

AGENDA

Public Charter School Commission Petition Committee

December 13, 2018, 12:45 p.m.

304 N. 8th Street, Room 241

- 1. Evaluation and Impact of Governing Board Capacity during the Petitioning Phase**

Workshop: Evaluation and Impact of Governing Board Capacity during the Petitioning Phase

Goal: To approve new charter petitions only for schools that are likely to provide improved outcomes for students by using taxpayer funds responsibly to meet a demonstrated community need.

Context: Standards of Quality (SOQ) implementation is underway and will inform future petition reviews. This workshop focuses on SOQ Section III: Board Capacity and Governance Structure.

Opportunity: Internalize the SOQ through examination of past experiences and discussion of how we can make wise decisions going forward.

Impact: The capacity of a governing board dramatically affects the health and effectiveness of the school from startup forward. An authorizer's only opportunity to prevent a weak board from holding a charter is at the petition hearing. However, governance capacity represents one of the most difficult elements of petition evaluation because it is less quantifiable than other elements; additionally, it is challenging to communicate staff's professional judgement to the PCSC through meeting materials.

Case Studies: Petitions approved for fall 2018 opening

Lessons Learned: What are our takeaways from the case studies?


SWOT Analysis: Decision-Making for Healthy Schools Based on Evaluation of Governance Capacity

<p>STRENGTHS (What tools do we already have to help us make good decisions based on governance capacity?)</p>	<p>WEAKNESSES (What currently limits our ability to make good decisions based on governance capacity?)</p>
<p>OPPORTUNITIES (What avenues/resources can we pursue to improve our ability to make good decisions based on governance capacity?)</p>	<p>THREATS (What facts/forces repress our ability to make good decisions based on governance capacity?)</p>

Discussion: How can we capitalize on strengths, address weaknesses, minimize threats, and maximize opportunities?

Action Items:

“We need to be brave, generous people who care enough to do uncomfortable things.”



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

PETITION EVALUATION REPORT & STANDARDS OF QUALITY



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PETITION EVALUATION REPORT



Petition Review Summary

Summary

Notes from the PCSC Staff will appear here.

Summary of Section Ratings

Section 1: Educational Program ↓↓

MEETS STANDARD

Section 2: Financial & Facilities Plan ↓↓

DOES NOT MEET STANDARD

Section 3: Board Capacity and
Governance Structure ↓↓

EXCEEDS STANDARD

Section 4: Student Demand & Primary
Attendance Area ↓↓

FALLS FAR BELOW STANDARD

Section 5: School Leadership and
Management ↓↓

MEETS STANDARD

Section 6: Virtual Schools ↓↓

NOT APPLICABLE

Section I: Educational Program

MEETS STANDARD

READ MORE: [Standards of Quality](#)

Comments

Detailed commentary and references to specific standards of quality applicable to the noted strength or concern will appear here.

Detail

Strengths:

- Strength
- Strength

Concerns:

- Concern
- Concern

Section II: Financial and Facilities Plan

MEETS STANDARD

READ MORE: [Standards of Quality](#)

Comments

Detailed commentary and references to specific standards of quality applicable to the noted strength or concern will appear here.

Detail

Strengths:

- Strength
- Strength

Concerns:

- Concern
- Concern

Section III: Board Capacity and Governance Structure

MEETS STANDARD

READ MORE: [Standards of Quality](#)

Comments

Detailed commentary and references to specific standards of quality applicable to the noted strength or concern will appear here.

Detail

Strengths:

- Strength
- Strength

Concerns:

- Concern
- Concern

Section IV: Student Demand and Primary Attendance Area

MEETS STANDARD

READ MORE: [Standards of Quality](#)

Comments

Detailed commentary and references to specific standards of quality applicable to the noted strength or concern will appear here.

Detail

Strengths:

- Strength
- Strength

Concerns:

- Concern
- Concern

Section V: School Leadership and Management

MEETS STANDARD

READ MORE: [Standards of Quality](#)

Comments

Detailed commentary and references to specific standards of quality applicable to the noted strength or concern will appear here.

Detail

Strengths:

- Strength
- Strength

Concerns:

- Concern
- Concern

Section VI: Virtual Schools

MEETS STANDARD

READ MORE: [Standards of Quality](#)

Comments

Detailed commentary and references to specific standards of quality applicable to the noted strength or concern will appear here.

