

WEST VIRGINIA
**CHARTER
SCHOOLS**

WEST VIRGINIA STANDARD
PUBLIC CHARTER SCHOOL APPLICATION

Updated July 2021



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GENERAL INFORMATION

APPLICANT

Type of School:

(please select one)

- New School: Any one or more combination of parents/guardians, community members, teachers, school administrators, or institution of higher education in this state.
- Conversion Charter School: An existing West Virginia public school that is not a public charter that seeks to operate as a public charter school. Existing private, parochial, and nonpublic schools are not permitted to apply as a conversion charter school. Applicants seeking to establish a conversion charter school can apply only to the county board of education where the school is located.

Virtual Charter School

Will you be offering educational services predominately through an online program?

- Yes, educational services will be provided predominantly through a synchronous, online program.
- Yes, educational services will be provided predominantly through a learn at your own pace program.
- No, education services will not predominantly be provided through an online program.

(Applicants selecting 'yes' below must also complete the Virtual Charter School portion of the application starting on page 19 of this application.)

Education Service Provider

Will you be hiring an Education Service Provider (ESP)?

- Yes
- No

If yes, add the name of the ESP: _____

Name of Proposed Public Charter School: _____

Primary Contact

Name: _____

Phone Number: _____ Email Address: _____

Authorizing Agency

- West Virginia Professional Charter School Board
- County Board(s) of Education (please list): _____

501(c)(3) Status:

- Obtained on date: _____
- Applied to obtain on date: _____

Receipt #: _____

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Enrollment

Grades offered at full capacity:

Note: The maximum enrollment projections for virtual charter schools may not exceed the statutory enrollment cap as more fully detailed in West Virginia Board of Education Policy 3300, §§4.3.f.1. and 4.3.f.2.

Elementary School

- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade

Middle School

- Sixth Grade
- Seventh Grade
- Eighth Grade

High School

- Ninth Grade
- Tenth Grade
- Eleventh Grade
- Twelfth Grade

Maximum Student Enrollment at Capacity: _____

Enrollment Matrix

Pursuant to W.Va. Code §18-5G-8(b)(14), the projected minimum and maximum enrollment per grade, per year throughout the duration of the contract.

Directions: Complete two enrollment matrixes for minimum and maximum enrollment, per grade, until reaching capacity. Add or remove columns as needed. For the Minimum Capacity Enrollment Matrix, include the fewest number of students the school could enroll and still be financially viable. For the Maximum Capacity Enrollment Matrix, include the greatest number of students you could enroll and still provide a quality educational experience. The numbers supplied here must match your years 1-5 contingency and regular budgets and your staffing plan. You will not be able to enroll more students than specified in the total number per year in the Maximum Capacity Enrollment Matrix. Likewise, you will be considered financially insolvent if you enroll fewer students than in the Minimum Capacity Enrollment Matrix and be required to surrender your charter.

Minimum Enrollment						
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	At Full Capacity
Kindergarten						
First						
Second						
Third						
Fourth						
Fifth						
Sixth						
Seventh						
Eighth						
Ninth						
Tenth						
Eleventh						
Twelfth						
Total						

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Maximum Enrollment						
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	At Full Capacity
Kindergarten						
First						
Second						
Third						
Fourth						
Fifth						
Sixth						
Seventh						
Eighth						
Ninth						
Tenth						
Eleventh						
Twelfth						
Total						

Executive Summary

Offer a brief (one page) executive summary of the proposed school that highlights the mission, demand, and educational program.

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MISSION, VISION, PURPOSE, AND DEMAND

Mission and Vision Statements

Write a clear, concise mission statement in one sentence that demonstrates the who (target student population), the what (educational program), the how (instructional design), and the why (demand).

Write a vision statement for the charter school, inclusive of any specialized focus to be advanced through the establishment of the charter school. The vision statement should build off of the mission statement, providing detail of each element of the program, the grades the school will offer (or the ages that it will serve), adding explanation of how the school will ensure all students, especially those historically underserved, will benefit from the school.

Overview of the School's Educational Program

Provide a brief summary of the proposed educational program including the grades the school will offer and how the educational program will provide a needed option for families.

Rationale

Write a rationale for establishing the charter school that explains how the academic and/or social-emotional needs of the target population are not being met by available public school options. In your response, include all types of learners, including, but not limited to, students with exceptionalities, English Language learners, and those at-risk for dropping out of school. Pay special attention to the school's proposed location or county's historically underserved populations.

