DC PUBLIC CHARTER SCHOOL BOARD

2026

CHARTER APPLICATION GUIDELINES



Updated June 5, 2026

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BACKGROUND

1. About the DC Public Charter School Board

The DC Public Charter School Board (DC PCSB) is the sole authorizer of public charter schools in Washington, DC. In school year (SY) 2025–26, , DC PCSB will provide oversight to 66 local education agencies (LEAs) operating 133 campuses. Public charter schools serve more than 47,000, or nearly half, of DC's public school students, who come from every ward in our city.

A board of seven volunteers, supported by a professional staff, makes all authorizing decisions. The mayor nominates the board members, who are then confirmed by the DC Council. DC PCSB holds at least monthly public board meetings, with a summer recess in July. All meeting materials are published on our website prior to the meeting.[1]

Our Vision

Every DC student receives a quality education that makes them feel valued and prepares them for lifelong learning, fulfilling careers, and economic security.

Our Mission

DC public charter schools are environments where all students, especially those in historically marginalized groups, thrive. As DC's charter authorizer, we:

- Approve, monitor, and evaluate schools, with an emphasis on equity and academic excellence
- Create policies and conditions to empower educators to do their best work in service of students
- Actively engage families, schools, and communities to inform our decision-making

[1] For a schedule of DC PCSB meetings, see: https://bit.ly/3SLsI8S.

2. Defined Terms

Annual School Performance Index Report and Evaluation (ASPIRE) is DC PCSB's academic accountability system, and it measures how well DC public charter schools serve students. Specifically, ASPIRE evaluates schools in the areas DC PCSB believes are most important:

- helping students grow,
- preparing students for college and career success, and
- building a learning environment that supports all students.

ASPIRE replaces the **Performance Management Framework (PMF)**, DC PCSB's academic accountability system from 2011 to 2019.

Board member agreement is a signed document that outlines the specific responsibilities of each member of the school's board of trustees, including a conflict-of-interest policy. Each school should create its own board member agreement template, which will be signed by each board member.

Charter goals are the specific, measurable goals that schools will be held accountable to in annual and high-stakes reviews of the school's performance. Each school has the autonomy to craft its own goals, subject to negotiation and approval by DC PCSB, and it must report on its progress toward achieving these goals annually. DC PCSB is required by law to conduct an in-depth review of each school's progress toward achieving its goals at least once every five years.

Conversion schools are existing public or private schools that the founding group applies to convert into a public charter school. To convert an existing school into a public charter school, the founding group must comply with the notification and endorsement requirements of DC Code § 38-1802.01.

Curriculum is the combination of standards, resources, materials, methods of instruction, and formative assessments used to determine student progress.

District of Columbia Public Schools (DCPS) is DC's traditional public school system, serving more than 51,000 students and operating 117 neighborhood and selective schools across DC.

DC School Report Card is DC's state report card, which is published by the Office of the State Superintendent of Education (OSSE). It includes data on all public schools as required by the Every Student Succeeds Act (ESSA).

Demand is the intention of a sufficient number of students to enroll so that the school will meet its enrollment targets.

Economically disadvantaged students are, at any point during the school year:

- eligible for Temporary Assistance for Needy Families (TANF),
- eligible for Supplemental Nutrition Assistance Program (SNAP),
- identified as homeless, or
- under the care of the Child and Family Services Agency (CFSA).

Emerging multilingual learner (EML) refers to a student who speaks a language other than English at home and is learning to become bilingual or multilingual in school. The purpose of using this term is to highlight students' existing language skills in addition to English. 'EML' is not defined by federal law. Therefore, the term 'English learner' will apply when referencing federal laws and regulations. However, DC PCSB shall use 'EML' to describe English learners when discussing DC PCSB policies and practices, including these charter application guidelines.

English learner (EL) refers to a student in a pre-kindergarten (PK) through grade 12 program, or a pathway within an adult-serving school, that culminates in a regular high school diploma. As described in the Elementary and Secondary Education Act, the term "English learner" means an individual:

- who is age 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
- (i) who was not born in the United States or whose native language is a language other than English;

  (ii)(a) who is a Native American or Alaska Native, or a native resident of outlying areas; and (b) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

  (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –

  (i) the ability to meet the challenging state academic standards;

(ii) the ability to achieve successfully in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

EL students in adult-serving schools who are on nontraditional pathways that do not culminate in a regular high school diploma are defined in DC Code § 38–2901(1) as adults who have limited ability in speaking, reading, writing, or understanding the English language and whose native language is a language other than English.

Enrollment ceiling is the cap on the number of students for whom a school may be funded in a given year. Schools that enroll more students than allowed by their enrollment ceiling will not be funded for those additional students.

Founding group, also referred to as the **applicant group**, is the group of individuals, private or public entity, institution of higher education, or experienced operator (defined below) that seeks to establish a public charter school in DC. Often, several members of the founding group transition to the governing board, which is the school's governing body, before and during the first year of academic operation. Others may transition to key personnel, the initial administrative team running the school in its first year of operation and beyond.

Grade band refers to groupings of grades that are somewhat flexible based on the school program but are commonly understood. Early childhood generally refers to grades PK3 through 2; elementary school, to grades kindergarten (K) through 4 (and may include grades PK3 and PK4 and 5); middle school, to grades 5 or 6 through 8; high school, to grades 9 through 12; and adult, to post-secondary programs, including those serving students who do not have high school diplomas.

Leadership capacities are the knowledge, skills, abilities, and behaviors a team needs to create and operate a quality school. The National Association of Charter School Authorizers (NACSA) defines the nine capacities a founding team should demonstrate here: https://bit.ly/4rVQtLh.

Local Education Agency (LEA) is an entity that operates public schools, either traditional or public charter. Each DC public charter LEA is incorporated as a DC nonprofit organization.

My School DC (MSDC) is DC's citywide public school enrollment lottery. DCPS and almost all DC public charter schools participate in MSDC, which offers a single application and lottery process. For more information, visit https://bit.ly/3WZdy2n.

National Association for Charter School Authorizers (NASCA) is a nonprofit organization that works to improve the quality of charter school authorizing across the United States. DC PCSB is a NACSA member and uses its guidance to inform policies and practices.

Need refers to students' access to quality schools, including unique/relevant models, strong outcomes, and other programmatic elements a community may seek.

Office of the State Superintendent of Education (OSSE) is DC's **state education agency (SEA)**. OSSE serves as DC's liaison to the U.S. Department of Education. Its mission is to "set high standards, build educator and system capacity to meet those standards, expand educational opportunities for all learners with a focus on those underserved, and hold everyone—including [themselves]—accountable for results."

Parent or **guardian**, for the purposes of these Guidelines, refers to a person who has custody of a child and who is a biological parent or stepparent of the child, has adopted the child, or has been appointed as a guardian for the child by a court of competent jurisdiction.

Public Charter School Fiscal Transparency Amendment Act of 2016 (the Fiscal Transparency Act) amended the School Reform Act (defined below) to define and set reporting obligations for conflicting interest transactions for public charter schools and to set certain requirements for contracts between public charter schools and school management organizations (defined below).

The Rehabilitation Act prohibits discrimination on the basis of disability in programs conducted by federal agencies, in programs receiving federal financial assistance, in federal employment, and in the employment practices of federal contractors. **Section 504** of the Rehabilitation Act defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services.

School management organization (SMO) is an entity that a public charter school identifies in its charter petition or petition for charter revision with which the public charter school contracts to provide management or oversight services regarding the school's expenditures, administration, personnel, or instructional methods. The term "school management organization" does not include an entity with which a public charter school contracts solely to provide administrative support services, such as: payroll processing or information technology services; academic support services; or temporary management services. Non-profit school management organizations may apply for a charter as an **experienced operator (EO)**, whereas for-profit school management organizations may be retained by the nonprofit charter school's board

of trustees but are not eligible to apply for a charter. Both are considered school management organizations.

School Reform Act (SRA) refers to DC Code §§ 38-1802 *et seq*., which established public charter schools in DC. The full text of the SRA is available at https://bit.ly/3M2pme7.

State assessments refer to the districtwide assessments that all public students, including those identified as students with disabilities and EML, enrolled in tested grades and courses must take in accordance with ESSA and DC policy. DC's state assessments are the District of Columbia Comprehensive Assessments of Progress in Education (**DC CAPE**), the World-Class Instructional Design and Assessment ACCESS for English Language Learners (**WIDA ACCESS for ELLs or ACCESS**), and the National Assessment of Educational Progress (**NAEP**). Students with significant cognitive disabilities may be eligible to take the Multi-State Alternate Assessment (**MSAA**), Dynamic Learning Maps (**DLM**) Science Alternate Assessment, and Alternate ACCESS.

DC CAPE tests the subjects of English language arts/literacy (ELA), math, and science in alignment with the state content standards (i.e., Common Core State Standards and Next Generation Science Standards). Beginning in SY 2026–27, DC will launch DC CAPE 2.0, administering ELA and math assessments developed under the Smarter Balance Assessment Consortium. OSSE will also redesign its science assessment. DC CAPE 2.0 and its alternative assessments are administrated annually in the following grades and courses:

- DC ELA: Grades 3 – 8; high school ELA I and ELA II
- DC Math: Grades 3 – 8; high school Algebra I, and Geometry
- DC Science: Grades 5 and 8; high school Biology

In addition, ACCESS is DC's annual assessment of English proficiency for students who qualify for language services (see definition of EML and EL above). Finally, NAEP is a nationally representative measure of student achievement in core subjects for grades 4, 8, and 12. Itis administered biennially. For more information about DC's state assessments, visit https://bit.ly/4ramZI4 and https://bit.ly/3MGYuEA.

State education agency (SEA) is the state board of education or other agency or officer responsible for the supervision of public elementary and secondary schools [20 USC § 1401(32)]. The **Office of the State Superintendent of Education (OSSE)** is DC's SEA.

Student academic achievement expectations are the academic learning level that all students are expected to reach while attending the school. They are measured using nationally recognized summative assessments or state assessments, such as DC CAPE, and are disaggregated by student population, such as by race, ethnicity, gender, grade, disability, and EML status.

Student learning standards define what students are expected to know and be able to do. They define what is taught in each subject area and at each instructional level and what is likely to be tested to assess student achievement.

Students with disabilities (SWD) refers to students with specialized needs as defined in the **Individuals with Disabilities Act (IDEA)** or **Section 504** of the Rehabilitation Act of 1973 (29 U.S.C. §§ 701 *et seq.*).

Uniform Per Student Funding Formula (UPSFF) is the formula used to determine each DC public charter school's annual, local funding amount. Each fiscal year, OSSE provides enrollment data to the Office of the Chief Financial Officer (OCFO) to make regular payments to charter schools. During SY 2023 – 24, public charter schools received a foundational funding level of $13,046 per student, multiplied by applicable weights (e.g., grade level and special education, EML, and economically disadvantaged designations). Public charter schools also received a non-residential facilities allotment of $3,622 per student.

3. Helpful Resources

Prospective applicants should explore the following resources as they plan their school programs. This list is not meant to be exhaustive. Applicants may reach out to DC PCSB staff, existing schools, and other organizations for more information.

Charter Application Archive and Guidance

- Past applications: https://bit.ly/3yCVrGd
- Applicant guidance: https://bit.ly/3M3dBEo

Data: Academic, Attendance, Demographic, Discipline, and Enrollment

- DC Office of Planning: https://bit.ly/3LXGWzY
- DC PCSB's Public Charter School Data: https://bit.ly/3yAJqB5
- DC PCSB's Enrollment Outlook:[2] https://bit.ly/4fJGNys
- DC School Report Card: https://bit.ly/3M1Cu35

[2] In 2026, the Enrollment Outlook replaced the previous analysis, the Sector Planning Supplement.

- Lumen Impact Group's *Family and Community Data Collection*: https://bit.ly/4dyRwK1
- Office of the Deputy Mayor for Education's EdScape: https://bit.ly/3M1CvUH

DC Public Charter School Laws

- "DC School Reform Act of 1995"(SRA): https://bit.ly/3M2pme7
- "Public Charter School Fiscal Transparency Amendment Act of 2016": https://bit.ly/46FzC5B
- Student Fair Access to School Amendment Act of 2018: https://bit.ly/4fDS0Qh
- DC high school graduation requirements: https://bit.ly/4hEcNUb

DC PCSB Policies and Guidance

- DC PCSB's ASPIRE System: https://bit.ly/3WEth5L
- DC PCSB's *Charter Goals Policy*: https://bit.ly/3xOVLBz
- DC PCSB's *Planning Year Playbook*: https://bit.ly/4cpn83b
- DC PCSB policies: https://bit.ly/3yq1LAZ
- DC PCSB's school leader resources: https://bit.ly/46Gen4K

EML Resources

- "DC Language Access for Education Amendment Act of 2017": https://bit.ly/3AtAX38
- Department of Education's *English Learner Toolkit*: https://bit.ly/4dkCbMN
- OSSE's *Delivering Education Services to English Learners*: https://bit.ly/3I7kG53

Finances, Funding, and SMOs

- Alternative Program Funding: https://bit.ly/3SIzufC
- DC PCSB's school finance and funding resources: https://bit.ly/3ypjE2V
- DC PCSB's *Financial Analysis Report (FAR)*: https://bit.ly/4fJbMK8
- Uniform Per Pupil Funding Formula: https://bit.ly/3ynNEfy
- National Association of Charter School Authorizers' (NACSA) *Principles and Standards for Management Contracts*, page 24: https://bit.ly/3M2NVaQ
- NACSA's *Financial Assessment and Oversight of Charter School Management Organizations: A Primer for Authorizers* at https://bit.ly/4fJRReb

Local Charter School Support Organizations[3]

- Building Hope: https://bit.ly/4dAZ7qT
- Camelback Ventures: https://bit.ly/3yM7EbA
- DC Charter School Alliance: https://bit.ly/3yIKnav
- DC Special Education Cooperative: https://bit.ly/3WHqRmP
- EdOps: https://bit.ly/3SGO4EI
- Education Forward DC: https://bit.ly/3SKocrA
- EmpowerK12: https://bit.ly/3SKodvE

Special Education Resources

- OSSE Specialized Education policies and regulations: https://bit.ly/3SJQfaq
- Special Education Funding and Maintenance of Effort reporting: https://bit.ly/4dBNVdr
- Department of Education information on Section 504 of the Rehabilitation Act: https://bit.ly/4dkFFPk

[3] DC PCSB does not endorse the services of these organizations.

OVERVIEW

1. Purpose

DC PCSB strives to ensure every DC student receives a quality education. As population forecasts for school-age children decline and city conditions change, DC PCSB must create the policies for thoughtful charter sector planning. Under the SRA, one of DC PCSB's statutory duties is to receive petitions to establish new public charter schools [DC Code § 38-1802.03(a)]. These guidelines describe the process by which DC PCSB will receive and evaluate new school applications.

Opening a new school is difficult to execute effectively and has citywide impact. Accordingly, these guidelines establish a high bar for approving new school requests, centering an applicant's case for need and demand.

Connections to Other DC PCSB Policies

DC PCSB seeks to establish consistent and transparent practices for approving, monitoring, and evaluating schools. As such, the *2026 Charter Application Guidelines* connect to several other policies. First, an applicant must propose charter goals by which DC PCSB will review attainment of at least every five years. These goals must meet the standards set forth in the *Charter Goals Policy*. An applicant may elect to adopt the ASPIRE system as its goals. Regardless, DC PCSB will hold all eligible schools to ASPIRE measures.[4]

In addition, the *School Expansion Policy*, the *School Reorganization Policy*, and the *Charter Application Guidelines* comprise DC PCSB's suite of sector planning policies and guidance. These items interconnect to provide the framework for responsible sector growth and consolidation. They share elements like guiding principles, a multi-stage review process, and a Standard for Approval.

