
14. Property Ownership:
  - 14.1 upon termination all  
properties return to  
organizations/

individuals leased or

borrowed from

14.2 Purchased property will

remain with school

14.3 personal property exempt

from distribution of

property & remain with

the individual

(personally financed &

developed by the

teacher/staff)

15. General Authority & Immunity

16. Non-renewal & Termination of

Contract

**K - 8 Outcomes:**

Deaf Studies Outcomes

Language Arts Outcomes

Reading

Mathematics

Science

Social Studies

**Metro Deaf Charter School Budget**

**Estimate**

**Minnesota**  
**St. Paul Family Learning Center**  
**Charter School**

Information from the Annual Report

Introduction:

I. FLC Response to St. P. Public

Schools Charter School

Evaluation Plan

II. FLC history

III. Student Population, Attendance, &

Special Services

- geographic
- demographics
- attendance levels
- special ed. *Fast ForWord*
- Recorded Books
- limited English proficiency program
- discipline actions taken
- student health

IV. Program:

- Adoption of the  
Community Learning  
Center Design
  - \* productive,  
collaborative  
worker
  - \* responsible citizen
  - \* purposeful thinker
  - \* self-directed  
lifelong learner
  - \* creative, healthy  
individual
- Individualized Student  
Tracking & Assessment  
Strategies
- Parent & Community  
Involvement
- Best Practices & Program  
Successes
  - \* staffing
  - \* budget
  - \* curriculum
  - \* students

\* instruction

\* calendar

■ Program Challenges

V: Staffing:

VI: Evaluation & Accountability Data

■ Standardized Test Data

■ Stakeholder Satisfaction  
Data

■ Student Retention Data

VII: Financial Information

Attachments:

1. Family Learning Center Work

Sampling System - Third

Grade Development Checklist

2. Family Learning Center Personal

Learning Plan Student - Parent-

Advisor Agreement form

3. Instructional Performance Pay

Schedule & Expectations of

Instructional Staff

4. Community Learning Centers

Professional Development Plan

Process

5. Sample Personal Learning Plan

Goals Sheets

6. FLC 1999-2000 School Year

Calendar

7. FLC 1998-1999 Record of Student

Development Activities

**Wisconsin**

**Coulee Montessori**

Letter to the State Superintendent

Letter to LaCrosse Board of Education

1. Name of person seeking charter:
2. Name of person in charge of  
charter administration:
3. Description of Ed. program:
4. Method to attain the educational  
goals:
5. Method of progress measurement:
6. Governance structure:
7. Employee qualifications:
8. Health & safety of the pupils:
9. Racial/ ethnic balance:
10. Admission requirements:
11. Annual Audits:
12. Disciplining Pupils:
13. Alternative attendance:
14. Facilities, types & limits of  
liability:
15. Effect on the School District of a  
charter school:

16. Funding for the School:

17. Agreement transferable:

18. Dispute resolution:

19. Termination:

**School District of LaCrosse**

**Charter School Planning Grant**

**Proposal**

Executive Summary:

Proposal for a Montessori Charter

School:

I: The Vision:

II: Achieving the Vision:

III: The school

teacher

children

prepared environment

curriculum

five themes

Expected results

reporting system

evaluation of the school

IV: The Community:

V: The Planning Process

**Letter from State of Wisconsin**

**Department of Public Instruction:**

Notification of Grant Award:

Charter Schools Subgrant Application

I. General Information:

II. Assurances:

III. Signatures:

**School District of LaCrosse**

**Charter school Implementation**

**Grant Proposal**

Executive Summary:

I: Program Description

1. The mission objectives

2. Relationship --- with the

Chartering Authority

3. Important Elements in ---

Programming:

■ Multi-age Grouping

■ Montessori Materials

■ Montessori Trained

Teachers

■ Montessori Environment

■ Montessori Curriculum

■ Involvement of parents &  
community

■ Student Achievement

■ Assessment Procedures

4. Children's House:

5. Elementary I:

■ Academic

■ Assessment Criteria

■ Social

■ Ability of students to meet

State Standards &

Assessment

II: Charter School Needs:

1. How students in the community are

informed about - - - and equal

opportunity to attend -- is  
achieved.