Demand

New Schools

Provide evidence of sufficient demand among parents/guardians and students in the local school district, primary recruitment area, and/or target underserved student population, including student and parent/guardian surveys.

Conversion Schools

Conduct a survey of the interest of students, staff, and families in converting the school from a non-charter public school to a charter school and show that there is sufficient demand from families and interest from staff to convert the school.

Needs Assessment

New Schools

Present a thorough analysis of the financial sustainability of the charter school based on the current and future size of the student population that the charter school aims to attract and the demand among this population for additional educational options beyond existing non-charter public schools. This analysis must provide reasonable evidence of sustainability and must address a case for how the school will sustain based on factors such as population trends, changes in population demographics, local economic outlook, and enrollment changes in surrounding schools.

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Conversion Schools

Create a plan for student enrollment, including a timeline for determining which students will continue attending the conversion charter school and how others will enroll at another public school. For any students not attending the proposed public charter school, offer an explanation for the reason of not enrolling in the proposed public charter school.

Determine which teachers will continue as educators in the proposed public charter school and which teachers will continue as educators in other public schools.

Evidence of a Track Record of Success (ESP ONLY)

Provide a brief summary of the ESP's experience, based on student outcomes, educating student populations similar to the targeted population, including demonstrated (1) academic achievement and growth, (2) social-emotional learning, and (3) successful management of non-academic school functions.

Complete the following information for each school in operation within the past five school years:

Name of school: _____

Date authorized: _____

Date of last high-stakes review or renewal and result of that review: _____

School's website: _____

Name of school's board chair: _____

Board chair's contact information: _____

Name of school's authorizer: _____

Authorizer's contact information: _____

Link to state's report card (for each school): _____

Link to authorizer's scorecard, framework and/or academic review report: _____

Three most recent financial audits: Include as Appendices

List of any pending or past actions taken by the authorizers or legal actions taken against the school for academic, financial, or ethical concerns and their outcomes: _____

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EDUCATIONAL DESIGN

Program Overview

Write a concise summary of the educational program and how it will achieve the charter school's mission and vision. In this description, focus on how your school is creating innovative educational methods, practices, and programs that will result in higher student achievement. Consider all types of learners, including English Language learners, students with exceptionalities, gifted and talented students, and those who are at risk for dropping out of school.

Curriculum and Instructional Design

Provide an outline of the following curricular elements for each grade level or grade band the school plans to offer at full capacity. Include in each response justification for your selection in relation to the student population, educational mission, and mastery of the West Virginia College- and Career-Readiness Standards or the standards you choose. To better ensure positive outcomes, cite available third-party research showing the positive impact of the curricular resource selection on the student population. For each response, explain how all students will learn, paying particular attention to those students who have been historically underserved, highlighting, at a minimum, students with exceptionalities, English Language learners, gifted students, and those at risk of disengaging due to being below grade level.

Performance Standards

Write an overview of the learning standards for students at the charter school and a detailed explanation for how any deviation from the West Virginia College- and Career-Readiness Standards exceeds the rigor of those standards.

Resources

Include text books, on-line materials, and other resources that the school plans to use to provide the content.

Instructional Strategies

Describe the array of instructional strategies that the charter public school plans to implement, including any mission-specific strategies. Describe how the strategies will be differentiated for different learners.

Assessment

Include how the school will monitor student learning, including assessments required by the authorizer and those to be used by educators for the sole purpose of continual improvement.

Graduation Requirements and Postsecondary Readiness (HS ONLY)

Write a clear definition of the charter school's graduation requirements and how those requirements prepare students for college, career, or other postsecondary opportunities.

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ACCOUNTABILITY

Accountability Plan

The accountability plan must be comprised of two parts. Part one is an agreement to meet all local and state accountability and reporting requirements and participate in the state testing and framework. Part two is to determine unique goals to measure the impact of the charter school.

Part I: Describe how the charter school will participate in the state accountability system and follow their guidelines and regulations for administering the test and providing all necessary data for state reporting.