Guiding Principles

DC PCSB will use the following guiding principles to drive its evaluation of petitions for ECI, grade expansions, and replications, mergers, acquisitions, and new schools.

[4] See Helpful Resources for links to Office of Planning data and DC PCSB policies.

- **Driving toward excellence.** LEAs must demonstrate a path toward excellence across a comprehensive review of academics, finance, and organizational effectiveness.
- **Need and demand.** LEAs must justify why a campus or program is needed and in demand, contributing to a diverse range of high-quality options.
- **Organizational capacity.** LEA and campus leadership must be strong and stable. A school's governing board must demonstrate the capacity to execute the request with fidelity.[5]

Updates to the 2026 Charter Application Guidelines

The following list shows the updates to the *2026 Charter Application Guidelines*. DC PCSB believes these changes will increase the quality of applications, lead to stronger openings, and facilitate thoughtful engagement. They also align with recent NACSA guidance and DC PCSB policies.

- Under Defined Terms, there are new or revised definitions for "leadership capacities," "NACSA," and "state assessments."
- New to the process are optional informational sessions and required pitch meetings. Also, letters of intent are now required. See Timeline for the dates of these events.
- Written applications are due in the fall, and the planning year is longer. Founding groups applying in fall 2026 will be eligible to open no sooner than SY 2028–29.
- The new Purpose section grounds the guidelines in a clear "why" connected to other DC PCSB policies.
- While the Standard for Approval's criteria are the same, they reflect evolving language from NACSA and DC PCSB. The Enrollment Outlook replaces the Sector Planning Supplement with more recent and comprehensive analysis. The guidelines clarify how an applicant can supplement the outlook with other evidence for demand.

2. Types of Applicants

Before starting the application, founding groups should determine their applicant type. DC PCSB generally categorizes applicants into one of three types, listed below. If you have any questions about this classification, please contact DC PCSB staff at applications@dcpcsb.org.

[5] See Defined Terms for definitions of "need," "demand," and "leadership capacities."

a. **Experienced Operators (EOs):** Existing nonprofit school management organizations or charter schools with a minimum of three years of high-quality, externally validated performance data on a specific educational program. DC PCSB expects that EOs will largely be replicating the program established at the existing school(s) in other states, including the curriculum, with slight modifications for DC.

b. **School Management Organizations (SMOs):** Founding groups that plan to contract with an existing nonprofit or for-profit SMO for executive, academic, and/or administrative services. All EOs are expected (but not necessarily required) to contract with the operator's central office or administrative organization as an SMO.

c. **New Schools:** Founding groups that may have experience founding, leading, or teaching in existing schools, but are not seeking to replicate an existing school or program. Any applicants that do not qualify as EOs or SMOs should apply as New Schools.

Although all three types of applicants should use these guidelines in writing their application, some questions differ slightly depending on the type of applicant. These guidelines will make distinctions by labeling some elements as [EO] for experienced operators and [SMO] for school management organizations.

Any of these applicants may propose one of the following: (1) conversion of an existing DC public school into a public charter school; (2) conversion of an existing private or independent school into a public charter school; or (3) establishment of a new public charter school. Applicants proposing to convert an existing school (public or private) should contact DC PCSB staff as soon as possible before submitting their application.

3. The Application Process

The new school charter application review process is divided into two parts: pre-application and formal evaluation. The pre-application phase allows founding groups to understand the overall process, ask questions, and receive initial feedback to incorporate into their plans. Early insight into the proposed schools allows DC PCSB to sufficiently plan for the cycle. Once an applicant submits the full written application, DC PCSB's formal evaluation begins. DC PCSB staff and Board members look for evidence of the Standard for Approval across those process steps.

The pre-application submission steps are:

- **Informational sessions:** These provide an overview of the charter application cycle. DC PCSB staff will present on its legal authority, the review process, and the guidelines. Prospective applicants will have the opportunity to ask questions. DC PCSB will host these sessions virtually and will post recordings on its website.
- **Letter of intent:** The applicant must notify DC PCSB of its intent to submit a new school charter application. Using the required template, the applicant provides an overview of the founding group and proposed school.[6] Applicants must submit their letter using the following secure upload link: https://bit.ly/4ublJYb. Failure to meet these expectations will result in exclusion from the current cycle. Once received and reviewed, DC PCSB staff will provide applicants with a link to schedule a pitch meeting.
- **Pitch meeting:** Following submission of the letter of the intent, the applicant group must schedule a pitch meeting with DC PCSB staff. During a 30–40-minute meeting, the founding group presents its proposed school and planning efforts to date. DC PCSB staff listens, asks questions, and provides initial feedback on how the proposal aligns with the approval criteria. Though not a formal evaluation, applicants are encouraged to incorporate this feedback in their final application. Ultimately, the pitch meeting builds relationships, fosters transparency, and lays the groundwork for a successful school launch.

The formal evaluation steps are:

- **Written application:** The applicant presents detailed information about the proposed school. The full written application must be submitted according to these guidelines. Each written application, with redactions, is made available on DC PCSB's website for public access.
- **Site visits to the operator's existing school(s):** DC PCSB staff will schedule site visits for all eligible applicants after the written application has been submitted. Eligible applicants include all EOs, as well as some new schools with existing programming.
- **Capacity interviews:** Over a 90-minute period, DC PCSB staff and Board members will ask the founding team questions about the application and assess its leadership capacities. Topics may include the founding group's ability to execute the plan as written; supports for SWD, EML, and economically disadvantaged students; need, demand, and community engagement; and weak or confusing areas of the application. There may be a challenge scenario in which the team must respond to a relevant issue

[6] The Letter of Intent template can be found here: https://bit.ly/4r3uJfq.

impacting operations. Applicants are encouraged to bring founding group members with the collective expertise to represent the proposed plan, including special education and EML experts. These interviews are transcribed and made publicly available.

- **Public hearings:** During a public meeting, the applicant will have the opportunity to address the DC PCSB Board and answer their questions. First, the founding group may provide prepared remarks lasting no longer than five minutes. Then, the Board will ask about the planning process, staff's initial assessment, or other relevant topics. In addition, the public may provide testimony against or in support of the application. On its website, DC PCSB will post meeting materials and recordings.

Based on this review process and the Standard for Approval, the DC PCSB Board will vote on each charter application at a subsequent public meeting.

4. Timeline

The following timeline represents the external-facing events that comprise the 2026 Charter Application Review Cycle. Dates are subject to change based on scheduling needs. DC PCSB staff will notify prospective applicants if there are changes. All times are provided in Eastern Time (ET).

Event	Date
Release 2026 charter application guidelines	April 6, 2026
Informational sessions	April 22 – 30, 2026
Letters of intent due	June 8, 2026 at 9 a.m.
Pitch meetings with eligible applicants	June 10 – 22, 2026
Applicants submit all written application materials	September 11, 2026 at 9 a.m.
DC PCSB informs applicants if submissions are complete	September 11, 2026 at 5 p.m.
[EO]/[SMO] Site visits, if applicable	September 23 – October 23, 2026
Capacity interviews	September 29 – 30, 2026
Public hearing on new school applications	October 26, 2026
Vote on new school applications	November 30, 2026
Release decision letters	December 9, 2026

5. Written Application Contents and Submission

All applicants must describe their plans for a proposed public charter school using the following format: Responding to Community Need, an Education Plan, a Management Plan, and a Finance Plan. The total length of Sections A, B, C, and D of the application must not exceed 125 pages, although DC PCSB recommends no more than 100 pages. Elements of the written application marked with an asterisk (*) count toward the 125-page limit.

Each application must conform to the following table of contents:

- Cover Page
- Table of Contents
- Applicant Information Sheet
- Executive Summary*
- Section A: Responding to Community Needs*
    1. Mission and Philosophy
    2. Evaluating Demand
    3. Community Input
- Section B: Education Plan*
    1. Curriculum
    2. Support for Learning
    3. [EO]/[SMO] Historical Academic Performance
    4. Charter Goals and Student Academic Achievement Expectations
- Section C: Management Plan*
    1. Founding and Leadership
    2. Staffing Plan
    3. Management and Internal Oversight
    4. [EO]/[SMO] School Management Organization
    5. Student Policies and Procedures

  Section D: Finance Plan
    1. Facilities*
    2. Finance*
    3. Budget Workbook
- Section E: Founding Group Supporting Documents
    1. Résumés[7]

[7] If a founding group member's résumé does not fully demonstrate their qualifications, they may be further detailed in Section C.1. Founding and Leadership.

2. Disclosures of Conflict of Interest, if applicable
3. Board Member Agreements
4. Board Member Signed Conflict of Interest Forms

- Section F: Additional Required Documents
  1. Articles of Incorporation
  2. Bylaws
  3. Code of Ethics
  4. Conversion Endorsement Certification, if applicable
  5. Letter of Intent for Facility, if applicable
  6. Mission-Critical Partnerships
  7. Assurances Form
  8. [EO]/[SMO] Management Agreement and Related Documents
  9. [EO]/[SMO] Financial Audits for the last three years
  10. [EO]/[SMO] Annual Reports for the last two years
  11. [EO]/[SMO] IRS filings for the last three years
- Section G: Curriculum Samples[8]

Furthermore, all application materials must adhere to these formatting standards:

- Text should be no smaller than 11-point font.
- The font should be legible for online and print reading. Acceptable fonts include: Arial, Cambria, Calibri, Helvetica, Lucida Sans or Grande, Montserrat, Tahoma, Times New Roman, Trebuchet MS, and Verdana.
- No version of the application may have watermarks.
- The applicant's name and the page number must appear in a header or footer on every page.

Applicants must submit all application materials electronically to DC PCSB by **Friday, September 11, 2026 at 9 a.m.** using the following secure upload link: https://bit.ly/4ublJYb. An applicant's submission must include complete and final versions of the following items:

- Nonredacted electronic, searchable/OCR PDF version of the application
- Microsoft Word (.doc/.docx) version of the full application, including the appendices, and an Excel (.xls/.xlsx) version of the budget spreadsheets

[8] Applicants may redact parts or the whole of Section G: Curriculum Sample in the redacted electronic version of the application if they believe that these portions contain information that will cause substantial harm to the applicant's competitive position if released publicly.

- Redacted electronic, searchable/OCR PDF version of the application, with contact information of founding group members (e.g., addresses, phone numbers, email addresses) removed
- All board member agreements with original signatures

In addition, each application must be completed in full, with all questions answered, and few, if any, grammatical, spelling, or syntactical errors. All references and sources must be clearly cited. DC PCSB uses plagiarism software to detect instances of unoriginal work. **Plagiarism will be grounds for denial of an application**.

Upon receipt, DC PCSB staff will review each submission for completeness and notify applicants of their application's status.

- If an application is complete and received by the deadline, DC PCSB will proceed with the evaluation process.
- If an applicant's submission is on time but has some minor elements missing (e.g., a single board member agreement is not signed, a founding group member's phone number is not redacted), then DC PCSB will allow the applicant to resolve these issues within 48 hours of notification. Applications that remain incomplete after the 48 hours will be rejected.
- All applications that are received after the deadline, have substantive incomplete or missing elements (e.g., budget does not include contingencies, an application section is missing), and/or present evidence of plagiarism will be rejected.

Please refer to the Application Checklist to review DC PCSB's application intake procedures. Applicants may be asked to submit additional materials to respond to DC PCSB questions raised during the application review process.

6. Applicant Decisions

Based on information gathered during the application review process, explained in Components of the Application Review Process, the Board will vote at a public meeting for one of three possible outcomes for each applicant group:

- **Approval with Standard Conditions:** The applicant group may open a new public charter school only once they meet the standard set of Board-required conditions. Then, the Board will vote to fully approve the school's 15-year charter agreement, which includes the school's facility address. For a list of standard conditions, please see Appendix C: Standard Conditions of Approval.

- **Approval with Standard and School-Specific Conditions:** The applicant group may open a new public charter school only once they meet the standard set of conditions and additional school-specific conditions that address areas of weakness in the application. Then, the Board will vote to fully approve the school's 15-year charter agreement, which includes the school's facility address. For more information, please see Appendix C: School-Specific Conditions of Approval.
- **Denial:** There is no further consideration of the application. Applicants whose applications are denied may address the application's shortcomings and reapply during a future application cycle.

DC PCSB reviews each application in its entirety, evaluating each component of the process against the Standard for Approval. To be considered for approval, an application must **meet, at a minimum, the standard "Need and Demand."** DC PCSB staff will make recommendations to its Board as follows:

Recommendation	Evaluation
Approval with standard conditions	The application meets the standard "Need and Demand" and the other four standards.
Approval with standard and school-specific conditions	The application meets, at a minimum, the standard "Need and Demand," and it does not miss more than one additional standard. Factors staff will consider for recommending approval with school-specific conditions include but are not limited to: • The severity and scope of the missed standard can be addressed through a condition. • The applicant's response to resolving the issue(s) shows deep prior knowledge and understanding. • The city can sustain this application within the context of all requests received for new schools, enrollment ceiling increases, grade expansions, and replications. • [EO]/[SMO] applicants must have a proven track record of success with a similar student population to DC and an articulated plan to provide comprehensive support, including identification of a school leader.
Denial	The application does not meet, at a minimum, the standard "Need and Demand," or the application meets this standard but misses one or more of the additional standards. After considering the preceding factors, staff determines the missed standard cannot be resolved at this time.

STANDARD FOR APPROVAL

Across the written application, [EO]/[SMO] site visit(s) to existing campus(es), a capacity interview, and a public hearing, DC PCSB evaluates applicant groups based on five criteria:

1. Need and Demand

The proposed new school responds to an unmet community need for its relevant model. It will likely meet its enrollment targets. To inform this case for demand, the applicant addresses DC PCSB's most recent demand analysis and provides concrete evidence from interested families or adult students. Based on the proposed grades served, these data may include, but are not limited to, enrollment trends, re-enrollment or persistence rates, population forecasts, intent-to-enroll forms, and externally validated market research. In the context of all sector-planning related requests, staff determines that the city can sustain this school.

2. Sufficient Progress in Developing the Plan

The founding group has made significant progress in planning for a new school that will open no sooner than SY 2028–29. It has engaged families, adult students (if applicable), community members, and elected officials in the school's design. The applicant group realistically assesses the challenges they will face in opening and operating the school, and it clearly describes how they expect to address those challenges. Essential elements of the school's academic and nonacademic programming demonstrate how the school will fulfill its goals and mission. In the few cases where elements of the application are not yet fully developed, the applicant presents an achievable timeline and framework.

The applicant plans for conservative growth (i.e., adding no more than three grades and/or 175 students per year) as evidenced by balanced base and contingency budgets based on realistic expectations.

3. Consistency of the Mission

The applicant's mission, vision, and key design elements are consistent throughlines in the application; responsive to the communities the school seeks to serve; and

grounded in sound research, proven practice, and/or other reasons demonstrating likely effectiveness. If applicable, the applicant responds to evidence that challenges or refutes elements of the proposed program.

4. Inclusiveness

Each element of the school program is deliberately designed to be inclusive of **all** students, including SWD, EML, students who are academically struggling or advanced, homeless students, and any other population(s) specifically targeted in the mission. The applicant group has intentionally planned how they will ensure all elements of their program model and curriculum will be accessible to all students along the full continuum of services and settings. Each element of the school's program must accommodate and serve students who do not fit into the school's target population but who may be admitted through the enrollment lottery.

5. Leadership Capacity

The founding group, comprising the head of school, the board, and other identified key personnel, demonstrates the leadership capacity, commitment, and track record to launch and sustain the proposed school. These capacities include but are not limited to: strategic focus on the mission, community engagement, effective decision-making, and team awareness. Evidence of the founding group's teamwork and collective capacities can be found throughout the review process.