Detail

Strengths:

- Strength
- Strength

Concerns:

- Concern
- Concern

STANDARDS OF QUALITY



Introduction Checklist

1. Formatting

- All pages are legible in the final PDF (i.e. font size, quality of copy, etc.)
- Petition is continuously paginated
- Section headings and references to appendices are bookmarked and/or hyperlinked

2. Cover Page Requirements

- Name of the school
- Year the school intends to open
- General location of the school (such as school district, county, city, etc.)
- Contact information for the primary representative of the petitioning group (including name, address, phone number, and e-mail address)

3. Table of Contents

- Organized in alignment with the New Charter Petitioner Guidance document
- Page numbers are accurate
- Section titles are hyperlinked to the corresponding page of the petition

4. Executive Summary

- One page maximum
- Introduces the school's organizational structure
- Introduces the school's educational program
- Provides an overview of the community need for such a program
- Summarizes student outcome expectations

5. Mission Statement

- Succinctly relays the purpose and educational philosophy of the school

Section I: Educational Program

1. General Standards of Quality

- a. **Thorough and Compliant** - The petition provides a thorough explanation of the intended educational program.
- b. **Supported and Credible** - The petition includes references to relevant research and documentation of the success of the proposed model. Alternatively, if the model is new and research is unavailable, the petition describes the reasoning behind the approach.
- c. **Connected and Cohesive** - The petition presents an overall educational program that is aligned to the mission and vision and is cohesive with other sections of the petition.

2. Educational Philosophy (New Charter Petitioner Guidance, Pg.7)

- a. The educational philosophy clearly relates to the school's mission and instructional model.
- b. Research and widely accepted best practices support the educational philosophy.

3. Student Academic Achievement Standards (New Charter Petitioner Guidance, Pg.8)

- a. Academic and programmatic goals convey the educational program's anticipated achievement outcomes.
- b. Academic and programmatic goals reflect high standards for the target population.
- c. The goals are logically connected to the school's mission.

4. Key Educational Design Elements, Curricula, Tools, & Instructional Methods (New Charter Petitioner Guidance, Pg.7-8)

- a. Key design elements are thorough and directly relate to the educational program as well as the mission and vision of the proposed school.
- b. Explanations and examples of instructional practices, types of curricula, and tools are detailed, realistic, and consistent with the proposed educational program.

5. Strategies for Serving Special Populations (New Charter Petitioner Guidance, Pg. 8-9)

- a. The special services plan is complete and addresses the needs of special populations, including, but not limited to: special education, at-risk, gifted, and English Language Learners.

- c. The special populations plan appears feasible within the constraints of the proposed academic program.
- d. The plan demonstrates an understanding of the unique needs of the special populations in the proposed target market.

6. Professional Development Plan (New Charter Petitioner Guidance, Pg. 9)

- a. The professional development plan addresses new teacher orientation and onboarding.
- b. The professional development plan includes training specific to the proposed educational model as well as the systems and structures for efficient school operations.
- c. The plan aligns with the school calendar and provides learning opportunities for both groups and individuals as well as varied delivery formats such as guest professionals, off-site trainings, and professional learning communities.

Section 1: Related Appendices

Appendix F: Optional Supporting Documents

- a. No appendices are required for Section I. Optional appendices support the educational program's credibility.
- b. Each document is numbered within this section (i.e. F1, F2, F3, etc.).

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Section II: Financial and Facilities Plans

1. General Standards of Quality

- a. **Thorough and Compliant** - The financial plan and budget template evidence a thorough understanding of federal and state funding mechanisms and distributions as well as the costs associated with school operations. Revenue estimates include realistic variables and restricted funds are used appropriately.
- b. **Supported and Credible** - The petition includes sufficient documentation, assumptions, and details to demonstrate the validity of revenue and expenditure estimates.
- c. **Connected and Cohesive** - The petition's financial and facilities plan meets the stated needs of the academic program and the intended student body. The financial narrative and the budget template are aligned.

2. Fiscal Philosophy and Spending Priorities (New Charter Petitioner Guidance, Pg.9-10)

- a. The fiscal philosophy and spending priorities align to the mission and vision of the school.
- b. The spending priorities provide for effective school operations.
- c. The spending priorities present appropriate use of taxpayer dollars.