Part II: Using the headers below, provide a set of student outcome goals and specific measures aligned to the educational mission of the charter school that the school agrees to meet. Authorizers will use success in meeting both sets of the goals in evaluating the status of charter contracts. To that end, this section will contain the school's proposed goals and accountability measures. For each grade or grade bands the school plans to serve at full capacity, provide the aspirational target and a floor or "lowest acceptable achievement score" that the school's board and authorizer would allow for the school to remain in operation. The goals can be written as "percent of students meeting a threshold" (e.g. 75% of students will score a 96 or higher on the ELA test) or the average score that students will meet (e.g. The school's average ELA score will be a 55). Each proposed goal must be SMART (specific, measurable, achievable, relevant (and researched!), and timely) and include the WHO (which students), the WHAT (which assessment), the HOW (delivery method), and WHY (what information does it provide).

Achievement

Create a goal that details how the absolute achievement will be measured in English, science, and math, using the district's summative assessments, and in any other subject important to the school's mission. Include the assessment the school plans to use.

Growth

Based on the school's annual performance, create goals in English and math, and in any other subject important to the school's mission, that will demonstrate student growth. This can be year over year, within year, and/or over multiple years.

Re-enrollment

State the percent of eligible students who will re-enroll in the school using a fall to fall roster. If a different calendar is used, state how a re-enrollment figure will be calculated.

Attendance

Create a goal around attendance, or, if competency-based, the goal around competency completion and engagement.

State Accountability Results

Explain how the school's performance on the state system will be used to evaluate the school's academic performance.

Graduation Requirements (HS ONLY)

Create the graduation requirements including number of credits per course and the course sequence. List any dual-enrollment, Advanced Placement (AP), International Baccalaureate (IB), or Career and Technical Education (CTE) opportunities the school will offer as part of graduation. In your response, show that the graduation requirements meet or exceed the state graduation requirements, highlighting any that are school-specific. If deviating substantially from state graduation requirements, provide a crosswalk to show how students can transfer credits in and out of the high school. Finally, show how the graduation requirements will allow students to be ready for college and other post-secondary pursuits.

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SCHOOL OPERATIONS AND CULTURE

School Culture

Describe how students will flourish academically, socially, and emotionally in the culture that the school intends to create. Identify the specific routines and practices that the school will employ to create this culture.

Student Behavior Plan

Describe, in detail, the school's student behavior plan, which must include student discipline procedures and consequences, which align with the school's student discipline policy, and is appropriate for the grades the school aims to offer. Explain how the procedures will contribute to developing a strong school culture and will support the school's mission and vision. Ensure that the processes and consequences protect the rights of all students, including those with exceptionalities, provides due process, and allows for an appeal to the school's governing board.

Supplemental Programming

Create a thoughtful proposal for providing extracurricular and co-curricular programming, enrichment activities, and student supports, including, but not limited to, interscholastic athletics, student-led clubs, summer school, and after school, if the charter school elects to offer such programming. In the response, reference your staffing plan and budget to ensure adequate coverage, and identify any partner organizations that will support the success of the supplemental program.

Supplement Programming for High Schools ONLY

For all programming, provide an explanation for how the school will meet the West Virginia Secondary Schools Activities (WVSSAC) rules.

School Calendar and Schedule

Provide a description of the school calendar and how the charter school will meet the minimum instructional time requirements, pursuant to W.Va. Code §18-5G-3(c)(5). Include the following:

- Sample school-year calendar
- Sample one-week student schedule for every grade (or grade span) the school proposes to offer at capacity
- Sample one-week student schedules for students with exceptionalities, English as a Second Language learners, those at-risk of dropping out, and gifted students, as per state regulations
- Sample one-week staff schedules for each staff type (e.g. lead teacher, instructional aide, teaching coach)

Note: Virtual charter schools utilizing a learn at your own pace program are not required to meet statutory minimum instructional time requirements; however, applications for such schools shall include in this section a detailed description of how sufficient opportunities for learning and engagement will be provided to allow mastery of course content.

Parent and Community Involvement

New Schools

Provide a thoughtful set of strategies for engaging with parents/guardians and the community, including local elected officials, community leaders, and business partners around the development, opening, and operation of the charter school. In your plan, describe how frequently you will engage with your community and how you will solicit their feedback. List any committees, learning communities, and other school-based engagement activities you will offer.

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Conversion Schools

Provide your engagement strategies and detailed timeline throughout the conversion process for involving parents/guardians and the community, including local elected officials, community leaders, and business partners.