Moreover, the founding group has the competence to succeed across all aspects of the school, consistent with the other standards. Key personnel transitioning to full-time staff have the relevant experience and expertise for their roles. Collectively, the founding group must demonstrate the following:

- experience with and deep knowledge of the target population and all elements of the proposed program;
- [EO]/[SMO] a history of strong outcomes for historically marginalized student groups;[9] a detailed plan to support the DC school; and an identified leader of the DC school or a clear process for identifying one.

[9] Historically marginalized student groups in DC include: Black/African-American, Hispanic/Latino, economically disadvantaged, students with disabilities, and emerging multilingual learners.

- an understanding of the DC educational landscape and knowledge of how to attract students and families, such as having prospective parents in the founding group;
- a strong commitment to the education of **all** students, including having a founding group member with expertise in special education and EML programming; and
- clear systems in place to ensure financial health and legal compliance.

APPLICANT INFORMATION

Note: The full application, including this form, will be posted on DC PCSB's website. Local community members, including members of the media, may contact the designated representative for questions about the proposed school. **Do not redact contact information on this sheet.**

Proposed School's Name	
Applicant Type	
First Year of Operation[10]	
Intended Location[11]	Ward(s)
Designated Representative	
Email Address	
Phone Number	

Founding Group

Please list the names of all members of the founding group and their role in the proposed school. One person may be identified for two or more of the following key personnel roles. You may add but not delete rows.

Founding Group Members	Proposed Roles
	Board Chair
	Head of School/CEO
	Director of Operations
	Chief Financial Officer
	Special Education Coordinator
	Data Manager

[10] DC PCSB staff will recommend denial to any applicant who proposes opening prior to SY 2028–29.
[11] The intended location must be no more than two wards adjacent to one another.

Founding Group Members	Proposed Roles
	EML Coordinator
	Model-Specific Role, *if applicable*

Requested Enrollment Ceiling Matrix[12]

Applicants must identify the school year for each column and may add or remove columns as needed. For grades not served, please leave those rows blank.

	School Year	School Year	School Year	School Year	School Year
PK3					
PK4					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
Adult					

[12] If the school enrolls more students than are included in this schedule for a particular year, it will not be funded for those additional students. The school may enroll greater numbers in a particular grade, as long as it does not exceed the total enrollment ceiling. An enrollment matrix will be included in the proposed school's charter agreement. DC PCSB expects to collaborate with most approved applicants to finalize their matrix before they earn full charter approval.

TOTAL					

Additional Schools

[EO]/[SMO]: list all schools that are currently in operation, closed, have been approved to operate, or are currently applying to open. Add rows if necessary.

School	Location	Status	Year Opened	Grades Served	Student Enrollment

Previous DC Applicants or Operators

If you have previously applied for a charter in DC or operated a charter school in DC, please provide relevant information about the application/school, including name of the school, year of application, application decision, authorizer (i.e., DC PCSB or DC Board of Education), and year opened and/or closed, if applicable.
Click here to enter text.

To download an editable version of the Applicant Information Sheet, please visit: https://bit.ly/46F2rjU.

EXECUTIVE SUMMARY

In no more than two pages, provide a descriptive narrative summary of the application's key features.

SECTION A: RESPONDING TO COMMUNITY NEEDS

[See DC Code §§ 38-1802.02 (2), (4), (6), (14)]

Note: Public charter schools are public schools, and must serve all students, regardless of race, ethnicity, national original, ability, language ability, religion, gender, sexual orientation, and gender presentation. The application should reflect a readiness to welcome all students, even those who do not fit your target population.

1. Mission and Philosophy

[See DC Code § 38-1802.02 (1)]

a. Write a concise mission statement for the proposed school. The mission statement must include the target population (the "who"), the educational philosophy or focus (the "how"), and the school's general aims or what educational needs it will fill (the "why").

b. Briefly describe the proposed school's philosophy for educating students. Include how you will ensure that all students, including SWD and EML, will benefit from the proposed mission and philosophy.

c. [EO] Briefly describe the EO's organization and how the mission of the proposed DC charter school aligns with and furthers the organization's vision and mission.

d. Discuss the key design elements of the model. [SMO] What adjustments may be considered in expanding to DC? (e.g., All DC LEAs must provide a continuum of services for SWD.)

e. Discuss any evidence validating the use of your proposed model, particularly with the school's target population. Address any evidence that challenges or refutes the validity of the model or significant elements of the program design.

Key Evidence

Note: The evaluation for this section is dependent on the whole application, including the capacity interview, public hearing, and, if applicable, site visits.

Applications will generally be considered having met the standard for this section when the mission meets an unmet need in DC and fully aligns with the school's education philosophy and program. The education philosophy is expected to meet the needs of the likely student body, including those not specifically targeted by the school but likely to enroll, such as SWD and EML. [SMO] The applicant clearly describes how it will adjust its existing program (if at all) to improve the educational options available to DC families. Examples include:

- The mission statement explains the "who" (targeted population), the "how" (education model), and the "why" (education philosophy).
- The application demonstrates that the school's mission and philosophy are consistently woven through the applicant's planning and school development process.
- The founding group collectively has the experience to implement all aspects of the education program and is, therefore, able to meet the needs of the target student population and all other populations likely to enroll.
- [EO]/[SMO] The applicant group demonstrates through past results that the education program is able to meet the needs of the target student population. Those past results include student bodies similar to those in DC public schools.
- The mission is inclusive of all students, including SWD, EML, economically disadvantaged and economically disadvantaged students, and students above or below grade level.

2. Need, Demand, and Recruitment

a. Community Needs

   i. Describe the community the proposed school seeks to engage and the target student population. Include their expressed needs.

   ii. Detail how the current public school options do not meet these needs.

   iii. Show how your unique/relevant school model or other programmatic elements meet these community needs.

   iv. [SMO] describe the similarities and differences between the needs and demographic profiles of students at your organization's current school(s) and the targeted population in DC, and how you are preparing to address any differences.

Note: You may use Appendix 1. Sample Data Tables in your responses.

b. The Case for Demand

    i. Demonstrate that the proposed school will likely meet its enrollment targets by responding to the Enrollment Outlook.[13] Use the relevant data in that analysis to answer these metrics questions.
        1. Are new seats needed by grade band or learners served in the future?
        2. Is there excess demand for this school's approach?
        3. Is the proposed geographic area in demand?

    ii. Applicants may supplement the Enrollment Outlook with concrete evidence like intent-to-enroll forms from eligible DC students, externally market research, or comparable data from [EO]/[SMO] existing schools. Supplementary evidence must demonstrate the applicant's ability to meet enrollment targets.

c. Student Recruitment

    i. Detail your recruitment plan to reach the proposed enrollment targets in year 1 and beyond.

    ii. Include specific strategies for EML families and students.

d. Describe the challenges you will face in recruiting and retaining the student population and how you plan to overcome them. If you are proposing a unique entry or exit grade, include that consideration in your response.

    i. [EO]/[SMO] Provide the recruitment practices used at your existing school(s). Explain how you will adapt these strategies for the DC school.

Note: The most common student entry points for PK–12 DCPS schools are grades PK3, K, 6, and 9. DC PCSB will give preference to applicants that align with these grade bands.

Note: Any further discussions of student demographics in other areas of the application should refer back to this section as necessary.

Key Evidence

Applications will generally be considered having met the standard for this section by establishing that the proposed school is needed and in demand. It will likely meet enrollment targets. The recruitment plan is designed to attract the school's target population without excluding any students, regardless of race, ethnicity, national

[13] See the 2026 Enrollment Outlook here: https://bit.ly/4fJGNys. Prepared by the D.C. Policy Center, this analysis clarifies how DC PCSB will evaluate the proposed school's case for need and demand in the context of citywide data trends.

original, ability, language ability, religion, gender, sexual orientation, and gender presentation. Examples include:

- The applicant has deep knowledge and experience with the target population.
- The target population is reflective of DC public school students, either as a whole or a subset thereof.
- The applicant demonstrates an understanding of DC educational landscape and describes the **need** and **demand** to sustain the proposed school. The application successfully responds to the data in the Enrollment Outlook to show it will likely meet its enrollment targets. The applicant may supplement this analysis with concrete evidence, such as:
    - intent-to-enroll forms from eligible DC students or families indicate the school can meet enrollment targets,
    - externally validated market research that responds to the metric questions listed above, and
    - [EO]/[SMO] comparable data to the Enrollment Outlook.
- The recruitment plan is thorough, inclusive, and responsive to common challenges.
- [EO]/[SMO] The EO or SMO has a history of full enrollment in its existing schools. It will adapt its recruitment and marketing strategies to the DC educational landscape.

Note: DC PCSB will make all new school approval recommendations in context of all requests received for new schools, enrollment ceiling increases, grade expansions, mergers, and acquisitions.; DC PCSB may recommend against requests that, in the staff's assessment, the city cannot sustain.

3. Community Input

a. Describe how you have engaged your school's target community, including families, community members, and elected officials, in designing your proposed school. Specify which stakeholders you have engaged with and why, the types and frequency of engagement efforts, and how often, and how the school design has evolved as a result of their input.

b. Describe your plans to continue engaging families, community members, and elected officials in the proposed school's design and implementation. How will you continue to solicit and incorporate community input from diverse stakeholders about the school program?

c. In summer 2022, DC PCSB partnered with Lumen Impact Group to conduct survey and focus group outreach with the goal of learning how DC families, school staff, and community members make school choice decisions. The demographics of focus group and survey participants as well as the study's methodology and key findings can be found in this report: https://bit.ly/4dyRwK1. All applicants must respond to the report by answering the following questions:

   i. How does your proposed school program respond to the school choice findings from the outreach efforts described in the report and those you have conducted yourself?

   ii. How have your community engagement efforts to date reinforced or differed from the findings in the report?

   iii. What other school choice decision-making factors have emerged from your community engagement efforts to date? These factors should be specific to the school's targeted population and stakeholders.

Key Evidence

Applications will generally be considered to have met the criteria for this section when the applicant demonstrates an understanding of the community or communities the school is likely to serve. This includes having infrastructure (e.g., staff, goals, plans) for parent and community engagement, conducting outreach, and incorporating community voice in the school's design. The founding group should also demonstrate cultural competency specific to the communities it seeks to work with and to DC in general, including the ability to articulate the root causes of the needs the school seeks to fill. The applicant has well-developed plans for broadening and strengthening relationships with families and the school's community or communities. Examples include:

- The community engagement progress to date and plan for moving forward incorporate diverse stakeholders, touch points, and tactics, which are well-suited to reach the school's target population.
- Community engagement was well-established before the application's submission.
- The founding group demonstrates an understanding of the economic, political, historical, and social contexts of the community it seeks to serve. The applicant understands the unique characteristics of DC's education landscape, and is aware of its communities' wants and needs, as well as assets and strengths.
- The founding group describes how community members have been involved in the school's design and will continue to be involved in its launch. The

founding group articulates a decision-making process for determining when and how to adjust its plans based on such feedback.

- The founding group describes how families will be involved in the proposed school, how they will share feedback, and how the input will be used in decision-making.

SECTION B: EDUCATION PLAN

1. Curriculum

[See DC Code § 38-1802.02 (3), (5)]

Applicants must propose curricula and write a narrative describing the reasoning behind their curriculum choices for each subject, including English language arts (ELA), math, science, social studies/history, health[14]/ physical education, as well as any additional electives offered and any mission-specific disciplines (e.g., life skills, career certifications) taught at your school. Include descriptions for each grade span ultimately taught at the school. This section can be organized to best represent the proposed program, but it must include all of the curricular elements outlined below.

[EO] The expectation is that you will use the same curriculum as your existing school(s), making only slight modifications to reflect regional differences in standards and resources. If you are developing a new curriculum, you should apply as a new school. The section below should explain your curricular choices, whereas Section G: Curriculum Sample should contain samples of the curriculum for each course.

Applicants proposing schools with nontraditional calendar structures (e.g., year-round, residential/boarding, virtual/blended/flipped programs) should include descriptions for those program elements in the curriculum section.[15] Also, applicants proposing high school diploma-granting programs and requesting waivers of seat-time ("Carnegie unit") requirements may be subject to additional reporting requirements.[16]

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[14] Health is a mandatory subject according to D.C. Code § 38-824.02. See OSSE's 2016 Health Education Standards for more information at https://bit.ly/46PPySL.

[15] All schools proposing non-traditional calendar structures, including virtual programs, must comply with OSSE's guidance regarding instructional days. Also, virtual programs must follow OSSE's distance learning guidance. Resources can be found here: https://bit.ly/3YILPV0.

[16] See OSSE's "Waiver to Award Competency-Based Unit(s): Application Information and Standards and Requirements for Review" at https://bit.ly/4dj5TSq.

a. Student Learning Standards (What will students learn at your school?)
    i. What standards will be used for each essential subject, including social-emotional learning if appropriate, and why did you choose these standards? If you have not yet chosen standards for a specific discipline, what are the criteria for choosing those standards?
    ii. What additional standards for learning English will be incorporated to ensure that students who are not fluent in English will be able to learn English in addition to the academic content?
    iii. [SMO] How are DC standards similar to and different from the standards used by your school(s) in other states, and how will any differences affect your proposed curriculum? What changes, if any, did you make to your choice of standards and what challenges do you anticipate in implementing these standards in DC?

b. Methods of Instruction (How will students learn/teachers teach?)
    i. What does high-quality instruction look like in the proposed school?
    ii. What methods of instruction will be used in each subject area and grade span? How will these methods help students learn the standards?
    iii. How will you accommodate different learning styles and the needs of all students, including EML, SWD, economically disadvantaged students, students who are far below or above grade level, and the targeted student population? Describe the rationale for using your strategies with these populations, citing expert opinion, or research that the program is based on a sound educational theory or a legitimate experimental strategy.
    iv. What will be the method of instruction for SWD along the full continuum of services, including students who require a partial or full-time separate outside of general education setting (e.g., resource classroom or self-contained)? If there is a specialized elective offering or programming offering for all students, please describe how this programmatic offering will be accessible to SWD across the continuum of services.
    v. Which language acquisition model[17] will you use to meet the varying needs of students across English proficiency levels? Explain your decision.

[17] OSSE's *Delivering Education Services to English Learners* can be found at https://bit.ly/3I7kG53. This guide details five program models commonly used in DC: two-day/dual-language bilingual, inclusion/collaborative teaching, content-based EL, newcomer oral language and literacy, and sheltered content.

vi. How will you evaluate and adjust the effectiveness of your school's instructional methods in case a particular instructional strategy fails with all students, a subset of students, or an individual student?

vii. **Schools proposing a virtual program** must also explain[18]

(A) The number and length of modules offered daily;
(B) which modules will be asynchronous and synchronous;
(C) the virtual platform;
(D) other curricular resources related to the virtual program; and
(E) plan for curriculum implementation and professional development

viii. [SMO] How are the methods of instruction proposed for your DC school similar to and different from the methods used by your school(s) in other states, and how will any differences impact your curriculum? What changes, if any, did you make to your choice of methods and what do you anticipate will be challenges with implementing these methods in DC?

ix. [SMO] How will staff at existing school(s) help support the DC staff with learning the instructional strategies both before the school year starts and during the school year. How will you ensure that the caliber of teaching in DC will be at the same level as that of your existing schools?

Note: Public charter schools are not permitted to segregate SWD or EML from their peers solely due to their disability or lack of English proficiency.

c. Resources and Instructional Materials

Instructional materials include but are not limited to: textbooks/workbooks, books, novels, online programs, manipulatives, teacher resources, smart-boards, and/or computer software.

i. What resources/instructional materials have you identified?

ii. If you have not yet identified all resources and instructional materials, what process will be used to do so?