2. Use of sub grant funds
3. Budget:
4. Budget Summary:

**Letter from American Montessori  
Society**



**APPENDIX H:**

**CHARTER SCHOOL'S CONSIDERATIONS AND ISSUES**

**COLLAPED LIST**

Charter School's Considerations and Issues to Address  
 In Order of Appearance in Charter Documents Studied  
 (Collapsed List)

	SUM	AVE.	%	
<b>Section 1: Legal Compliance</b>				
A	Abstract / Introduction / Rational / Benefits	37	0.25	25
B	Limited Nature of Charter Petition/Duration/Term/Amendments	26	0.1756	17.56
C	Legal Compliance/ Assurance/ Affidavit/Records	25	0.1689	16.89
<b>Section 2: Uniqueness of the School</b>				
D	Mission / Vision	90	0.4864	48.64
E	School Goals / Objectives	68	0.6126	61.26
F	Academic Achievement / Measurement Criteria	38	0.5277	52.77
G	Personnel Development	13	0.1805	18.05
H	Health / Safety / Welfare / Emergency	28	0.3888	38.88
I	Enrollment Policy / Admission Procedures / Marketing Plan	79	0.7117	71.17
<b>Section 3: Organization and Governance</b>				
J	Students Population	77	0.4162	41.62
K	School Facilities	46	0.3108	31.08
L	Board of Education/Directors/Trustees/Governing Council	91	0.3513	35.13
M	Sponsors Duties and Responsibilities	31	0.4305	43.05
N	Supporting Organizations	53	0.3581	35.81
O	School / Administrative Policies	41	0.3693	36.93
P	School Operations/ Schedules	59	0.2277	22.77
<b>Section 4: Staffing Requirements / Employment</b>				
Q	Administration	68	0.4594	45.94
R	Teaching Staff	124	0.4189	41.89
S	Support Staff	41	0.2216	22.16
T	Hiring / Staff Development	71	0.2741	27.41
U	Staff Compensation / Benefits	27	0.375	37.5
<b>Section 5: Insurance</b>				
V	Insurance Description / Coverage	92	0.1554	15.54
<b>Section 6: Budget / Financial Records /Exemptions</b>				
W	Budgets	104	0.2811	28.11
X	Financial Records	74	0.5	50
Y	Exemptions / Waivers / Amendment	14	0.1944	19.44
<b>Section 7: Educational Programs</b>				
Z	Educational Philosophy	66	0.3567	35.67
ZA	Educational Programs	66	0.2973	29.73
ZB	Assessment	114	0.4401	44.01
ZC	Reporting	48	0.3243	32.43

**APPENDIX I:**

**FEDERAL STATUTES AND REGULATIONS**

**APPLICABLE TO CHARTER SCHOOLS**

**Federal Statutes and Regulations**  
**Applicable to Charter Schools**

The following information was provided in the packet from Sydelle Rose Hoffman, director of Bright Beginnings School, Inc., Chandler, Arizona.

I. **Laws Applicable to Charter Schools Whether or Not They Receive Federal Funding.**

The following summaries are of laws, which generally apply to businesses, employers or schools. The information, which is most relevant to Charter Schools, has been included. The statutory reference is provided for each Act for those who wish to review the entire text. Specific questions regarding applicability or exceptions should be referred to legal counsel for the Charter School.

- A. **Age Discrimination in Employment Act, 29 U.S.C. §§ 621-634.** Prohibits an employer from failing or refusing to hire or to discharge any individual or otherwise discriminate against any individual with respect of compensation, terms, conditions, or privileges of employment, because of the individual's age. Prohibits limiting, segregating or classifying employees in such a manner as to adversely affect the employee's status because of age, or reducing the wage rate of any employee in order to comply with this law. "Employer" is defined to include a person engaged in an industry affecting commerce which has 20 or more employees for each working day in each of twenty or more calendar weeks in the current or preceding calendar year, any agent of such a person, and a State and any interstate agency, but not the United States or a corporation wholly owned by the government of the United States.
  