Special Populations and At-risk Students

Provide a comprehensive plan for meeting the needs of students with special needs, including, but not limited to, students with disabilities, English Language learners, students at-risk of dropping out, and students identified as gifted, and for meeting related federal and state law, regulations, rules, and policies, and for meeting related federal and state law, regulations, rules, and policies. At a minimum, the following items must be individually addressed in sufficient detail to allow the authorizer to fully understand the applicant's plan and evaluate whether the plan satisfies federal and state requirements.

- The plan to provide the full spectrum of placements for students with exceptionalities.
- The plan to meet Child Find responsibilities, which shall include a description of policies and practices to identify and assess the needs of students who may be eligible to receive special education and related services and to identify students who are at-risk for exceptionalities and seek appropriate evaluations.
- The plan to ensure retention of students with exceptionalities.
- A description of the specialized staff to be hired to administer programs and provide special education and related services.
- The plan for providing the physical space to meet the needs of students with exceptionalities.
- A reasonable funding plan that reflects an understanding of how special education and related services are funded.

STUDENT RECRUITMENT, ENROLLMENT, AND RETAINMENT

Student Recruitment

New Schools

Identify the primary recruitment area for the proposed school. Create a context-specific outreach strategy that ensures the charter school expands educational options for students in the primary recruitment area. Include all efforts to notify families, especially those in your target population and those who have identified as being underserved by the current public-school options. For county authorized virtual charter schools, the primary recruitment area is limited to the jurisdiction of the authorizing county(ies).

Conversion Schools

Write a detailed proposal for executing a successful conversion that offers students enrolled at the existing non-charter public school expanded educational options and supports improved outcomes for students.

Fair Lottery

Describe how students will notify the school of their wish to enroll and how you will select students for admission if the demand is higher than the number of available seats. Consider what flexibilities you will allow for over-demand in some grades and under-demand in others. Include how the preferences you've identified will be handled during the selection process.

Preferences

List any statutorily-permitted enrollment preferences in the order that you anticipate enacting them. Include the proposed plan to conduct a publicly transparent lottery and enrollment process. Include all preferences in rank order.

Enrollment Process

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Describe the process that will ensure open enrollment with no selective admission criteria. How will you ensure that there are no explicit or implicit barriers to enrollment? Provide a sample application that is inclusive of the school's primary recruitment area. Admission materials must include a non-discrimination statement indicating that all applicants, including those with exceptionalities, are eligible to attend.

Retaining Students

Explain how the school will commit to students so that they will stay at the school year over year.

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GOVERNANCE AND COMPLIANCE

Governing Board

Provide a detailed plan for recruiting board members who meet the ethical, residential, and expertise requirements of the school's bylaws. Offer extra consideration to how the board will have the capacity to execute a financial plan and ensure the school's academic quality. Explain how the board will ensure that its members meet the requirements and uphold the law.

List of Initial Governing Board Members

Include a list of the initial governing board. The board shall consist of no fewer than five members, including at least the following: Two parents/guardians of students attending the charter school operating under the governing board (these members may be identified after enrollment has occurred); and two members who reside in the community served by the charter school (who are not also the parent/guardian board members). Identify any education-related lawsuits in which such individuals have been involved, either directly or indirectly.

Include the following information for each initial board member:

First Name: _____

Last Name: _____

Phone Number: _____

Street Address: _____

City: _____

Board Chair

Yes No

Area of expertise for the board:

- | | | |
|---|--|--|
| <input type="checkbox"/> School administration/leadership | <input type="checkbox"/> Human resources | <input type="checkbox"/> Mission-specific: |
| <input type="checkbox"/> Law | <input type="checkbox"/> Finance | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Special populations (e.g. special education, English learner, Gifted, at-risk) | <input type="checkbox"/> Business operations | |

Future Parent/Guardian

Yes No

Resides in the community

Yes No

Directly or indirectly involved in an education-related law-suit

Yes No

Criminal background check completed

Yes No

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Bylaws

Attach a copy of the school's proposed Bylaws in an appendix. The Bylaws shall include description of the qualifications, terms, and methods of appointment or election of governing board members, subject to W.Va. Code §18-5G-7(b), which requires that members of governing boards:

- Not be an employee of, or receive compensation from, the charter school administered by the governing board;
- Not be an employee of an ESP that provides services to the charter school;
- File a full disclosure report to the authorizer identifying potential conflicts of interest, relationships with management organizations, and relationships with family members who are employed by the public charter school or have other business dealings with the school, the management organization of the school, or any other public charter school;
- Participate in training for new governing board members provided by the West Virginia Department of Education; collectively possess expertise in leadership, curriculum and instruction, law, human resources, and finance; and be considered an officer of a school district under the provisions of W.Va. Code §6-6-7 and that removal from office shall be in accordance with the provisions of that section;
- Not be a member of the authorizing county board of education; and
- Provide documentation of and explanation for any education-related actions taken, legal or otherwise, against them for academic, financial, or ethical concerns. These actions may relate to education generally and/or the operation of charter schools specifically.

Board Policies

Describe all policies the board will have that will create a highly effective governance structure. Include, at a minimum:

- A policy to ensure against fiscal mismanagement;
- A policy for budget-creation, review, approval, and amendment to maintain fiscal stability;
- Personnel policies to be included in a staff handbook, which, at minimum, shall include:
 - i. staff responsibilities
 - ii. performance management processes and plans for administrators, teachers, other instructional personnel, and other staff
 - iii. employment practices and policies, including those covering due-process procedures for staff
 - iv. whistleblower policy
- A student discipline policy, allowing for appropriate due process for all students, including students with exceptionalities and consistent with state and federal laws;
- Fiscal and internal control policies;
- A student safety policy that includes how the school will obtain criminal history checks of every staff, board, and volunteer; and
- A dispute resolution policy, which defines how parents/guardians, students, and staff can file a complaint, and the role the governing board will play in resolving disputes.

Include all proposed and active board-approved policies as appendices to this application.

School Ethics Standards

Offer a board-approved list of the ethics standards the school will adopt for its governing board, officers, school employees, families, and students.

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Insurance

Provide the types and amounts of insurance coverage the charter school will obtain, which shall include liability, property loss, and personal injury, at a minimum.

Student Document Retention

Describe the process the school will use to save official documents for the life of the school including, but not limited to: enrollment confirmation, transcripts, and a copy of the official diploma.

Compliance for Special Populations

Provide a plan to ensure that the school will comply with all state and federal requirements for meeting the needs of all learners, including, but not limited to, students with exceptionalities. In the response, describe what partner organizations, if any, will support the school in meeting all legal requirements. As needed, refer to the staffing model to show how the school will be able to support the needs of all its students.

Food Service

Provide a description of the school's food service offerings. Include the name of the third-party vendor, if applicable. Describe how the school will meet federal and state nutrition standards. Include a description of how the food will be delivered, where students will eat meals, and assurance that Title I students, eligible for free or reduced-price meals, will not be singled out or otherwise treated differently.

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HUMAN CAPITAL

School Leader

Provide a well-crafted plan for recruiting, retaining, and annually evaluating a school leader.

School Staff Structure

Include a proposal for organizing school staff that establishes clear roles, responsibilities, qualifications, and relationships among school administrators and staff.

Service Providers

List all potential contracts with the authorizer or other service provider(s) to fulfill your plan for serving students with exceptionalities, English Language learners, bilingual students, students who are academically behind, and students who are gifted.

Operations Capacity

Provide a description of individual and team qualifications for executing a comprehensive operations plan that includes, but is not limited to, staffing, performance management, facilities management, professional learning, start-up plans, and general operations.

Staffing Plans, Hiring, Management, and Evaluation

Develop a researched-based definition of “high-quality staff” and, if not requiring a teaching credential, the rationale behind your quality indicators. Write a comprehensive strategy for recruiting, developing, retaining, and evaluating the high-quality staff, as defined necessary to achieve the educational mission of the charter school. Include any pre-requisite skills, certificates, and/or degrees that staff will need to be considered high quality and how you will determine that they have met your standards. Describe what professional development you will offer to ensure that staff quality remains strong. Consider what incentives you will put in place to retain high-quality staff. Show how staff performance will be evaluated internally by the school leader. Discuss the role the board will play in ensuring quality.

Professional Learning

Provide the professional learning opportunities the school will provide for its staff, including, but not limited to its teachers, school leadership, and board members.

Organizational Structure

Describe the organizational structure, providing clear lines of authority and reporting between the governing board, school administrators, staff, any advisory bodies or parent/guardian and teacher councils, and any external individuals or organizations that will play a role in managing the charter school, including, but not limited to, ESPs.