(A) If you plan to have teachers develop resources during the planning year, please use Section C.2. Staffing Plan to describe how qualified teachers will be hired and supported to complete this work.

iii. How will these resources meet the needs of all learners, in all instructional settings, including the target population, EML, SWD, those who are far below or above grade level, and those who enter school in later grades?

[18] Applicants proposing a virtual program should consult DC PCSB's virtual program amendment application, found here: https://bit.ly/4dDRKyT.

iv. How will the selected curricula and course offerings be offered along the full continuum of services, including for SWD who require a partial or full-time separate outside of general education setting (e.g., resource classroom or self-contained)? Describe when and by whom services will be provided, and by what processes students will be assigned to resources and supports pursuant to their individualized education programs (IEPs).

v. How and why did you select these resources? Cite examples where these resources have been used with similar populations or, if the proposed materials are novel and lack an established research base, describe why they are likely to succeed with the school's population.

vi. [SMO] If applicable, describe what, if any, changes you anticipate making in your choice of resources for your DC schools.

d. Assessing Learning (How will you know students are learning?)

i. What is each assessment's purpose, design, and format? Describe the rationale for selecting each assessment, and, if applicable, explain who will develop original assessments.

ii. How will teachers check for understanding of students learning and progress toward mastery? How, if at all, will leaders oversee these checks or assessments to ensure school-wide learning is on track to meet the school's goals and academic achievement expectations?

iii. How will the school identify students who may be struggling and would benefit from academic and/or behavioral interventions? Specifically discuss strategies for monitoring the progress of students who have exited special education or EML status.

iv. Explain how teachers, school leaders, the school's board, and students and parents will have access to and be able to use assessment results.

Note: Public charter schools are required to administer a Home Language Survey to all students enrolling in a DC public school for the first time, and students identified as EML in grades K through 12 must take the annual WIDA's ACCESS for ELLs 2.0 state assessment. Applicants do not need to discuss these assessments or their uses in their charter application but should be prepared to administer and act on them.

e. Course Listing

i. Provide the proposed school's subject/course list by grade. Include all grades that will be offered at capacity.

ii. For high school grades, specify which courses are required for graduation, the number of credits for each course, and the minimum grade/score that students must earn to receive credits.

f. Promotion Requirements

All Applicants:

i. What will be your student retention policies, including any retention requirements related to student absences or repeated tardiness. Under what circumstances would a student be retained between grade levels or at the school's terminal grade?

ii. How will you ensure that these policies do not negatively impact SWD and EML in particular?

iii. Also respond to the following questions, according to which grade(s)/level(s) you plan to serve.

PK, Elementary, and Middle School:

i. What supports will be in place to ensure students with academic deficits at the beginning of the year are making adequate progress to be eligible for promotion at year's end? Include how SWD, EML, and economically disadvantaged populations are provided additional support, if needed, to matriculate through the school with their peers.

High School:

i. What procedures will the school institute to ensure students' adequate and appropriate progress toward graduation? What supports will the school have in place to support students who are not on track to graduate when they arrive? Include how SWD, EML, and economically disadvantaged students are kept on track to graduate.

ii. List the school's graduation requirements, including required courses, credits, minimum passing grades, etc.

Adult Education:

i. Describe the requirements a student must meet to obtain a secondary credential [e.g., GED, National External Diploma Program (NEDP), career certification, and/or English language acquisition certification].

ii. Describe the proficiency level(s) a student must attain to be promoted to the next level or to successfully exit the program.

Key Evidence

Applications will generally be considered as having met the criteria for this section if they describe a comprehensive curriculum (i.e., standards, resources, methods of instruction, and formative assessments for each core, elective, and mission-specific subject) for every grade level that the school plans to operate at capacity. The curriculum must be inherently inclusive and designed to be responsive to students' needs; be clearly interrelated between its components; and be directly aligned to the school's goals, mission, and education philosophy.

The Section G: Curriculum Samples include all courses necessary to prepare students to meet the school's mission and goals—including all necessary credits for high school graduation, if applicable, and any mission-specific courses—and demonstrate that the applicant has the capability to design or select a comprehensive, high quality curriculum before its first academic year of operation. [SMO] The basis of the curriculum has proven effective in the applicant's existing school(s) as measured by student outcomes. Examples include:

- Each element of the curriculum for each discipline and grade level is supported by experience and/or research. For applicants presenting a novel approach that is not yet supported by research or school-based evidence, the applicant compellingly describes why the curriculum is likely to succeed.
- Either the applicant chooses the Common Core State Standards for ELA and mathematics or equally strong standards that emphasize critical thinking and ensure success on state assessments. For other subjects and grade levels, the applicant group identifies rigorous standards that align with the school's mission, goals, and academic achievement expectations.
- Embedded in the instructional methods and resources are concrete strategies and materials to support SWD, EML, and economically disadvantaged students. The proposed curriculum is reasonably likely to result in appropriate implementation of student IEPs, including appropriate placements.
- For each course and grade level, the curriculum includes concrete examples and strategies for how differentiation occurs for students who are academically advanced or struggling.
- The application describes mechanisms and/or strategies that ensure equitable access to the curriculum for all students, including SWD and EML. This must include, at minimum, tracking of student progress, evidence-based early interventions in cases of a lack of student progress, and strategies for ensuring collaboration between general education and special education teachers.

- The application describes a plan to ensure an appropriate education for all limited- and non-English proficient students, including: no barriers to enrollment for non- or limited-English proficient students; timely assessment of the English proficiency level; placement in an appropriate instructional program, including provision of adequate and appropriate instructional resources and full access to all educational programs, services, and activities; ensuring students exit EML programming appropriately; and monitoring of former EML to ensure they continue to make appropriate academic progress after exiting EML services.[19]
- The applicant addresses student subgroups individually, recognizing and planning for the varied needs of diverse students. For example, the applicant describes instructional methods for SWD that are distinct from those used for EML.
- The applicant explicitly states the language acquisition model that the school will use to meet the varying needs of students across English proficiency levels.
- The applicant distinctly articulates how SWD in all settings are able to access the general education curriculum, and how methods of instruction are adapted to support students who may require a separate setting outside of the general education classroom.
- **For schools with nontraditional calendar structures:** The applicant accounts for the nontraditional element of its program in its curriculum. These elements align with OSSE's guidance on virtual programs and instructional days. For example, a residential/boarding program describes how evening time will be used, and what standards, methods, and resources will be used to support that learning.

2. Support for Learning

[See DC Code §§ 38-1802.02 (6.D), (10), (11), (14), (15); 38-1802.04(c)(13)]

Applicants proposing schools with nontraditional calendar structures (e.g., year-round, residential/boarding, and virtual/blended/flipped programs) should include those program elements in this section as relevant.

[19] Per DCMR 5-E926, schools will be required to develop and submit to OSSE an EML plan including each of these elements. For more information about the six stages of progression through an EL program, see the US Department of Education's "Developing Programs for English Learners: Progression Chart" at https://bit.ly/3M6mvAG. .

a. School Culture

i. Describe your desired school culture and the methods you will use to establish it. Some relevant components include, but are not limited to:

(A) your theory of classroom and behavior management;
(B) the systems, traditions, policies, and symbols that will give your school its identity.
(C) how the culture will reinforce positive student behavior and high expectations for student learning; or
(D) how the school will develop students' social, emotional, and behavioral learning.

ii. [SMO] Describe how these strategies have evolved in your existing school(s) and what adjustments you will make in your DC school.

iii. Describe what strategies you will implement to encourage attendance and reenrollment. [EO] Describe how these strategies have evolved in your existing school(s) and what adjustments you will make in your DC school.

iv. Describe how you will welcome and integrate students who arrive in upper grades or in the middle of the year, and those who are new to schooling in the US into your school's culture.

v. Describe the school's philosophy regarding student behavior and discipline for the general student population and for SWD. Explain how this philosophy supports the school model, mission, and education philosophy.

vi. Include a draft of the proposed school's discipline policy for each grade span offered at full capacity.

vii. How will the school ensure that behavior policies are equitable and consistently implemented across subgroups?

viii. In this narrative or in the proposed discipline policy, indicate when an out-of-school suspension or expulsion may be discretionary versus mandatory.

Note: Discipline policies must not rely solely on exclusion to manage student behavior and/or be likely to result in high rates of suspensions and expulsions. In particular, DC PCSB expects that schools will only use out-of-school suspension or expulsion in accordance with the Student Fair Access to School Amendment Act of 2018.

b. Structure of the School Day and Year

i. Provide a draft of the proposed school's calendar, specifying:

(A) The number of days the school will be in session;
(B) the daily hours of operation;

(C) the average instructional minutes per day overall and for core content;
(D) before- and after-care options, if any;
(E) extra- or cocurricular activities;
(F) non-instructional days, such as those devoted to assessment, independent or work study, professional development, and parent-teacher conferences;
(G) a sample daily virtual schedule if the applicant is proposing a **virtual program**

ii. **For applicants with nontraditional calendar structures**, describe how the calendar will support the school's mission and goals.

iii. If the school calendar includes frequent professional development or training events for all teachers during the regular school day, describe your plan, if any, for students' activities and monitoring during these times.

Note: **PK through 12 programs** must meet or exceed a minimum of 1080 hours (180 days × six hours). Schools that plan on fulfilling some of those hours outside a traditional brick-and-mortar setting should contact DC PCSB staff to discuss a seat hour waiver or other accommodation. **Adult schools** must offer 432 hours (36 weeks × four days × three hours) of seat time per year to be eligible for full funding for each student. Please contact DC PCSB staff for more information.

c. Family Engagement

iv. Describe the proposed school's philosophy around family engagement, and how it plans to promote this philosophy. How do family engagement efforts support the school's broader goals and vision? What are your goals for family engagement? Are there plans to implement a parent/teacher association or organization?

v. Discuss how you plan to build relationships between school staff and students and families.

vi. Describe how you plan to share academic information with students and families.

vii. Address how you will include families in your activities and communications who cannot speak and/or read and write in English.

viii. **For applicants with nontraditional calendar structures**, discuss how, if at all, their family engagement plan will differ from those of more traditional school programs.

d. Community Participation

i. Describe how the community has been, and will continue to be, engaged in the planning, development, and implementation of the proposed school.

ii. Describe any services, resources, programs, or volunteers that the school will provide to the community.

iii. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions to provide key academic or nonacademic services, support systems, or opportunities. For each of these partnerships, describe:

(A) The nature, purposes, terms, and scope of services;
(B) how the partnership will further the school's mission and goals;
(C) the organization's purpose, mission, and history, if relevant; and
(D) who at the school will be responsible for managing the partnership.

iv. [SMO] Describe how your existing school(s) are engaged in the surrounding community, addressing any significant positive initiatives and negative interactions that have occurred.

v. For any partnerships that will be providing services or programs integral to the school's mission, provide a draft Memorandum of Understanding, contract, or letter of intent in Section F: Additional Required Documents. This should be signed by a representative of the partner organization with contact information.

Key Evidence

Applicants will generally be considered having met the criteria for this section when the applicant describes a comprehensive plan to build a positive school culture, engage families and students effectively as partners in learning, and promote community participation in the development and implementation of the program. The proposed structure of the school day and year support the school's mission and goals and allow for sufficient professional development for staff members. Examples include:

- The applicant details a student behavior management system that is likely to result in low rates of out-of-school suspensions and expulsions, is not overly punitive, distinguishes between consequences that are automatic or discretionary, and is consistent with the Student Fair Access to School Amendment Act of 2018.
- The applicant presents a family engagement plan that is designed to foster positive relationships with families and is deliberately designed to include the

families of SWD, EML, students who are academically struggling or advanced, and any other targeted populations.

- The applicant demonstrates that the school will continue to have the necessary community support to carry out its proposed program, especially with regard to partnerships with community organizations. Any mission-critical partnerships must be backed by demonstrated support or commitment from the partner.
- In the case of schools with nontraditional calendar structures (e.g., year-round, residential/boarding, and virtual/blended/flipped programs), the applicant describes how the elements of the Support for Learning plan will need to be adjusted to the uncommon school program.

3. [EO]/[SMO] Historical Academic Performance

This section applies to both EOs and schools planning to contract with an SMO. For each of the EO/SMO's existing schools, provide information about academic performance. If applicable, refer to data provided in earlier sections of the application (e.g., Section A.2. Evaluating Demand).

a. Submit quantitative data for each existing school operated by the EO or SMO for at least the past three completed school years. When appropriate, this must be submitted via links to public websites where the data are stored, such as a state education agency's school report cards, an authorizer's accountability framework, spreadsheets on company's logos, or the school's published annual reports. Submit data including:

   i. **Required:** State/authorizer accountability results for all student subgroups[20] served, disaggregated by grade level.

   ii. **Required:** Data that compare school performance with other schools in the state, including comparisons with all schools in the state by subgroup population and grade level.

   iii. **Required:** In-seat attendance rate; short-term out-of-school suspension rate; long-term out-of-school suspension rate;[21] mid-year withdrawal rate; and expulsion rate for every existing school.

[20] At a minimum, subgroups should include race, ethnicity, SWD, ELs, and low-income or economically disadvantaged students.

[21] 10 or more days of out-of-school suspensions is calculated as the sum of students who have been suspended for 10+ days *cumulatively*, not necessarily in a single disciplinary incident, divided by the number of students enrolled.

iv. **Required:** Other indicators that describe the school's performance and environment, including retention rates, graduation rates, college enrollment and/or persistence rates, and demand as evidenced by waitlist, as compared to similar schools in the state and/or district.

v. **Optional:** Any additional evidence that the existing design has been effective in raising student achievement.

Note: Applicants are encouraged to use Appendix 1. Sample Data Tables for reporting nonacademic data.

b. Data from other sources (e.g., internal analysis, external researchers) may be submitted for metrics or student groups not tracked or published by the state or authorizer. For these data:

i. Explain the data, including trends, strengths, and weaknesses. This should include evidence of closing achievement gaps and moving low-performers to higher proficiency levels.

ii. Submit qualitative data or unique accomplishments evincing the EO's effectiveness in raising student achievement or achieving mission-specific goals. Applicants must submit any qualitative reviews conducted by the authorizer(s) of their existing school(s).

Note: These data should be provided for all schools associated with the EO or SMO. If data are incomplete there is no data available for specific schools or subgroups, provide a reason (e.g., school is in its first year of operation, no EML at a campus, etc.).

Key Evidence

Applicants will be considered having met the criteria for this section when the applicant presents compelling quantitative evidence that the EO or SMO has had at least a three-year track record of success[22] educating students similar to those targeted by the proposed school, specifically externally validated results (from a charter authorizer or state education agency) that show the school has achieved high levels of student proficiency and growth, and reduced student achievement gaps. Examples include:

a. Achievement of an above-average proficiency and growth rates for its students (in aggregate, by student subgroup,[23] and by grade level) on state/authorizer accountability systems, including the state assessment(s). For

[22] Due to the coronavirus 2019 (COVID-19) pandemic, recent data may be unavailable or incomplete. DC PCSB will consider the most recent three years of available data where appropriate.

[23] At a minimum, subgroups should include: African American/Black students, Hispanic/Latino students, SWD, ELs, and low-income students.

schools with untested grades or alternative populations, the application demonstrates impressive results on externally validated assessments (e.g., Terra Nova, NWEA, Scantron).

b. Nonacademic data, disaggregated by subgroup, showing a low percentage of exclusionary incidents (i.e., expulsions, out-of-school suspensions), high reenrollment rates, and demographic/enrollment statistics similar to those of comparable schools.

c. Explanations for any anomalies in the operator's performance—such as short-term drops in student proficiency or growth—and specific strategies the EO or SMO will employ to avoid reoccurrence of these anomalies in the proposed DC school.