3. Transportation and Food Service Plans (New Charter Petitioner Guidance, Pg.10)

- a. The transportation plan (if provided) is compliant and meets the needs of the intended student population.
- b. The nutrition plan (if provided) is compliant and meets the needs of the intended student population.
- c. Cost estimates are credible and supported.
- d. The facility design and staffing plan appropriately support the stated plans for transportation and nutrition.

4. Financial Management and Monitoring Plan (New Charter Petitioner Guidance, Pg.10)

- a. The financial management and monitoring plan identifies the board's fiscal governance role.
- b. The organizational structure ensures appropriate accounting expertise either by including a business manager in the staffing plan or by contracting out services to an experienced organization. (If contracting out for services, the petition outlines the specific duties to be contracted and includes any contracts or MOUs executed to date.)
- c. The plan evidences an understanding of financial policy including accounting practices, internal controls, and related internal procedures.

5. Facilities Plan (New Charter Petitioner Guidance, Pg.10, 16-17)

- a. The two facility options are detailed, realistic, and meet the school's programmatic needs.
- b. The proposed school location(s) is easily accessible to the intended student population and lies within the primary attendance area.
- c. The square footage, outdoor space, and specialty features meet the needs of the educational model.

Section II: Related Appendices

Appendix A1: Financial Summary

- a. See New Charter Petitioner Guidance, pg.16-17, for more information.
- b. The financial summary, which automatically populates, provides a one-page overview of the school's plan.

Appendix A2: Pre-Opening Budget

- a. See New Charter Petitioner Guidance, pg.16-17 for more information.
- b. The pre-opening budget is aligned to the school's start-up plan (as described throughout the narrative) through June 30th of the pre-operational year. Revenues and expenditures are supported and credible.

Appendix A3: Three-Year Operating Budget and Break-Even Year 1 Scenario

- a. See New Charter Petitioner Guidance, pg. 16-17, for more information.
- b. The three-year budget provides appropriate detail for the first few years of the school's operation based on realistic enrollment expectations.
- c. The budget includes a functional break-even, or "plan B" budget for the first year of operation that shows how the school can survive if it does not meet anticipated enrollment numbers. Revenues and expenditures are supported and credible.

Appendix A4: Cash Flow Projection for Initial Operating Year

- a. See New Charter Petitioner Guidance, pg. 16-17, for more information.
- b. The cash flow aligns to the "full enrollment year 1 budget" column on the Operational Budgets tab. The presented budget appropriately accounts for the staggered timing of state distributions of funds and the appropriate timing of various expenditures.

Appendix A5: Facility Options

- a. See New Charter Petitioner Guidance, pg. 16-17, for more information.
- b. The two or more facility options, outlined on the PCSC facilities template, are realistic.
- c. Cost estimates are realistic and consider soft and hard costs of the proposed facility.

Appendix F: Optional Supporting Documents

- a. Additional appendices to support the Financial and Facilities Plan Section may be included in Appendix F.
- b. Each document is numbered within this section (i.e. F2, F3, F4, etc.).

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Section III: Board Capacity and Governance Structure

1. General Standards of Quality

- a. **Thorough and Compliant** - The articles and of incorporation and bylaws are legally compliant and address all necessary content. The petition demonstrates an understanding of the charter school board's legal responsibilities. The narrative and attachments effectively communicate the board's capacity to govern.
- b. **Supported and Credible** - The petition includes documentation of executed bylaws and filed articles of incorporation.
- c. **Connected and Cohesive** - The board membership and structure match the needs of the educational program and the oversight of school operations.

2. Governance Structure (New Charter Petitioner Guidance, Pg.11)

- a. The governance structure includes detailed descriptions of the roles that officers and board committees will play.
- b. The division of duties between governance and management are clear and appropriate.
- c. The governance structure grants the board direct oversight over school leadership and the evaluation of school leaders.
- d. The articles of incorporation and bylaws are consistent with the petition narrative.

3. Board Member Qualifications (New Charter Petitioner Guidance, Pg.11)

- a. The board member qualifications section includes a list of directors currently serving, states each director's term of service, and establishes each director's capacity to govern (qualifications, experience, etc.).
- b. Board membership reflects diverse experience and skills (such as education, law, real estate, management, financial planning, and/or community outreach).

4. Transition Plan (New Charter Petitioner Guidance, Pg.11)

- a. The board's transition plan from founding to the work of governance is clear and likely to be effective.
- b. The transition plan addresses concrete ways to avoid the pitfalls of "founders' syndrome."
- c. The plan includes a list of the current board members who intend to resign in order to apply for a paid position, if the school is approved.
- d. The transition plan accounts for the consistent stewardship of the school's mission and vision.