- B. **Americans with Disabilities Act, 42 U.S.C. §12101-12213.** Prohibits discrimination against persons with disabilities and requires affirmative action, including mandatory accommodations, to ensure that discrimination does not occur in employment, public access to facilities and services, transportation, communication and government services. The requirements apply to all governmental entities and private employers of 15 or more employees.
  
- C. **Asbestos Hazard Emergency Response Act, 15 U.S.C. §§2641-2655.** Provides for Federal regulations, which require inspection for asbestos-containing material and implementation of appropriate response actions with respect to asbestos-containing material in schools. Applies to any local educational agency (LEA) as defined at 20 U.S.C. §8801 (18), the owner of any private, nonprofit elementary or secondary school building, and the governing authority of

Department of Defense schools. Applies to any school as defined at 15 U.S.C. §2642(12). "School building" means any structure or other facility which is suitable for use as a classroom, including a school facility such as a laboratory, library, school eating facility or recreational activities for an academic course in physical education [and] any other facility used for the instruction of students or for the administration of educational or research programs. 15 U.S.C. §2642 (13).

- D. Asbestos School Hazard Detection and Control Act.** 20 U.S.C. §§ 3601-3611. Make loans available for up to 50% of the cost of asbestos abatement. "LEA" refers to any local education agency as defined in 20 U.S.C. § 8801(18), any nonprofit elementary or secondary school owned and operated by one or more nonprofit corporations or associations or any school of any agency of the United States. [Also see, Asbestos School Hazard Abatement Act, 20 U.S.C. §§ 4011-4021].
- E. Civil Rights Act of 1964,** 42 U.S.C. §§ 1981 to 1988. Specifically guarantees equal right under the law to all persons, regardless of color, regarding contracts, the right to se, be parties, give evidence, the full and equal benefit of all laws and proceedings, and property rights for citizens, as well as the same punishments, pains, penalties, taxes, licenses and exactions of every kind. Prohibits discrimination on the basis of disability. Provides for compensatory and punitive damages and attorney's fees.
- i. **Title IV,** U.S.C. §§2000c-2000c-9. Requires desecration of public schools. "Desegregation" is defined to include the assignment of students to public schools and within such schools without regard to their race, color, religion, sex or national origin, but does not include the assignment of students to public schools in order to overcome racial imbalance or classification and assignment for reasons other than those specified. "Public School" is defined to include any elementary or secondary educational institution which is operate by the State, subdivision or a State, or operated wholly or predominantly form or through the use of governmental funds or property, or funds or property, or funds or property derived form a governmental source.
  - ii. **Civil Rights Act of 1964, Title VI,** 42 U.S.C. §§2000d-2000d-7. Prohibits exclusion from participation in, denial or benefits of, and discrimination under federally assisted programs or activities on the ground of race, color or national origin. : programs or activities" is defined to include, among other entities, an LEA, system of vocational education or other school system, or an entire corporation, partnership or other private organization, or an entire

sole proprietorship if assistance is extended to the entity or the entity is "...principally engaged in the business of providing education, health care, housing, social services, or parks and recreation...."

- F. Employment Retirement Income Security Act (ERISA), 29 U.S.C. §§1001-1461, including changes made by the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA), 29 U.S.C. §§1161-1169.** Provisions of ERISA generally apply to sponsors of and participants in group pension plans; provisions of COBRA generally apply to sponsors of and participants in group health plans..
- G. Equal Educational Opportunities Act, 20 U.S.C. §§ 1701-1758.** Prohibits the denial of equal educational opportunity to an individual based on race, color, sex, or national origin by the deliberate segregation by an educational agency of students among or within schools. The prohibition extends to: the failure of an educational agency which has formerly practiced deliberate segregation to take affirmative steps to remove the vestiges of a dual school system; the assignment of students in such a manner as to promote segregation, unless assigned to the neighborhood school; discrimination in employment, employment conditions or assignment of faculty or staff; the transfer of a student from one school to another if the purpose and effect is to increase segregation, or the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in instructional programs. The Act does not require the assignment or transportation of students or teachers in order to overcome racial imbalance. "Educational agency: is defined by section 801(k) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. §1720).
- H. Fair Labor Standards Act, 29 U.S.C. §§201-219.** Applies to an "employer," which is defined to include any person acting directly or indirectly in the interest of an employer in relation to an employee and includes a public agency, but does not include any labor organization (other than when acting as an employer). "Employee" is defined to include any individual employed by an employer, except for certain relatives of an employer engaged in agriculture. Addresses minimum wages, maximum work hours, child labor provisions, prohibited acts, penalties, etc.
- I. Family Education Rights and Privacy Act of 1974, 20 U.S.C. § 1232g.** Requires access by parents and eligible students to the student's educational records. Specifies how and when personally identifiable information regarding the student may be disclosed, including requirements for consent and/or notice upon disclosure.