4. Goals and Student Academic Achievement Expectations

[See DC Code §§ 38-1802.02 (1), (3), (5) and § 38–1802.04(c)(11)]
Each DC public charter school must adopt goals and student academic achievement expectations (charter goals or goals). These charter goals then become one of the standards by which DC PCSB evaluates schools during high-stakes reviews and renewals. Schools are required to report on their progress toward achieving their charter goals in their annual reports, as well as complete annual data submission and validation requirements.

Every public charter school, regardless of what it chooses as its charter goals, will also be held accountable to the academic and non-academic measures evaluated and reported in DC PCSB's ASPIRE system and OSSE's DC School Report Card. Broadly, DC PCSB will hold each school accountable for ensuring all students meet or exceed high performance and/or improvement targets, acknowledging that an excellent school is equitable.

Applicants have two choices when developing goals, as described in DC PCSB's *Charter Goals Policy*.[24] The school may:

- elect to adopt ASPIRE as goals, or
- elect to negotiate individualized goals.

This section should only include assessments and metrics that applicants plan to use for their goals, to which DC PCSB will hold them accountable. Interim, benchmark,

[24] See the *Charter Goals Policy* at https://bit.ly/3xOVLBz.

formative, and other diagnostic assessments are discussed in Curriculum [See DC Code § 38-1802.02 (3), (5)].

Note: Due to the importance of these goals, conditionally approved applicants will collaborate with DC PCSB staff to finalize their goals before earning full approval.

a. Adopting ASPIRE as Charter Goals

   i. Schools may adopt ASPIRE, as amended over time, as their charter goals for the grade levels or programs they serve. When a school elects to adopt ASPIRE as its charter goals, the goals and student academic achievement expectations detailed in its charter will be updated and replaced with the framework(s) aligned with the grade levels and student population the school serves. The school will automatically accept updates to the framework(s) (e.g., changes in state-adopted assessments, performance indicators, floors, targets, metrics, weights, and calculation methodologies) without requiring a charter agreement amendment, provided DC PCSB updated ASPIRE through a fair and transparent process.

   ii. When adopting DC PCSB's accountability framework as their goals, schools commit to meeting the benchmarks stated in DC PCSB's policies, technical guides, and other documents.[25]

   iii. There is also an Alternative Accountability Framework (AAF)[26] for schools that seek to provide alternative programming to students who face significant academic challenges.[27] Applicants who anticipate eligibility for the AAF and want to adopt the AAF as their goals will collaborate with DC PCSB staff to design a unique set of goals aligned to the categories outlined in the most recent *ASPIRE Policy & Technical Guide*. Each category will include custom measures, metrics, and targets.

b. Adopting Individualized Goals

   i. Schools may choose to negotiate their own set of individualized charter goals. All individualized charter goals are developed by a school in collaboration with DC PCSB staff and are subject to approval by the DC PCSB Board. Individually negotiated goals should encompass a variety of measures related to, at minimum, school progress, school achievement, and the school's mission or unique program offerings (school-specific).

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[25] See DC PCSB's ASPIRE System at https://bit.ly/3WEth5L.

[26] See DC PCSB's 2018 AAF School Report Highlights at https://bit.ly/4fHxkGZ.

[27] To be deemed eligible for the AAF, a school must meet the criteria outlined in the *ASPIRE Policy & Technical Guide*, submit an AAF eligibility application following the process set by DC PCSB staff, and be approved for AAF status by the DC PCSB Board in a public vote. For details on eligibility criteria, see the AAF section of the *ASPIRE Policy & Technical Guide* for the relevant year.

ii. Schools are encouraged to focus on quality over quantity to develop intentional and comprehensive goals for all framework(s) served.[28] Goals should primarily capture student outcomes as a result of inputs, rather than the inputs themselves. Schools should avoid goals that are vague, trivial, redundant, or difficult to measure.

Standards for goal development—including expectations for targets, assessments, and business rules—are found in DC PCSB's *Charter Goals Policy* (pp. 6–9).

Key Evidence

- **Adopting ASPIRE as Charter Goals:** If the applicant elects to adopt ASPIRE as goals, applications will generally be considered having met the requirements for this section, unless there is clear evidence that the founding group does not understand the accountability framework or the implications of this decision.
- **Adopting Individualized Goals:** If the applicant does not elect to adopt DC PCSB's accountability framework as goals, applications will generally be considered having met the requirements for this section when its goals meet the standards detailed in the *Charter Goals Policy*.

[28] In this context, "framework" refers to the ASPIRE frameworks: PK-Only, PK – 8 (including all applicable sub-frameworks), High School, Adult Education, and Alternative Accountability.

SECTION C: MANAGEMENT PLAN

1. Founding and Leadership

[See DC Code §§ 38-1802.02 (9), (12), (13); 38-1802.05]

a. Profile of Founding Group

   i. Identify the key members of the founding group, highlighting what experience they will bring to the school. Include individuals who have contributed substantially to the development of the application or who will contribute substantially to the school's development, governance, and/or operation.

   ii. [SMO] Specify which members of the founding group are employees of or otherwise affiliated with the SMO.

   iii. If founding group members have direct experience founding, governing, operating, or teaching at an existing school, describe the founder's involvement with the school. If this school has closed or is slated for closure, describe the circumstances that led to the closure.

   iv. Please explain how the founding group came together to develop the application.

b. Key Personnel

   i. Provide all documents expected of founding group members in Section E: Founding Group Supporting Documents.

   ii. Provide the job descriptions for all key personnel.

   iii. For key personnel yet to be identified, provide selection criteria for each role.

   iv. Describe how the job descriptions and hiring practices support the school in fulfilling its goals and mission.

   v. [EO] Explain the organization's plans for developing a pipeline of potential leaders for the network.

Note: The DC PCSB will conduct background checks on the founding board (not the founding group; the founding board is the board of trustees for the first year of academic operations) for those applications that are granted full approval or approval with conditions. DC PCSB may not automatically reject board members based on any criminal record; in collaboration with the school, DC PCSB will attempt to address any records that may present a concern about effectively managing a school (e.g., embezzlement or fraud; child abuse or neglect).

Note: Founding groups intending to contract with an SMO may delegate the recruitment, selection, and hiring of school leaders to the SMO, provided this service is included in the draft management contract and detailed in Section C.4. [EO]/[SMO] School Management Organization.

c. Planning Year

   i. Provide a calendar of activities that the school will undertake from charter approval to opening day, specifying who will be responsible for each task. Include such milestones as:

      (A) Transitioning to a board of trustees;
      (B) hiring key personnel who were not part of founding team;
      (C) creating and/or finalizing curriculum, including purchasing assessments and materials, and completing curriculum maps, unit plans, and lesson plans;
      (D) creating discipline, attendance, promotion, and grading policies;
      (E) hiring instructional staff;
      (F) identifying, purchasing, and renovating (if necessary) a facility;
      (G) engaging the community and recruiting students; and
      (H) other planning activities.

   ii. Discuss what you anticipate will be the challenges of starting a new school, or [EO]/[SMO] expanding to a new city and how you expect to address these challenges.

Note: No applicant will be approved without a timeline that demonstrates adequate plans for procuring needed services, such as identification and renovation of a facility, food services, lease, and instructional materials. [See DC Code §§ 38-1802.02(6)(B), (C), 38-1802.04(c)(1).]

Key Evidence

Applications will generally be considered having met the criteria for this section when the founding group—specifically the collective group included in the written application and participating in the capacity interview and public hearing—has, collectively, all areas of knowledge and expertise necessary to operate a successful

charter school, and the school leaders will have the expertise and resources to fulfill the school's mission and goals. Examples include:

- The founding group has, collectively, expert professional knowledge and requisite skills in all areas needed to open a successful public charter school, including organizational, financial, legal, real estate/facilities, start-up, and other operational capabilities along with extensive, recent, and relevant teaching/school leadership experience with a population similar to that the school plans to serve. Experience with EML and special education is also key.
- The founding group has identified the school leaders or the skills and experiences necessary for the leaders who will open and operate the school during its first few years of academic operation. Founding groups intending to contract with an SMO may delegate the recruitment, selection, and hiring of school leaders to the SMO, provided this service is included in the draft management contract.
- The school leadership positions include necessary qualifications and time allocations, and they are reasonable for school design.
- The founding group has identified, at a minimum, the board chair and treasurer. If the founding group has not identified any other potential board members, it has detailed a timeline for identifying the remaining members (except parent members) no less than three months before the start of school, while ensuring that the selected board members will have the requisite skills, vision, and dedication to fulfill the school's mission and philosophy.
- The planning year includes a timeline for completing the aforementioned tasks.[29]

2. Staffing Plan

[See DC Code §§ 38-1802.02 (12), (15), (18); 38- 1802.07]

If applicable, describe, in the appropriate subsection of the Staffing Plan, any planned approaches to human resources (recruiting, training, staff roles, etc.) that you consider a unique feature or particular strength of your application.

a. Staffing Levels

    i. Explain your method for determining appropriate staffing levels based on your students' needs and staff caseload. If necessary, based on the

[29] It is DC PCSB's assumption that these tasks will be completed before the school begins academic operations, though not necessarily before the school receives its first local funding disbursement.

enrollment growth plan, specify the staffing growth needed to serve a larger student body.

ii. Provide job descriptions and the anticipated number of each position for:

(A) Academic staff (e.g., general education teachers, special education teachers, instructional coaches, EML coordinators, curriculum development specialists);
(B) nonacademic staff (e.g., data manager);
(C) qualified professionals with the specialized expertise required to appropriately serve SWD across a full continuum of services and EML (e.g., special education and EML teachers, special education and EML coordinators, evaluators, related service providers); and
(D) mission-specific staff (e.g., residential staff, internship coordinators, technology support).

Note: The staffing levels discussing here should match those listed in the Staffing Plan tab of the Budget Workbook.

b. Staff Quality and Expectations[30]

i. Describe the relationship between the school and its employees. Will they be contracted or at-will?

ii. Describe the steps you will take to build a pipeline of quality teachers and leaders for your school, including how the school will compete with other schools in the recruitment of teachers. Some aspects to consider include:

(A) The selection criteria for hiring teachers;
(B) the planned mix of experienced and new teachers;
(C) salary ranges and benefit plans;
(D) professional development (specific questions below); and
(E) teacher evaluation (specific questions below) and retention.

ii. Describe the professional development that will be provided to teachers, administrators, and staff to implement the education program and meet the proposed goals. Specifically mention the professional development necessary to:

(A) Develop unit and lesson plans or implement preset lesson plans;
(B) ensure high quality instruction in all classrooms;
(C) support the use of data to inform teaching; and
(D) support any unique programs offered by the school.

[30] Applicants may reference the National Council on Teacher Quality's collection of DC-specific policies and analyses on teacher preparation, compensation, evaluation, and retention at https://bit.ly/4fE68Jk.

iii. Address specific professional development plans related to teaching struggling students, as well as SWD and EML, including:

(A) Professional development for all staff on the proposed school's special education and EML service delivery model;
(B) strategies for modifying curriculum and instruction to accommodate student needs;
(C) the legal requirements of disciplining SWD;
(D) teacher responsibility to address IEP goals, accommodations, and modifications; and
(E) continuing training to ensure teachers and staff are informed of most recent changes in special education policy, regulations, and best practices.

iv. Describe the school's procedures for assessing teacher effectiveness. What quantitative and qualitative data will you use? What are the potential outcomes of a strong or weak evaluation?

v. Create a sample week-long block schedule for a core-content teacher, including planning time and any extracurricular commitments.

Note: Schools are required to provide training for staff on mandated reporting compliance. At least one staff member must be certified to administer medication through the training provided by Children's National's School Services program. Also, schools are required to enact policies on equal employment opportunities, the maintenance of a drug-free workplace, and assuring the rights and benefits of current employees of DCPS.

Key Evidence

Applications will be considered to have met the criteria for this section when the staffing plan aligns with and supports the proposed school's education mission and philosophy; is designed to support the proposed school's goals and academic achievement expectations; and is accurately reflected in the budget. The staffing and recruitment plan is expected to provide sufficient (in terms of number and qualifications) academic, nonacademic, and mission-critical staff to cover all of the courses and programs described in the Education Plan. Examples include:

- The job descriptions and staffing levels that can be expected to ensure high-quality academic and nonacademic staff to cover all necessary functions, potentially including but not limited to:
    - General education teachers for all subjects offered;
    - academic leaders (e.g., master teachers, instructional coaches, and/or curriculum development specialists);
    - special education teachers, service providers, and special education case managers;

    - EML teachers and case managers;
    - special education coordinators and/or compliance specialists; and
    - mission-specific staff.
- The teacher recruitment and retention plans are likely to attract and retain the quality and specific expertise needed to support the school's academic program. The applicant has a realistic sense of how and where to recruit the teachers it needs.
- The teacher evaluation processes weigh rigor and high expectations with respect for teachers' professionalism.
- The professional development plan is broad, covering all necessary areas to prepare staff to fulfill the school's goal, including offering consistently high-quality instruction, as well as flexible enough to respond to professional development needs as they develop throughout the school year.
- The professional development plan specifically addresses any supports student groups—especially SWD, EML, and economically disadvantaged students—may require.

3. Management and Internal Oversight

[See DC Code §§ 38-1802.02 (7), (8), (9); 38- 1802.07]

a. Administrative Structure
    i. Include an organizational chart. If you plan for organizational growth after the first year of operations, include organizational charts for the first and fifth years of operations.
    ii. Describe the relationship of the board of trustees to the school's administrative structure and staff, and to parents and students.
    iii. Outline the succession plan for board members and leadership.

b. Performance Management
    i. Describe how the board will be organized to manage and provide strategic direction for the proposed school, including any board committees. What orientation or ongoing training will board members receive?
    ii. Describe how the board of trustees will hold school leadership accountable for meeting the goals set forth in the charter, holding students to high learning outcomes, and ensuring that there is a demand for the proposed school. This should include an annual evaluation of the school leaders' performance.

iii. What key academic, organizational, and financial indicators will the board review to assess the school's effectiveness and stability? How often will these indicators be reviewed and by whom?

iv. Explain how the parents, teachers, community members, and students of the proposed school will have input in decision making, including during the planning year. Refer to prior sections, particularly Section A.3. Community Input, as applicable.

Note: Charter schools are required to develop informal complaint/grievance policies per the SRA, DC Code § 38-1802.04(c)(13). This process should comply with federal law and policy, including but not limited to IDEA, Section 504 of the Rehabilitation Act, Titles IV and IX, Title II of the Americans with Disabilities Act, and the Age Discrimination Act.

c. Fiduciary Responsibility

As the fiduciary of the school and public assets, the board of trustees is responsible for ensuring adequate controls to prevent fraud and ensure that funds provided to the proposed school are used and managed appropriately, including establishing clear job responsibilities of the staff and board members who direct or execute financial transactions; establishing strong financial and accounting procedures, effective internal controls, and policies for managing actual or perceived conflicts of interest; and conducting reviews of external audits. This fiduciary responsibility includes compliance with the SRA, particularly DC Code § 38-1802.04(c) and DC PCSB's *Procurement Contract Submission Policy*,[31] which govern schools' procedures for awarding procurement contracts and submitting board meeting minutes.

i. Describe the financial management and internal control procedures of the school.

ii. Describe the board of trustees' ethical standards and procedures for identifying and addressing related parties and conflicts of interest.

iii. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to prevent any actual conflicts and to mitigate perceived conflicts.

iv. Describe the board's process for conducting, reviewing, and acting on the results of the school's annual financial audits and interim financial statements, including reviewing and approving procurement contracts and monitoring the use of public funds, and tracking annual federal fund expenditures to assess the need for a Single Audit.