5. Board Member Recruitment and Training (New Charter Petitioner Guidance, Pg.11-12)

- a. A comprehensive board training plan for sustaining high-quality governance includes an identification of the scope of skills the board desires to maintain, strategies for recruitment, and processes for grooming, selecting, and onboarding new directors.
- b. Board training is detailed, specific, and comprehensive, and addresses the needs of the initial board as well as future board members.
- c. The board training plan allows for self-reflection and opportunities for stakeholders to provide feedback.

Section III: Related Appendices

Appendix B: Articles of Incorporation and Corporate Bylaws (New Charter Petitioner Guidance, Pg.18)

- a. Articles of incorporation are filed with the secretary of state prior to submitting the petition for review by the PCSC. The petition includes a signed copy of the articles.
- b. Included bylaws outline a clear process for selection of members of the school's board of directors, including: number and designation of seats, board member terms, elections vs. appointments, nomination and voting procedures, eligible voters, applicable definitions, etc.

Appendix C: Board Members' Professional Resumes

- a. Resumes establish each board member's credibility with regard to their service on the board.

Appendix F: Optional Supporting Documents

- a. Additional appendices to support the Board Capacity and Governance Structure Section may be included in Appendix F.
- b. Each document is numbered within this section (i.e. F2, F3, F4, etc.).

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Section IV: Student Demand and Primary Attendance Area

1. General Standards of Quality

- a. **Thorough and Compliant** - The petition's proposed educational program reflects the needs and demands of the local community.
- b. **Supported and Credible** - The petition includes evidence of research to document demographics and student demand.
- c. **Connected and Cohesive** - The information presented in this section aligns with the structure and intent of the educational program and facility plans.

2. Primary Attendance Area (New Charter Petitioner Guidance, Pg.12-13)

- a. The primary attendance area is clearly described and appears appropriate.

3. Student Demand (New Charter Petitioner Guidance, Pg.13)

- a. The student demand section describes and documents the need for the academic program in the identified area and provides evidence of student interest/demand for the school.
- b. The student demand section describes the demographics (documented with credible source data) of the intended neighborhood in which the school will be located.

4. Student Population (New Charter Petitioner Guidance, Pg.13)

- a. The intended student population is clear.
- b. The intended student population can be supported by community and district demographics.
- c. The estimate of the anticipated number of students the school expects to serve who will require special services is supported and credible.
- d. The staffing and educational plan is likely to support adequate special services, especially for FRL, special needs, and/or ELL students.

5. Enrollment Capacity (New Charter Petitioner Guidance, Pg.13-14)
 - a. Capacity estimates include whole school and grad-level.
 - b. The growth plan is clear and complete from year one through year five or to final expansion.
 - c. The enrollment goals for each year and for the school at capacity are reasonable and supported by credible data.
 - d. The detailed marketing and recruitment plan allocates adequate staff support and funds to the effort and the plan will likely result in the school meeting its enrollment goals.

6. Community Partnerships and Local Support (New Charter Petitioner Guidance, Pg.14)
 - a. The level of community engagement with the proposed model is appropriate and adequate.
 - b. Documented partnerships and local support align to the mission of the school.

7. Enrolling Underserved Families (New Charter Petitioner Guidance, Pg.14)
 - a. Strategies for reaching at-risk, diverse, and underserved families, as well as families that might not be aware of the school, are well developed.
 - b. Strategies for initial recruitment, as well as ongoing family and community engagement, appear reasonable and likely to be successful.

Section IV: Related Appendices

Appendix F1: District Notification Letter

- a. Appendix F1 includes a dated and signed letter to the district that meets the requirements outlined in I.C. §33-5205.

Appendix F: Optional Supporting Documents

- a. Additional appendices to support the Student Demand and Primary Attendance Area Section may be included in Appendix F.
- b. Each document is numbered within this section (i.e. F2, F3, F4, etc.).

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Section V: School Leadership and Management

1. General Standards of Quality

- a. **Thorough and Compliant** - The petition describes the leadership structure including a description of the experience, qualities, and/or management style of the “right” leader for this school and details regarding the division of duties if a co-director structure is proposed. The petition also evidences clear understanding of [the Idaho Standards for Effective Principals](#).
- b. **Supported and Credible** - The petition includes documentation to support the likely success of the proposed leadership and/or management plan.
- c. **Connected and Cohesive** - The leadership and management plan is aligned to other sections of the petition, including the educational program, organizational chart, and budget.