Applies to all public schools in Arizona pursuant to A.R.S. §15-141 (A). [Each state has its own wording to this Federal Law.]

**J. Immigration Reform and Control Act**, 8 U.S.C. §§1324a, 1324b. Prohibits any person or entity from hiring, recruiting or referring for a fee for employment in the United States an alien, knowing the alien is unauthorized. Hiring such a person through a contract, subcontract or exchange is also prohibited. Also prohibits discrimination on the basis of national origin against an individual, other than an unauthorized alien, I hiring, recruiting or referring for a fee or discharging from employment.

**K. Occupational Safety and Health**, 29 U.S.C. §§651, *et seq.* Requires employers to furnish employment and a place of employment which are free from recognized hazards that are causing or are likely to cause death or serious physical harm to employees. Requires employers to comply with safety and health standards promulgated under the statute and requires employees to comply with standards and rules, regulations and orders which are applicable to their individual actions.

**L. Radon Pollution Control Act**, 15 U.S.C. §§2661 to 2671. Applies to any “local education agency,” (LEA) as defined at 20 U.S.C. §8801; the owner of any nonprofit elementary or secondary school building; and the governing authority of any school operated pursuant to section 241 of Title 20, relating to impact aid for children who reside on Federal property.

**M. Stewart B McKinney Homeless Assistance Act**, 42 U.S.C. §11421 to 11432. Makes available grants to States in order to provide a program of literacy training and basic skills remediation for adult homeless individuals within the State and to assure that each child of a homeless individual and each homeless youth have access to a free, appropriate public education.

## II. Laws Generally or Specifically Applicable to Charter Schools Which Receive Federal Funding

The following summary provides information regarding several laws which make funds available for specific purposes, which funding may be available to qualified Charter Schools. A few of the laws are generally applicable to any education agency, including a Charter School, which receives any funding from the Federal government; others apply to any recipient of funds specifically form the U.S. Department of Education.

**A. Adult Education Act, 20 U.S.C. §§1201 –1209.** Provides grants to States to assist in the funding of adult education programs, services and activities of eligible participants.

**B. Carl D. Perkins Vocational and Applied Technology Education Act, 20 U.S.C. §§2301-2471.** [See especially 20 U.S.C. §2331]. Provides grants to States on a dollar-for-dollar match basis for the purpose of providing programs and activities for vocational teachers and academic teachers working with vocational education students, including corrections educators and counselors, and educators and counselors in community-based organizations, including in-service and pre-service training. The programs and activities may include, among other things, the promotion of partnerships among business, education (including educational agencies), industry, labor, community-based organizations, or governmental agencies.

**C. Drug-Free Workplace Act of 1988. 20 U.S.C. §§702-707.** Provides that no person, other than an individual, shall be considered a responsible source for the purposes of being awarded a contract for the procurement of any property or services of a value of \$25,000 or ore from any Federal agency unless the person has certified that it will provide a drug-free workplace by taking specified steps and providing assurances to the Federal agency that the employer has complied with the terms of the Act.

**D. Individuals with Disabilities Education Act, 20 U.S.C. §1400-1485.** Requires recipients of federal funding under the Act to comply with procedural and due process requirements to ensure that children with disabilities are provided with a free, appropriate public education.

**E. Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.** Prohibits discrimination in any program receiving federal financial assistance on the basis of disability of r otherwise qualified individuals with disabilities.