[31] See DC PCSB's *Procurement Contract Submission Policy* at https://bit.ly/46K51Uq.

v. Describe the protocols in place to ensure general fiscal health, including compliance with applicable laws and regulations, e.g., federal grant regulations, and prevent material events that can affect the school's current or future financial position.

vi. State whether the nonprofit organization intends to have (a) member(s). Describe the rationale and purpose of the member(s), the process for selecting member(s), the powers that the member(s) will have, and what control, if any, the member(s) will have over the board of trustees. Include an organizational chart for the member(s).

Note: Submit the Articles of Incorporation, Bylaws, and Code of Ethics Statement in Section F: Additional Required Documents of the application. These may all be initial drafts of the final documents.

Key Evidence

Applications will generally be considered having met the criteria for this section when the administrative structure is designed to put students first, including being responsive to family and community input; achieving the school's mission and goals; and ensuring legal compliance, particularly in terms of proactively preventing financial fraud and ensuring the appropriate use of public funds. The governance structure will set up an active, engaged, and knowledgeable board of trustees that has relevant and deep knowledge of the school's operations, finances, and students' needs, and operates independently and autonomously. Examples include:

- The governance structure creates a forum for parent, teacher, and community input and the strategies for communicating board priorities and decisions include all stakeholders.
- The financial policies are comprehensive and likely to prevent fraud, including:
    - clear job responsibilities of the staff and board members who direct or execute financial transactions;
    - strong financial and accounting procedures and internal controls, such as credit card use policies, segregated accounting and finance duties, and robust bookkeeping standards;
    - clear, robust policies for managing actual or perceived conflicts of interest;
    - direct board oversight of potentially concerning procurement contracts, including any large or unusual contracts; and
    - in-depth, at least quarterly reviews of budgets, actuals, forecasts, and external financial audits.

- The applicant has established protocols to ensure strong financial performance, compliance with generally accepted accounting principles (GAAP) and major federal fund requirements, and no material events that can affect the school's future health.

No school will receive **full** approval unless its bylaws and Articles of Incorporation meet the requirements of the SRA, including:

- The school submits a Certificate of Incorporation.
- The school's name includes the term "Public Charter School," as documented in the nonprofit organization's Certificate of Incorporation.
- The bylaws or Articles of Incorporation contain a dissolution clause specifying that upon revocation, nonrenewal, or relinquishment (closure) of a school's charter, the school will develop a plan pursuant to DC Code § 38-1802.13a(c)(1).
- Neither the Articles of Incorporation nor the bylaws specify that the nonprofit organization may operate for religious purposes.

Note: Applicants are not required to begin the nonprofit incorporation process before submitting a charter application.

4. [EO]/[SMO] School Management Organization

[See DC Code §§ 38-1802.02 (13)]

This section is only applicable to EOs and schools planning to contract with an SMO. Some elements of this section, including the Standard for Approval, are adapted from the National Association of Charter School Authorizer's (NACSA) criteria for charter schools' contracts with management companies. Applicants considering contracting with an SMO are encouraged to review NACSA's guidance in *Principles and Standards for Quality Charter School Authorizing*.[32]

Per the Public Charter School Fiscal Transparency Amendment Act of 2016,[33] schools contracting with an SMO must include the following language in the draft management agreement:

> Upon request of [the charter school], [the management company] agrees to provide to [the charter school] for production to the DC PCSB books, records,

[32] See page 24 of NACSA's *Principles and Standards for Quality Charter School Authorizing* at https://bit.ly/3M3f1yl. Also, see NACSA's *Financial Assessment and Oversight of Charter School Management Organizations: A Primer for Authorizers* at https://bit.ly/4fJRReb.

[33] The "Public Charter School Fiscal Transparency Amendment Act of 2016" can be found at https://bit.ly/46FzC5B.

papers, and documents related to services [the management company] provided or has agreed to provide to [the charter school] if (a) the annual fee [the charter school] agrees to pay to [the management company] or any of [the management company]'s related entities (as defined by 26 U.S.C. 168(h)(4)(B)-(C)) is equal to or exceeds 20% of [the charter school]'s annual revenue, or (b) the annual revenue [the management company] expects to derive from DC public charter schools will exceed 25% of [the management company]'s projected total annual revenue.

Every charter school is managed by a nonprofit board of trustees, which is ultimately responsible for the success or failure of the school, and any consequences that may result. If contracting with an SMO, the board should have an independent attorney and accountant working for it that does not work for the SMO.

a. SMO Selection

   i. Describe the process by which the SMO was selected. Refer to the SMO's Historical Academic Performance (Section C: Management Plan, application.

   ii. [EO]/[SMO] School Management Organization) as necessary.

   iii. Provide an overview of the organization's growth plan for developing new schools nationally, including the number and types of schools (i.e., grade levels) opening by year and the projected number of students at each school in other geographic location(s). Include open schools, schools approved to open, schools that may open pending the results of active charter applications, and applications planned or under consideration. Applicants are encouraged to use the Appendix 1. Sample Data Tables.

   iv. Disclose any schools the SMO has operated that have closed, and describe any sanctions placed on the SMO's schools short of closure, including, but not limited to, shortened or conditional renewals, withdrawals of charters, non-openings of schools, interventions caused by performance deficiencies, or compliance violations.

   v. Disclose any management contracts broken or severed with any schools and any current or past litigation that has involved the applicant or any school it operates.

   vi. Disclose any negative publicity that the SMO has received and explain the circumstances of such publicity.

   vii. Disclose any current or past litigation proceedings or federal, state, or authorizer complaints against the SMO or its schools.

b. Relationship Between the Board and the SMO

i. Describe the process by which the SMO's performance will be evaluated and monitored on an ongoing basis. Describe how the board of trustees will hold the SMO accountable for meeting the goals set forth in the charter, ensuring compliance with all applicable laws and regulations, and maintaining fiscal viability, independent of any representation by the SMO on the school's board.

ii. Describe plans to have SMO membership on the board of trustees, if any.

iii. Describe the SMO's role in operating the school.

iv. The contract between the board and the SMO is expected to be arms-length, competitive, and easily severed by the local board. List all conditions and the process under which the contract with the SMO may be severed by the board. These conditions should be listed in the draft management contract.

v. Describe anticipated financial transfers other than management fees between the school and the SMO or its affiliates, if applicable. Include start-up, emergency/contingency, or other funds provided to or loaned to the school.

vi. Describe how the charter school's resources will be segregated from those of the affiliate organization, including exclusively local use of DC public funding.

Note: See Section F: Additional Required Documents for additional documents the SMO and/or EO must provide.

Key Evidence

Applicants will generally be considered having met the criteria for this section when the SMO selection was based on evidence of quality, including above average academic and nonacademic performance at all existing schools; the board of trustees has procedures in place for independently overseeing and evaluating the SMO's performance; and the relationship between the board of trustees and the SMO is arms-length and the contract can be terminated without undermining the school's continued operations. There is clear differentiation of roles and responsibilities of the proposed school's board of trustees, the administrative leadership of the school, and the SMO. Examples include:

- The SMO has extensive, recent, relevant, and successful experience with a population similar to that the school plans to serve. The SMO has a strong history of academic and organizational success, including no recent closures of or corrective actions against any of its managed schools, and demonstrated

improvements after any previous corrective actions.[34] (*Note:* This can be addressed in more depth in the following section.)

- The operator's national and DC growth plan is feasible based on the application review team's expertise and additional research, and the plan is aligned with the operator's mission and philosophy (especially regarding target populations).
- The proposed fees charged by the SMO are reasonable based on the level of services to be provided.[35]
- The financial relationship between the SMO and the school are clearly separable, including:
    - Public funds flow directly to the charter school and all equipment and furnishings purchased with the public funds remain property of the school;
    - shared employees or other shared costs between the charter school and any other organization are kept to a minimum and, when present, are based on transparent cost sharing criteria;
    - all loans between the SMO and the school will be appropriately documented and at market rates; and
    - any pass-through expenditures (e.g., rent payments paid by the charter school to the SMO and then paid by the SMO to the landlord) will be appropriately documented and certified as accurate by regular agreed-upon procedures audits, conducted by an auditor from DC PCSB's Approved Auditors List.
- The relationship between the board of trustees and the SMO is arms-length and presents no actual or perceived conflicts of interest, either disclosed in the application or discovered by the application review team. If board members of the school are employed or selected by the SMO, these members represent a permanent minority.
- The submitted organization chart illustrates the roles of the proposed school's board of trustees, administrative leadership, and the SMO.
- The SMO disclosed records of any negative publicity.
- The relationship between the board and the SMO is fully defined, including:
    - A detailed list of services and associated fees;

[34] DC PCSB considers any corrective actions or school closures within three academic years "recent." Any schools that faced closure should have three years of data reflecting significant improvements.

[35] While the fee level will change based on the level of services provided, DC PCSB expects that the fee will not be above 15.0 – 17.0%. DC PCSB is particularly opposed to fees set at 100.0% of the school's revenue.

  - academic, financial, and operational performance expectations for the SMO;
  - the roles and responsibilities of the board of trustees, school staff, and the school management organization;
  - disclosure of existing relationships between the founding group and the school management organization, including potential conflicts of interest; and
  - conditions for contract renewal or termination, including effective procedures for terminating the relationship in case of academic, financial, or operational failure.

- The SMO has a demonstrated history of and plan for continued effective fiscal and organizational management, including:
  - Structurally balanced budgets for all schools, with a particular emphasis on effective budgeting during the first two years of a new school or campus's operations;
  - adequate liquidity to support the DC school in case of financial hardship;
  - no instances of financial mismanagement or pending lawsuits; and
  - a strong net asset position relative to the size and budget of the proposed DC school.

5. Student Policies and Procedures

[See DC Code §§ 38-1802.02(10); 38-1802.06]

a. Student Enrollment Policies

All public schools must comply with the SRA and DC regulations regarding student enrollment and residency verifications. For more information about these requirements, visit https://bit.ly/4dmt0vw.

i. Indicate whether the school will join My School DC, the common application lottery. If the school is not joining the common lottery, explain your rationale, and include your anticipated application release date and due date, along with policies for administering a waitlist.

ii. Explain your policy for accepting students mid-year if space becomes available.

iii. What is the proposed school's enrollment policy for back-filling grades both during the school year and between school years?

iv. If you are limiting enrollment to certain grades, explain your reason for this and how you will accommodate for annual attrition.

b. IDEA/Special Education Compliance

v. Describe how the school will establish a preliminary Child Find system and how staff will be trained on implementing the Child Find system.

vi. Describe how the school will ensure that the school's established discipline policies and procedures do not disproportionately affect SWD, ELs, and economically disadvantaged students, referring to Section B.2. Support for Learning as appropriate.

vii. Describe who will conduct Functional Behavioral Assessments for students who may benefit from a Behavioral Intervention Plan (BIP). Detail how students' BIPs will be tracked and monitored in conjunction with the existing behavior/discipline tracking system for all students.

viii. Describe how the school will meet secondary transition requirements for SWD aged 14 years+, including how the school will design a Secondary Transition Plan for these students, if applicable.

ix. Describe the methods for identifying and serving students requiring Section 504 plans.

x. Describe the methods for informing parents about their and their child's rights associated with IDEA, Section 504, and all other applicable civil rights laws. Refer to Section B.2. Support for Learning as appropriate.

xi. Briefly describe the school's plan for ensuring compliance with OSSE requirements related to serving SWD. Include:
   (A) Plans for responding to communications from OSSE and other parties related to dispute resolution events (mediation, state complaints, and due process complaints/hearings);
   (B) systems for tracking and reporting student data, including progress on IEPs and services provided; and
   (C) how the school will address and correct noncompliance identified by OSSE in a timely manner.

xii. [EO]/[SMO] Describe the differences and similarities between the strategies proposed and those in place in your existing school(s) in other states. What changes, if any, did you make to your disability identification or academic support procedures and what do you anticipate will be challenges with implementing these standards in DC?

Note: Public charter schools are required to comply with all federal laws, including IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act, as well as DC laws, regulations, and policies implementing these federal requirements, including providing a Free and Appropriate Public

Education in the least restrictive environment (LRE),[36] and a full continuum of services for SWD.[37] Public charter schools will be held accountable to OSSE's policies and procedures around specialized education services, including ongoing monitoring from day one of operations.

Public charter schools offering PK programs should be particularly well versed in Part C-to-B requirements of IDEA; schools offering middle, high, alternative, and adult programs should be well-versed in Part B requirements of IDEA. More information about OSSE's monitoring and compliance requirements is available here: https://bit.ly/3M3bW1k.

Note: Funding for special education may only be used for special education services. On an annual basis, schools are required to report their special education-related expenditures to OSSE in a Maintenance of Effort report. For more information about Maintenance of Effort reporting, please visit https://bit.ly/4dkDn2J.

Note: Public charter schools are required to comply with the Americans with Disabilities Act. This requirement will factor into each school's facility approval process.

In responding to each of the above prompts, applicants may refer to other sections of the written application as necessary.

Key Evidence

Applicants will generally be considered having met the criteria for this section if the descriptions of their policies and procedures are specific to their school program and model and not simply a reiteration of the legal requirements of/definitions under IDEA and Section 504. The school's response should also detail how compliance is documented and tracked, by whom, and what systems the school uses to ensure IDEA timeline requirements will be met. Examples include:

[36] See OSSE's LRE toolkit at https://bit.ly/3SJ8Ljf.

[37] Pursuant to the regulations promulgated by the U.S. Department of Education, each public agency "must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services." 34 C.F.R. § 300.115. OSSE's regulations mirror the federal regulations, stating that alternative placements shall include instruction in: (a) regular classes, with push-in, co-planning, or co-teaching; (b) special classes, either pull-out or self-contained; (c) special schools; (d) home instruction; and (e) instruction in hospitals and institutions, and require Local Education Agencies to provide "supplementary services, such as resource rooms and itinerant instruction, … in conjunction with regular class placement." 5 DCMR, tit. 5-E § 3012.

- If not participating in MSDC, the school has both a compelling reason and a well-developed strategy for managing its application process, open enrollment season, and lottery.
- The proposed policy for back-filling vacated seats is inherently inclusive of all students and aligned with the school's mission.
- The processes and procedures for identifying and serving SWD comply with IDEA, Section 504, and applicable local laws, and incorporate established best practices.
- The applicant has planned for all contingencies, including different rates of SWD, different disabilities, different settings in which services will be provided (inside and outside of the general education setting), different levels of need, and how the school will adjust its program and processes accordingly.
- The founding group has demonstrated a sufficient understanding of federal and local laws, regulations, and policies to appropriately identify, serve, and report data on SWD.
- The special education plan is aligned with the school's mission and philosophy, including being appropriate for the target population.
- The applicant describes the systems and strategies it will implement to effectively serve SWD, not simply the requirements of the law.
- The Child Find system includes, at minimum, procedures for transitioning students from Part C to Part B, public awareness, screening, referral, and evaluation.[38]

[38] OSSE provides resources for Child Find and initial evaluation at https://bit.ly/3AkyKXX.

SECTION D: FINANCE PLAN

Note: Key evidence for all three components of Section D: Finance Plan—D.1. Facilities, D.2 Finance, and D.3 Five-Year Budget—can be found on page 68.