ESP-Managed Schools ONLY

Day-to-Day Education

Describe how the ESP will manage the day-to-day education of students in the charter school. Explicitly identify the functions that the ESP will perform. Refer to the staffing model to show which employees will be hired by the ESP and which will be hired by the school.

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Governance

Explain how the school's governing board will retain final authority and oversight of the public charter school. Referring to the section on governance, explain the process the board may undertake to remove the ESP, if it so chooses.

Contract

In an appendix, provide the proposed contract between the School and the ESP. Ensure that the proposed contract includes the following: (1) duration of contract; (2) annual fees and the services that the fees support including any additional fees and their purpose; (3) description of the roles and responsibilities of the school's governing board, the charter school's staff, and the ESP; and (4) how the school's governing board will evaluate the ESP's performance, including the evaluation measures and timelines; (5) how the governing board will oversee the contract and enforce the deliverables; (6) how the governing board will oversee the finances, including monthly detailed budget versus expense reports with explanations; (7) process for an annual review of the ESP's educational and operational practices that it found particularly effective, which the governing board will present to the authorizer; and (8) how the school can terminate the contract and retain all student data and resources purchased for the students.

Conflict of Interest

ESP Conflict of Interest of the proposed governing board members with the proposed ESP: Provide all investment disclosures, including, but not limited to (1) Any interests or entanglements in the ESP, its parent companies, or subsidiaries held by members of the governing board; (2) Any investors, interest holders, subsidiaries, etc. in the ESP; and (3) Disclosure and explanation of any existing or potential conflicts of interest between the governing board and the proposed ESP or any affiliated business entities.

FACILITIES

New Schools

Public or Independently-owned facilities

Provide a description of the facilities needed to achieve the charter school's educational mission and how available public facilities meet those needs or how the school will obtain independent facilities that meet the requirements. Show how the intended facility meets zoning, building, and safety requirements. If an existing facility has been identified, include the proposed lease and site plans, floor plans, and/or square footage to help demonstrate how the facility will meet the students' needs.

Conversion Schools

Leasing and Using Equipment

Provide the school's plans for leasing and using the facilities and equipment of the existing non-charter public school, including, but not limited to, existing school buildings, information technology equipment, and athletic facilities and equipment.

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FINANCIAL PLAN

Financial Plan

Create a detailed proposal for start-up and multi-year operating budgets necessary to achieve the educational mission of the charter school as well as the standard operating procedures, roles and responsibilities, and contingency plans to realize sound financial management across the term of the contract. Include assumptions for staffing, revenue and expenditures. The financial plan must support the staffing plan and all resources needed to operate a successful school.

Five-Year Budget

Attach a Five-year Budget. Include the start-up year and projections for four additional years with clearly stated assumptions. When creating the budget, ensure that it directly supports the staffing model as well as identified curriculum and instruction, including supplemental curriculum and extra-curricular activities.

Five-Year Contingency Budget

Attach a Contingency Five-Year Budget. Include in this budget the minimum number of students the school can enroll in each of its first four years of operation to be economically viable while still enacting its mission, realizing its mission, meeting the needs of all students, including those with exceptionalities and English Language learners, and having a strong academic program and student outcomes.

ESP-Managed schools ONLY

Explain how the ESP will support the school if the school experiences a budget shortfall. How will the ESP provide financial stability, especially during the planning year and first four years of operation?

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CLOSURE PROCESS

Respond to the following questions regarding the school's agreed actions if the school relinquishes its charter, has its charter revoked, or is non-renewed.

1. Explain the method and timeline for announcing the potential closure to relevant parties, including staff, students, community members, the authorizer, partner organizations, and vendors.
2. Describe the process for transferring students and all important records to your county board of education, including, but not limited to, student records, staff and resource records, vendor records and contracts, and all administrative and financial documents.
3. Provide a written assurance that all net assets or equity will be returned to your authorizer after payment of debts.
4. Detail the process for providing all school, financial, and student data and conducting a final financial audit post closure. This process must include identifying an employee or board member who will be responsible for the final closure and dissolution of the school.
5. Timeline for the following actions:
 - a. Notification of parents/guardians of enrolled students and prospective students
 - b. Orderly transition of students and student records to a new non-charter or charter school
 - c. Disposition of school funds, property, and assets in the following order:
 - Satisfy outstanding payroll obligations for employees of the charter school
 - Satisfy creditors of the charter school
 - Remaining funds, property, or assets shall transfer to the authorizing county board

VIRTUAL CHARTER SCHOOLS (if applicable)

Applicants seeking to establish a virtual charter school must respond to the following questions.