1. Facilities

[See DC Code §§ 38-1802.02(6)]

a. If a facility has been identified:

   i. Provide the address and ward location of the proposed site for the school. Provide a general description of how the facility meets the school's programmatic needs, including occupancy limits, accessibility for students and staff with limited mobility, enrollment growth plans, fulfillment of all mission-critical space requirements, and any involvement of the community in the design of the proposed school. Refer to other parts of the application, particularly Section A.2. Evaluating Demand and A.3. Community Input, as applicable.

   ii. Describe any renovations and related expenses that may be required.

   iii. If the site will be leased, include a final or draft lease or identify the terms of the lease. If the site has been purchased, attach a copy of the deed of trust. If the lease or purchase is not final, refer to the Planning Year Timeline in Founding and Leadership.

   iv. If proposing to convert an existing public school, include in the discussion whether the Department of General Services or another DC government agency has agreed to or will be expected to provide any capital improvements to the site.

   v. If the identified site is intended to be temporary based on enrollment growth plans (i.e., two school years or fewer), answer the questions below.

b. If a facility has not been identified:

   i. Describe the space requirements needed for the proposed school (e.g., square footage, number and types of classrooms, amenities, etc.)

   ii. List the addresses and wards of sites under consideration that meet the school's programmatic needs, including occupancy limits, accessibility for students and staff with limited mobility, fulfillment of all mission-critical space requirements, and any involvement of those communities in the

design of the proposed school. Refer to other parts of the application, particularly Section A.2. Evaluating Demand and A.3. Community Input, as applicable. Use information on these sites to inform budget assumptions in DC PCSB's Five-Year Budget Template (see below).

iii. Describe the effect that the location will have on the student recruiting strategy or other costs like transportation.

iv. Describe how the school will position itself in the real estate market to secure a facility, including any agreements with partners to assist in the facility identification process.

Note: No applicant will receive final approval of its charter until they have demonstrated that they have acquired title to or has otherwise secured the use of a facility. If a site has been identified, include a Letter of Intent in Section F: Additional Required Documents indicating the terms and conditions of the proposed lease.

2. Finance

[See DC Code § 38-1802.02(6)]

a. Explain the specific financial goals and objectives supported in the Five-Year Budget[39]and describe:

i. Contingencies in place if funds for per pupil allocations are not available when expected or are lower than expected, or outlays are higher than expected.

ii. Any planned fundraising efforts to generate capital, to cover planning or development costs prior to opening the school, or to supplement the per-pupil allocation for operating expenses.[40]

iii. The school's cash flow management plan and how it will ensure availability of funds throughout the year.

iv. [SMO] Anticipated financial transfers between the school and the SMO or its affiliates, if applicable. This would include start-up or other funds provided to or loaned to the school, management fees, and other payment paid by the school.

v. See additional Five-Year Budget requirements below.

[39] The five-year budget may be downloaded from https://bit.ly/4fJRQaf.

[40] DC PCSB does not require schools to engage in ongoing fundraising to support their program, though many existing schools do.

The charter school must maintain its financial records throughout the fiscal year in accordance with generally accepted accounting principles. [See DC Code § 38-1802.13(b)(1).]

Note: For more information on DC PCSB's oversight of schools' finances, see DC PCSB's FAR and the most recent FAR Technical Guide and Audit Guidelines, available at https://bit.ly/3ypjE2V.

Note: DC public charter schools may not charge tuition; instead, schools are funded based on the Uniform Per Student Funding Formula (UPSFF). Each fiscal year, UPSFF funding is allotted based on how many students each public charter school enrolls by "count day," typically around October 5. Each school year for each student, the school receives a foundational amount multiplied by certain weighting factors depending on each student's grade level and certain need categories (e.g., special education, EL, and economically disadvantaged), as well as additional funding to support facilities expenses.

UPSFF payments are made by the Office of the Chief Financial Officer (OCFO) to each public charter school per the school year payment schedule on a quarterly basis, generally on or about July 15, October 15, January 15, and April 15.

- The July 31 payment is based on each public charter school's projected enrollment, or the number of students that the school expects to enroll.
- The October 25 and January 15 payments are based on each public charter school's certified enrollment, or the number of students that the school certifies as enrolled in and attending the school as of count day.
- The April 15 payment is based on each school's audited enrollment, or the number of students counted as enrolled on count day by OSSE's enrollment auditing team through the physical student count.

In certain school years, eligible DC public charter schools may receive additional funding known as a stabilization payment. DC public charter schools are also eligible for "supplemental" funding, which is allocated to support students who are identified as eligible for the funding need categories (special education, EL, or economically disadvantaged) after the audit.

Note: [SMO] and schools planning to contract with an SMO: the charter school's resources and funds must be segregated from those of the SMO, and DC funds must be used exclusively for goods and services provided to DC students.

3. Five-Year Budget

[See DC Code §§ 38-1802.02 (6)]
Complete and submit worksheets 5-Yr PCSB Budget Base Case, 5-Yr PCSB Budget Contingency, and Additional Assumptions of the Five-Year Budget saved as **School Name – Five-Year Budget – Application.xlsx**. The blank Five-Year Budget file, which also includes instructions, is available at https://bit.ly/4fJRQaf, and includes budgeted revenues, costs, and cash flows for each of the next five school years. Applicants are responsible for ensuring that all relevant elements of the proposed school are included in the budget and that budget assumptions are reasonable.

The projected enrollment in the budget worksheets must be less than or equal to the maximum enrollment included in the Requested Enrollment Ceiling from the Applicant Information Sheet. The DC PCSB recognizes that applicants may not be able to project the exact numbers of SWD, ELs, and economically disadvantaged students they may enroll. Nonetheless, all applicants must be prepared to explain how they will adjust their budget accordingly once enrollment begins, especially if they enroll higher populations of SWD across Levels 14, ELs, and economically disadvantaged students.

The Five-Year Budget worksheet Additional Assumption shall contain 1) a description of key assumptions and 2) details describing the school facilities (whether known or to be determined), including for each year and each facility the total usable square feet, land and building base rent and additional rent, leasehold improvements, land and building acquisitions, land and building improvements, and other occupancy expenses.

Key Evidence

Applications will be considered having met the criteria for this section when finance and facilities plans, including the Five-Year Budget, are thoroughly developed and aligned with the proposed school's mission and education program. Both the base case and contingency budgets must be balanced and conservative; reflect all necessary outlays, including any unique programs described in the Education Plan; ensure adequate levels of cash on hand above the target specified in the FAR Technical Guide, including cash reserves and/or contingencies for unexpected shortfalls; and contain no accounting or mathematical errors. The revenue projections must be realistic and sufficient to meet school expenditures. Both the finance and facilities plans must be realistic and informed by accurate assessments of the DC education landscape, including key funding opportunities and facilities availability. Examples include:

- The base case and contingency budgets are balanced, error free, and based on realistic expectations for income and expenditures that are clearly detailed in the Five-Year Budget file.
- The finance plan demonstrates a clear understanding of the UPSFF, key private funding opportunities (e.g., specific foundation start-up grants), and all applicable federal funds (especially Titles I, II, III, and V-B).
- The base case and contingency budgets reflect all necessary costs outlined in the Education Plan, including personnel, technological resources, facilities, curricular resources, and mission-specific expenditures.
- If the base case budget includes private fundraising revenue of more than 5.0% of its total budgeted revenue excluding the private fundraising revenue:
    - the application describes a strong fundraising plan and includes the source, amount, and timing of receipt of funds;
    - the founding group includes a member or advisor with significant fundraising expertise that is described in the plan; and
    - the contingency budget 1) excludes private fundraising revenue in excess of 5% of the total budgeted revenue excluding the private fundraising revenue and 2) meets the Standard for Approval.
- The contingency budget should also reflect more conservative assumptions on budgeted enrollment and higher costs.
- If a facility has been identified, it is expected to meet the needs of the education program and there must be effective measures to ensure the health and safety of students, employees, and guests. If no facility has been identified, the facilities plan details the strategy and timeline for securing a facility before year one, and fully describes:
    - the criteria for evaluating facilities, including alignment with the Education Plan;
    - facilities options;
    - key support (e.g., charter support organizations and banks);
    - community involvement; and
    - financing requirements.
- The facilities financing plan is based on realistic market expectations and includes contingencies in the case that the preferred financing method is unavailable.

SECTION E: FOUNDING GROUP SUPPORTING DOCUMENTS

a. For each founding member of the founding group, submit:
    i. Résumé, labeled with their planned position in the school (e.g., board member, executive director, not continuing after application approval, etc.)[41]
    ii. A disclosure of any real or potentially perceived conflicts of interest, including but not limited to financial transfers between the school and any members of its founding group, founding board, founding leadership, or relatives those individuals.

b. If a founding group member plans to join the founding board, also include:
    i. A Board Member Agreement, including performance expectations; and
    ii. a signed Conflict of Interest form with separate attachment of explanations, if necessary.

1. Conflict of Interest Form

If you answer "yes" to any of the following questions, provide an explanation on a separate sheet. To download an editable version of this form, visit: https://bit.ly/3YHpVlg.

Question	Yes	No
Do you currently serve as a public official?	☐	☐
Did you, your spouse, or any member of your immediate family provide any start-up funds to the proposed charter school?	☐	☐
Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?	☐	☐

[41] In the redacted electronic version of the application, remove all personal contact information (e.g., address, phone number, email address, etc., but not name).

Question	Yes	No
Do you, your spouse, or any member of your immediate family have any ownership interest in any school management organization or any other company contracting with the proposed charter school?	☐	☐
Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?	☐	☐
Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment, or other personal property to the proposed charter school?	☐	☐
Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?	☐	☐
Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its school management organization, or other contractors?	☐	☐
Did or do you, your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity that would answer "yes" to any of the questions 1-7?	☐	☐
Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the board of trustees?	☐	☐
Do you currently serve as a member of the board of any public charter school?	☐	☐
Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	☐	☐
To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	☐	☐

Signature:		
Name:	**Title:**	
Proposed School:		**Date**:

SECTION F: ADDITIONAL REQUIRED DOCUMENTS

The application should include each of the following required documents under separate tabs or headings.

1. Articles of Incorporation

The school must submit a Certificate of Incorporation on which the school's name must include the term "Public Charter School." The bylaws or Articles of Incorporation must contain a dissolution clause specifying that upon revocation, nonrenewal, or relinquishment (closure) of a school's charter, the school will develop a plan pursuant to DC Code § 38-1802.13a(c)(1). Neither the Articles of Incorporation nor the bylaws shall specify that the nonprofit organization may operate for religious purposes. Final review and approval of the Articles of Incorporation and Bylaws will take place during the charter agreement negotiations, should an application receive approval.

2. Bylaws

A nonprofit organization's bylaws outline the rules and procedures for running the organization. Bylaws should include, but not be limited to, information about organization's purpose, the cadence of board meetings, the roles and responsibilities of officers, and the designation of board committees. DC PCSB recommends that the applicant work with an attorney to develop this document.

3. Code of Ethics

A nonprofit organization's code of ethics outlines the standards of conduct expected of employees and volunteers, including board members, while carrying out the responsibilities of the organization. The code of ethics should capture the organization's values and explain the duties of employees and volunteers. DC PCSB recommends that the applicant work with an attorney to develop this document.

4. Conversion Endorsement Certification

Should an applicant propose converting an existing DCPS or an existing private or independent school into a public charter school, then it must submit evidence of endorsement.

5. Letter of Intent for Facility

If a facility has been identified and preliminarily secured, the applicant must submit a signed letter of intent that expresses the material terms of a future lease or title agreement for a sufficient and appropriate school facility.

6. Mission-Critical Partnerships

If the proposed program relies on external partnerships, those partnerships must be codified. Applicants may submit letters of intent, memoranda of understanding, executed contracts, or other formal agreements made between the proposed school and its mission-critical external partner(s).

7. Assurances Form

The form below should be signed and submitted by the applicant's designated representative. To download an editable version of this form, visit: https://bit.ly/3SJ99OJ.

As the authorized representative of the applicant, I acknowledge the obligation of the proposed public charter school to comply with the following:

a. Obtain and maintain nonprofit status under terms stated in the District of Columbia Nonprofit Corporation Act prior to receiving a charter. (DC Code § 38-1802.04(c)(16).)

b. Seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in the SRA or a body otherwise approved by the DC PCSB, within nine years of the start of the school's first academic year [DC Code § 38-1802.02(16)].

c. Remain nonsectarian and not be affiliated with a sectarian school or religious institution [DC Code § 38-1802.04(c)(15)].

d. Submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools [DC Code § 38-1802.04(c)(11)(B)(ix)].

e. Offer open enrollment to all students who are residents of DC, and use a random selection process when the school receives more applications from DC students than there are spaces available [DC Code § 38-1802.06].

f. Provide DC PCSB with student enrollment data required for submission to the Office of the Chief Financial Officer [DC Code § 38-1802.04(c)(12)].

g. Collect, record, and report attendance, discipline, and enrollment data in compliance with the policies and procedures of DC PCSB, using the reporting software required by DC PCSB [DC Code § 38-1802.11(a)(2)].

h. Collect and report academic and nonacademic performance consistent with DC PCSB's data submission policies.

i. Not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to nonresident students or for field trips or similar activities [DC Code § 38-1802.04(c)(2)].

j. Establish an informal complaint resolution process prior to the first date that the school accepts applications [DC Code § 38-1802.04(c)(13)].

k. Ensure that all relevant school personnel and board of trustees members are capable of executing financial management, governance and management, and other responsibilities as deemed necessary by DC PCSB [DC Code § 38-1802.02(15)].

l. Provide DC PCSB access to and the right to examine all records or documents, including audit findings, needed to determine the performance of the school under the terms of its charter [DC Code § 38-1802.11(a)(2)].

m. Comply with the procurement contract requirements of the SRA [DC Code § 38-1802.04(c)].

n. Comply with districtwide assessment requirements determined by OSSE, or other DC laws, regulations, policies, or procedures[DC Code § 38-1802.02(1)].

o. Comply with the following federal and local laws:
    i. Health and Safety: Healthy Schools Act of 2010 [DC Code §§ 38-821.01 *et seq.*]; Student Access to Treatment Act [DC Code § 38–651.01. *et seq*.]; federal and local laws regarding background checks for all employees and volunteers working with children and mandatory reporting to the Child and Family Services Agency for instances of education neglect and suspected abuse;
    ii. Building Safety: D.C Building and Fire Codes [DC Code § 5-501 *et seq.*];

iii. Maintenance and Dissemination of Student Records: Family Education Rights and Privacy Act [20 U.S.C. § 1232g];
iv. Certain Requirements of Education Institutions: Compulsory School Attendance [DC Code § 38-201 *et seq.*]; Immunization of School Students [DC Code § 38-501 *et seq.*]; Tuition of Nonresidents [DC Code § 31-301 *et seq.*]; Nonprofit Corporations [DC Code § 29-401 *et seq.*];
v. Students with Disabilities: Subchapter B of the Individuals with Disabilities Education Act [20 U.S.C. § 1411 *et seq.*] and Section 504 of the Rehabilitation Act of 1973 [29 U.S.C. § 794]; any and all federal and local laws around providing a free and appropriate public education to all SWD;
vi. EML: all federal and local laws and applicable regulations regarding identifying and serving students who are learning English and their families;
vii. Title I of the Elementary and Secondary Education Act;
viii. Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia: The Age Discrimination Act of 1975 [42 U.S.C. § 6101 *et seq.*]; Title VI of the Civil Rights Act of 1964 [42 U.S.C. §§ 2000d *et seq.*]; Title IX of the Education Amendments of 1972 [20 U.S.C. §§ 1681 *et seq.*]; and the Americans with Disabilities Act of 1990 [42 U.S.C. §§ 12101 *et seq.*]; and
ix. All other laws deemed applicable by DC PCSB [DC Code § 38-1802.11(a)(1)(B)].

Signature:		
Name:	**Title**:	
Proposed School:		**Date**:

8. [EO]/[SMO] Draft Management Agreement and Related Documents

If applicable, include the organizational chart showing the relationship among all business entities being operated by or affiliated with the SMO.

9. [EO]/[SMO] Financial Information and Annual Reports

a. Financial Audits, including A-133, for the last three years.
b. SMO's Annual Reports for the last two years.
c. SMO's IRS Form 990 (or other IRS filings) for the last three years.