1. Explain the hardware and software that will be provided to enrolled students and the process for ensuring that enrolled students have sufficient access to connectivity to allow them to meaningfully engage and participate in the educational program offered.
2. Explain the technical support plan to assist students who experience technical difficulties so that the amount of lost instructional time due to technical difficulties is reduced to the greatest extent possible.
3. Explain the process for administering the general summative assessment to enrolled students. This includes identifying the facility to be used and the plan for ensuring that the required testing protocols are followed.
4. Detail the method for documenting consistent student attendance. Please include in the response whether the applicant has contacted the West Virginia Department of Education to verify that the proposed attendance metric complies with West Virginia's state accountability plan under the Every Student Succeeds Act.

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5. Explain the plan for satisfying IDEA requirements and ensuring enrolled students receive a free, appropriate public education (FAPE). At a minimum, address these items in the explanation. The plan, at a minimum, must describe:
 - How the virtual charter school will ensure that each eligible child with an exceptionality has FAPE available to him or her in accordance with 34 CFR §§300.101 and 300.17;
 - How the virtual charter school will implement the evaluation and eligibility requirements in 34 CFR §§300.300-300.311;
 - How the virtual charter school will carry out the IEP requirements in 34 CFR §§300.320 through 300.324, including those governing IEP content, IEP Team participants, parent/guardian participation, when IEPs must be in effect, consideration of special factors, the development, review, and revision of IEPs, secondary transition services and participation in state assessment programs;
 - How the virtual charter school will implement the requirements in 34 CFR §§300.114 through 300.117, regarding education in the least restrictive environment, including ensuring the availability of a continuum of alternative placements to provide special education and related services; and
 - How the virtual charter school will serve students with exceptionalities in the same manner as these students are served by non-charter schools and provide IDEA Part B funds on the same basis as provided at other schools in the county (34 CFR §§300.209(b)).

6. Explain the proposed method for using data to demonstrate student progress toward graduation using data that accounts for specific characteristics of each enrolled student, including but not limited to, age and course credit accrued prior to enrollment in educational instruction as well as course content delivered primarily over the internet pursuant to enrollment. The method proposed must be consistent with evidence based practices.

7. Explain the requirements to enforce student engagement in instructional activities. Instructional activities means one or more of the following classroom-based or non-classroom-based activities that a student is expected to complete, participate in, or attend during any given school day: online logins to curriculum or programs; offline activities; completed assignments within a particular program, curriculum, or class; testing; face-to-face communications or meetings with school staff or service providers; telephone or video conferences with school staff or service providers; or other documented communication with school staff or service providers related to school curriculum, programs, or services.

8. Provide the policy the charter school will follow regarding students' failure to participate in instructional activities. The policy must include a process and timeline for identifying students who are consistently not engaging in learning activities and providing the appropriate supports to promote consistent engagement. This policy must also state that a student shall become subject to certain consequences, including disenrollment from the school, if both the following conditions are satisfied: (1) the student's parent/guardian receives a written report identifying the student's consistent lack of engagement and repeated attempted interventions by the school; and (2) the student continues to fail to comply with the student engagement requirements within a reasonable period of time following the report. If a virtual charter student is disenrolled from the virtual charter school pursuant to the policy outlined in this subsection, the student's county of residence shall be notified immediately and the student shall be transferred to that county and shall not be eligible to enroll in a virtual charter school for one school year from the date of the student's disenrollment.

9. Explain the requirements for teacher responsiveness. Include expectations and consequences for appropriate teacher responsiveness in the virtual charter school's personnel policy handbook.

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APPLICANT ASSURANCES

All applicants must provide the following assurances by checking each box and initialing after each assurance. By checking and initialing each of these boxes, the applicant assures that the charter school meets and will continue to meet these requirements and uphold the law.

- The charter school will not be a home school or a virtual school. Applicants also completing the Virtual Charter School portion of the application do not have to check and initial this assurance.
- The charter school will not espouse any religious preference or engage in any religious practices in its educational program, admissions, employment policies, or operations.
- The charter school will, under no circumstances, charge tuition.
- The charter school will only impose fees that are imposed by local non-charter public schools.
- The charter school will not, whether through the enrollment process or general operation of the school, put in place requirements or practices that would exclude from enrollment any child at the charter school who would not be excluded at a non-charter public school.
- The charter school's admission and enrollment processes are void of discriminatory practices, and admission materials will include a non-discrimination statement indicating that all applicants, including those with exceptionalities, are eligible to attend.
- The charter school will appropriately evaluate students and comply with all federal requirements, including, but not limited to, federal nutrition standards, the Civil Rights Act of 1964 (Pub.L. 88-352, 78 Stat. 241 (1964); the McKinney Vento Homeless Assistance Act, U.S.C. 11431 et seq.; the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Pub.L. 108-446; the Americans with Disabilities Act of 1990 (ADA), Pub.L. 101-336, 104 Stat. 328 (1990); and Section 504.
- In accordance with Section 504 and the ADA, no otherwise qualified individual with an exceptionality seeking to engage in a major life activity shall, solely by reason of her or his exceptionality, be excluded from participation in, be denied the benefits of, or be subjected to discrimination by a charter school. Charter schools shall create, maintain, and implement a service plan and provide accommodations for each student determined to be eligible for such services.
- The charter school has the capacity and is prepared to enroll a comparable portion of students with exceptionalities as are enrolled in local non-charter public schools.
- The governing board and charter school will timely comply and respond to requests received pursuant to the Freedom of Information Act (W.Va. Code §29B-1-1 et seq.).
- The governing board will conduct its business in compliance with The Open Governmental Meetings Act (W.Va. Code §6-9A-1 et seq.).
- The charter school will adhere to the same immunization requirements that are applicable to non-charter public schools.
- The charter school will adhere to the same compulsory school attendance requirements that are applicable to non-charter public schools.
- Students attending the charter school will receive the same minimum number of days or an equivalent amount of instructional time per year as required of students attending non-charter public schools under W.Va. Code §18-5-45. For virtual charter schools utilizing a learn at your own pace program, sufficient opportunity for learning and engagement to allow mastery of course content will be provided to all enrolled students.
- The charter school will comply with the West Virginia Student Data Accessibility, Transparency and Accountability Act as set forth in W.Va. Code §18-2-5h, the West Virginia Board of Education's Procedures for the Collection, Maintenance and Disclosure of Student Data (Policy 4350), and the Federal Educational Rights and Privacy Act (FERPA).

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- ❑ Pursuant to W.Va. Code §18-5G-3(c)(11), contractors and service providers, and employees of the same, will be prohibited from making direct contact with students, virtually or in person, and will not be permitted unaccompanied access to school grounds when students are present until it can be verified that such individuals have not previously been convicted of a qualifying offense pursuant to W.Va. Code §18-5-5(c).
- ❑ Pursuant to W.Va. Code §18-5G-3(c)(8), the charter school will timely and regularly use the West Virginia Education Information System (WVEIS) to report all data required by statute or policy or the charter contract.
- ❑ Pursuant to W.Va. Code §18-5G-3(c)(10), the governing board and charter school will meet the same accounting and financial reporting requirements required of non-charter public schools, including, but not limited to, participation in the State Auditor's financial transparency website.
- ❑ Pursuant to W.Va. Code §18-5G-11(a)(6), the charter school shall not discriminate against any person on any basis which would be unlawful, under state or federal law, for non-charter public schools in the school district. Provided, this prohibition shall not be construed to limit a charter school from establishing any of the limited set of enrollment preferences allowed in W.Va. Code §18-5G-1 et seq. and Policy 3300.
- ❑ The charter school will propose a process for resolving disputes with the authorizer that the authorizer agrees with. Consider instances of data integrity and validity, compliance with applicable law, and school quality determinations that the authorizer may make over the course of the school's charter.
- ❑ The charter school will adhere to the same building codes, occupancy requirements, regulations, and facility fees that apply to non-charter public schools under Chapter 18 of the W.Va. Code, including, but not limited to, West Virginia State Fire Marshal inspections and certificate of occupancy certificate requirements.
- ❑ The charter school shall obtain all required occupation and operation certificates and licenses prior to the first instructional day for students.
- ❑ Assure that no elected official is receiving, or will receive, monetary compensation if the charter school proposed in the charter school application is authorized.