SECTION G: CURRICULUM SAMPLE

In addition to the narrative on curriculum philosophy and process, provide one each of the following elements (a–c) for math or science and one for ELA or history for one grade per grade band that the school aims to serve at full capacity.[42] Applicants are invited to use the Sample Curriculum Templates. Applicants adopting an existing curriculum may include a link to the full curriculum in lieu of the elements listed below.

a. A year-long curriculum map. This may include:
    i. Unit objectives
    ii. Standards
    iii. Resources
    iv. Assessments

b. For one unit from each curriculum map (a), create a sample unit plan. This may include:
    i. Objectives
    ii. Standards
    iii. Lesson names or basic descriptions
    iv. Activities
    v. Resources
    vi. Assessments

c. For each lesson from each unit plan (b), create a sample lesson plan. This may include:
    i. Title
    ii. Objectives, goals
    iii. Materials, environment, resources
    iv. Procedure
    v. Assessment

[42] For example, a proposed middle school could provide two of each of the elements: one for 6th grade ELA and one for 6th grade science. Another example would be a proposed 6th – 12th program, which would submit one of each element for 7th grade science, 7th grade ELA, 10th grade science, and 10th grade ELA.

vi. Reflection

Applicants who are not adopting an existing curriculum (including curriculum maps for each core subject for all grades served at full capacity) should discuss how and when curriculum maps will be developed.

Note: Applicants may redact parts or the whole of Section G: Curriculum Sample in the redacted version of the application if they believe that these portions contain information that will cause substantial harm to the applicant's competitive position if released publicly.

APPENDIX

1. Sample Data Tables

a. Student Demographics

Applicants are encouraged to use these tables in Section A.2. Evaluating Demand to describe its anticipated student demographics and compare them to similar or nearby schools. [EO]/[SMO] applicants may also use these tables to provide a demographic analysis each of existing school(s) (individually, not in aggregate) in Section B.3. [EO]/[SMO] Historical Academic Performance.

Race/Ethnicity				
Black/African-American	**Hispanic/ Latino**	**Asian**	**White**	**Two or More Races**
%	%	%	%	%

Special Populations[43]						
Special Education					EML[44]	Economically Disadvantaged[45]
Overall	**Level 1**	**Level 2**	**Level 3**	**Level 4**		
%	%	%	%	%	%	%

b. Background Information on Similar or Nearby Schools

Applicants are encouraged to use this table to provide pertinent background information on similar or nearby schools. They may reference data found in Helpful Resources. [EO]/[SMO] applicants may also use this table to describe their existing school(s) (individually, not in the aggregate) in Section B.3. [EO]/[SMO] Historical Academic Performance.

[Similar School 1]	
Program Type and Description	
Location	

[43] Special education levels are set by the number of hours of specialized services the student receives per week. Level 1: eight hours or less; Level 2: more than eight but less than or equal to 16 hours; Level 3: more than 16 but less than or equal to 24 hours; Level 4: 24+ hours.

[44] Emerging Multilingual Learners (EML) are identified in accordance with federal law as entitled to English as a second language or bilingual services on the basis of their English language proficiency.

[45] Economically disadvantaged students are, at any point during the school year eligible for TANF, eligible for SNAP, identified as homeless, or under the care of CFSA.

[Similar School 1]	
Current Enrollment	
Grades Served	
DC School Report Card Score[46]	
Other Relevant Data	

c. [EO]/[SMO] Academic Data

Applicants may also use these tables to describe the most recent academic performance data for their existing school(s) (individually, not in the aggregate) in Section B.3. [EO]/[SMO] Historical Academic Performance.

	ELA Growth		Math Growth	
Student Group	**School Rate**	**State Rate**	**School Rate**	**State Rate**
Overall				
Economically Disadvantaged				
Black or African American				
Emerging Multilingual Learners				
Female				
Male				
Students with Disabilities				
White				

	ELA Achievement		Math Achievement	
Student Group	**School Rate**	**State Rate**	**School Rate**	**State Rate**
Overall				
Economically Disadvantaged				
Black or African American				
Emerging Multilingual Learners				
Female				
Male				
Students with Disabilities				
White				

d. [EO]/[SMO] Attendance and Discipline Data

Applicants may use these tables to describe the out-of-school suspension rates and the in-seat attendance rates[47] over time for their existing school(s)

[46] DC School Report Card information can be found at https://bit.ly/3M1Cu35.

[47] In-seat attendance rate is calculated as the sum of all students' number of days present divided by the sum of all students' number of days enrolled.

(individually, not in the aggregate) in Section B.3. [EO]/[SMO] Historical Academic Performance.

Out-of-School Suspension Rate				
Student Group	**School Year**	**School Year**	**School Year**	**School Year**
Overall				
Economically Disadvantaged				
Black or African American				
Emerging Multilingual Learners				
Female				
Male				
Students with Disabilities				
White				

In-Seat Attendance Rate				
Student Group	**School Year**	**School Year**	**School Year**	**School Year**
Overall				
Economically Disadvantaged				
Black or African American				
Emerging Multilingual Learners				
Female				
Male				
Students with Disabilities				
White				

2. Sample Curriculum Templates

Year-Long Curriculum Map

Specify the grade and subject(s) for each year-long curriculum map. Include as many columns for months as necessary. Create a single table for all subjects or a separate table for each subject.

[Name of Curriculum Map]						
	Month(s)					
Unit objectives						
Standards						
Resources						
Assessments						

Unit Plan

Specify the grade, subject, and unit for each unit plan.

[Name of Unit Plan]						
	Week(s)					
Objectives						
Standards						
Lesson names/ descriptions						
Activities						
Resources						
Assessments						

Lesson Plan
Specify the grade, subject, and unit for each lesson plan.

[Name of Lesson Plan]	
Title	
Objectives, goals	
Materials, environment, resources	
Procedure	
Assessment	
Reflection	

3. Standard Conditions of Approval

The following represents the standard conditions set by the Board. Each new school must satisfy these conditions in order to receive full charter approval.

a. **501(c)(3) Status**
The school shall apply for and obtain 501(c)(3) status.

b. **Key Personnel**
The school shall identify the following key personnel: Board Chair, Executive Director, Director of Operations, Director of Finance, Special Education Coordinator, Emerging Multilingual Learner (EML) Coordinator, Data Manager, and Principal, each with relevant experience and a record of performance satisfactory to the DC PCSB. These positions will be listed in an attachment to the charter agreement. Prior to receiving full charter approval, should any key personnel leave their role, the school shall replace the founding team member with someone with similar experience and record of performance. The

replacement shall be subject to the DC PCSB's approval of fulfillment of this condition.

c. **Draft Charter Agreement**
The school shall negotiate with and submit to be executed by the DC PCSB a draft charter agreement that is consistent with the DC PCSB's charter agreement template, including all attachments. Please note that pursuant to DC Code § 38-1802.03(h)(2), the following sections of the charter application comprise the school's charter and may require revision and are subject to board approval, per DC Code § 38-1802.03(d)(1)(B):

- The school's statement regarding the mission and goals of the school and the manner in which the school will conduct any district-wide assessments;
- Proposed Rules and Policies for Governance and Operation of School Corporation;
- Articles of Incorporation and Bylaws;
- Procedures to Ensure Health and Safety of Students and Employees;
- Enrollment Ceilings;[48]
- Assurance to Seek, Obtain, and Maintain Accreditation; and
- Relationship between School and Employees.

By the time the agreement is finalized, the school shall be incorporated as a nonprofit organization under the DC Nonprofit Corporation Act, and the name of the school will include "public charter school" as required by DC Code § 38–1802.04(b)(1).

d. **Management Agreement**
In the event that the school contracts with a management company, the school will submit a draft Management Agreement to DC PCSB and, based on DC PCSB's review, the school will resolve any material concerns that DC PCSB raises.

e. **Facility**
The school shall submit a fully executed lease or title agreement for a sufficient school facility. The school shall also include updated financial projections as deemed necessary by DC PCSB.

[48] This item does not comprise the school's charter under DC Code § 38-1802.03(h)(2) but is incorporated into the charter agreement and is subject to Board approval.

f. **Governing Board**
The school shall identify a governing board that complies with the School Reform Act, except for parent members.[49] The school's governing board shall complete background check release forms to undergo background checks and, based on the results of those background checks, the school will resolve any substantial concerns raised by DC PCSB.

g. **Discipline Policy**
The school shall submit its discipline policy. The policy must adhere to the criteria for approval as stated in DC PCSB's Charter Application Guidelines, and it must incorporate all feedback and revisions to DC PCSB's satisfaction.

If, prior to full charter approval, DC PCSB staff determines that the school's opening is in jeopardy due to lack of progress in a) meeting any of the conditions listed above, or b) launching the school program in a manner that is economically viable and consistent with the educational objectives outlined in the school's petition, DC PCSB staff may propose to the Board that it vote to deny or delay full approval of the applicant's charter.

4. School-Specific Conditions of Approval

These are examples of school-specific conditions set by the Board to address identified weaknesses or gaps in the application. New schools must complete them in addition to the standard conditions in order to receive full charter approval.

a. **EML Plan**
The school shall submit a supplement to its curriculum that defines a language acquisition model (as found in OSSE's *Delivering Education Services to English Learners*) and explains the concrete strategies and materials it will use to support the unique needs of EML students. All feedback and revisions will be incorporated to DC PCSB's satisfaction and must meet the criteria for approval as stated in the Charter Application Guidelines.

b. **Enrollment Ceilings**
The school shall revise the staffing plan and budget to accommodate an appropriate, mission-aligned student-to-teacher ratio. The school's opening year shall have a maximum enrollment of 100 students, total, in grades PK3 and PK4. The school shall grow by 50 students each year until the school reaches a

[49] This shall be interpreted to allow the governing board to be less than one-half DC residents, provided that the addition of two parent members would increase the representation of DC residents on the board to at least one-half.

maximum enrollment of 400 students in grades PK3 through 5. All feedback and revisions will be incorporated to DC PCSB's satisfaction and must meet the criteria for approval as stated in the Charter Application Guidelines.

c. **Governance Structure**
The school must submit a revised description of its governance structure that details the responsibilities of the school board and the relationship between the school and the nonprofit organization. If the nonprofit intends to serve as the SMO, the school must include the management agreement, detailing the responsibilities and functions of the SMO and the school. If the nonprofit intends to provide wrap-around services for the school and not serve as its SMO, the school must include the agreement between the two entities for the provision of these wrap-around services. The school shall also submit draft Bylaws and/or Articles of Incorporation that clearly demonstrate how the school will maintain autonomy from the nonprofit organization. All feedback and revisions will be incorporated to DC PCSB's satisfaction.

d. **Special Education Plan**
The school shall submit a supplement to its curriculum plan and staffing plan describing how the school will provide a full continuum of services for SWD who require services for a majority or the entirety of their day outside of the general education setting (i.e., the self-contained setting). The plan shall detail how the unique elements of the school's model will be incorporated into the education programing and expertise of special education teachers in this setting. All feedback and revisions will be incorporated to DC PCSB's satisfaction and must meet the criteria for approval as stated in the Charter Application Guidelines.

e. **Student Promotion**
The school shall submit a revised promotion policy that includes explicit strategies to support students who are initially unsuccessful in meeting the promotion requirements. The policy shall also include a description of the steps the school will take to identify and support students who are struggling. All feedback and revisions will be incorporated to DC PCSB's satisfaction and must meet the criteria for approval as stated in the Charter Application Guidelines.

f. **Supports for Students Entering in Non-Entry Grades**
The school shall submit a comprehensive plan for its approach to supporting students enrolling in a non-entry grade. The plan shall describe, in detail, the instructional resources, schedule, and remedial supports that will be provided to ensure that students entering in upper grades will be able to acquire proficiency in a second language and will be able to access the curriculum in a language immersion setting. All feedback and revisions will be incorporated to DC PCSB's satisfaction and must meet the criteria for approval as stated in the Charter Application Guidelines.

APPLICATION CHECKLIST

Proposed School Name	
Designated Representative	
Email Address	
Phone Number	

1. Submit All Application Materials

Applicants must submit all application materials electronically to DC PCSB by **Friday, September 11 2026 at 9 a.m.** using the provided secure upload link. DC PCSB staff will verify that the following elements are present and complete, using an 'X' as applicable, in each of the three versions: nonredacted and searchable PDF, Microsoft Word/Excel, and redacted and searchable PDF. See Submitting an Application in the 2026 Charter Application Guidelines for more information.

Application Contents	Non-Redacted PDF	Word	Redacted PDF
Applicant Information Sheet	☐	☐	☐
Executive Summary*	☐	☐	☐
Section A: Responding to Community Needs*	☐	☐	☐
Mission and Philosophy	☐	☐	☐
Need, Demand, and Recruitment	☐	☐	☐
Community Input	☐	☐	☐
Section B: Education Plan*	☐	☐	☐
Curriculum	☐	☐	☐
Support for Learning	☐	☐	☐
[EO]/[SMO] Historical Academic Performance	☐	☐	☐
Charter Goals and Academic Achievement Expectations	☐	☐	☐
Section C: Management Plan*	☐	☐	☐
Founding and Leadership	☐	☐	☐
Staffing Plan	☐	☐	☐
Management and Internal Oversight	☐	☐	☐
[EO]/[SMO] School Management Organization	☐	☐	☐

Application Contents	Non-Redacted PDF	Word	Redacted PDF
Student Policies and Procedures	☐	☐	☐
Section D: Finance Plan*	☐	☐	☐
Facilities	☐	☐	☐
Finance	☐	☐	☐
Five-Year Budget	☐	☐[50]	☐
Section E: Founding Group Supporting Documents	☐	☐	☐
Résumés	☐	☐	☐
Disclosures of Conflicts of Interest (if applicable)	☐	☐	☐
Board Member Agreements	☐	☐	☐
Board Member Signed Conflict of Interest Form	☐	☐	☐
Section F: Required Documents	☐	☐	☐
Bylaws	☐	☐	☐
Code of Ethics	☐	☐	☐
Letter of Intent for Facility (if applicable)	☐	☐	☐
Research on Potential Facilities (if applicable)	☐	☐	☐
Assurances Form	☐	☐	☐
[EO]/[SMO] Management Agreement and Related Documents	☐	☐	☐
[EO]/[SMO] Financial Audits, including A-133, for the last three years	☐	☐	☐
[EO]/[SMO] Annual Reports for the last two years	☐	☐	☐
[EO]/[SMO] IRS Form 990 (or other IRS filings) for the last three years	☐	☐	☐
Section G: Curriculum Sample[51]	☐	☐	☐
Additional Requirements	☐	☐	☐
(*) Sections do not exceed 125 page-limit	☐	☐	☐
No evidence of plagiarism	☐	☐	☐
Text is no smaller than 11-point	☐	☐	☐
Font is legible	☐	☐	☐
No watermarks	☐	☐	☐

[50] Please provide an Excel spreadsheet instead of a Word version.

[51] If the applicant has a completed curriculum, this should include a link(s) to curriculum maps, unit plans, and an example lesson plan for each subject area and grade level. If Section G: Curriculum Sample includes proprietary curricular materials, applicants may choose to redact parts or the whole of the curriculum from the redacted PDF version of the application.

Application Contents	Non-Redacted PDF	Word	Redacted PDF
Applicant's name and the page number appear on every page	☐	☐	☐
Signatures, contact information, and applicable Curriculum Samples are redacted	NA[52]	NA	☐
All board member agreements contain original signatures	☐	NA	NA

2. Notify Applicants of Their Status

Upon receipt, DC PCSB staff will review each submission for completeness, then notify applicants of the application's status. Complete and on-time applications will advance in DC PCSB's evaluation process.

Intake Completed By	
Application Number	
Date and Time	
Notes	

[52] "NA" stands for "not applicable." Elements with "NA" do not need to be included in that application version.