2. Leadership Team (New Charter Petitioner Guidance, Pg.14)

- a. The narrative describes the responsibilities of and relationships among school leadership, the governing board, instructional leaders, and staff.
- b. The petition includes a plan for evaluating school leaders.

3. Educational Services Provider (if applicable) (New Charter Petitioner Guidance, Pg.14)

- a. If the school has chosen to work with an EMO, CMO, or ESP to provide leadership and/or management services:
 - This section includes the contact information for a representative from the organization or provider and other pertinent information such as other locations where the organization or provider operates, any available achievement data, and any DBAs.
 - This section details the nature and extent of the entity’s participation in the management and operation of the school.
 - This section describes how the school’s board will regularly evaluate the performance of the EMO, CMO, or ESP.

Section V: Related Appendices

Appendix D: School Administration (New Charter Petitioner Guidance, Pg.19)

- a. The organizational chart includes board of directors, administration, business management, contractors (including EMO/CMO, if applicable), and support staff.
- b. If the lead administrator has been identified, Appendix D includes his/her resume and additional pertinent information, including real or potential conflicts of interest.
- c. If the lead administrator has not been identified, Appendix D includes job descriptions and/or description of responsibilities for key leadership positions.

Appendix E: Education Service Provider (if applicable) (New Charter Petitioner Guidance, Pg.19-20)

- a. A thorough term sheet provides the term length and termination agreement.
- b. If applicable, Appendix E includes the two most recent contracts that the ESP has executed with operating charter schools.
- c. The detailed description of the ESP's relationship to the school's board includes any conflicts of interest.
- d. If applicable, the detailed description of how and why the management organization or educational service provider was selected provides evidence that the organization provides high-quality service to similar schools.

Appendix F: Optional Supporting Documents

- a. Additional appendices to support the School Leadership and Management Section may be included in Appendix F.
- b. Each document is numbered within this section (i.e. F2, F3, F4, etc.).

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Section VI: Virtual and Blended Schools

1. General Standards of Quality

- a. Thorough and Compliant - The petition provides a detailed description of the proposal, and establishes the need for such a program.
- b. Supported and Credible - The petition includes documentation to evidence the validity of the chosen Learning Management system (LMS), curriculum, and instructional structure.
- c. Connected and Cohesive - The design of the program is aligned to other sections of the petition including, but not limited to, the budget, staffing plan, and mission.

2. Learning Management System (New Charter Petitioner Guidance, Pg.15)

- a. The description of the chosen LMS addresses the technology platform, curriculum, and rationale for the structure of the program.
- b. The LMS appears adequate to fulfill the mission and meet identified goals.
- c. All students can be served via the identified LMS.

3. Educational Program-Virtual and Blended (New Charter Petitioner Guidance, Pg.15)

- a. There is a strong rationale for use of a virtual program, rather than a brick-and-mortar program, to fulfill the mission and meet stated goals.
- b. The plan to ensure all students have access to the virtual educational program is complete and demonstrates thoughtfulness and planning of petitioners to market to and address educational needs of all students.
- c. The expectations for online teachers include required availability and the role that he/she plays in individualizing and providing guidance on course material.
- d. The student work assessment plan includes the level of teacher involvement required in evaluating and responding to student performance.
- e. The described means by which student will interact with teachers includes timely and frequent feedback about student progress.
- f. The opportunities for student-to-student interaction are practical, diverse, and likely to cultivate school community.
- g. The educational program offers new opportunities for families.

4. Technology (New Charter Petitioner Guidance, Pg.15-16)

- a. A plan for ensuring equal access to all students includes the provision of necessary hardware, software, and internet connectivity required for participation in online coursework.
- b. The plan for provision of technical support relevant to the delivery of online courses is cost-effective, timely, and supported by adequate staff.
- c. The plan for training students and parents in the use of hardware and software is practicable.

5. Professional Development (New Charter Petitioner Guidance, Pg.16)

- a. The strategies for professional development specific to education in the virtual environment address both initial and ongoing training.
- b. The teacher evaluation plan includes strategies specific to virtual education.

6. Data Collection/Attendance and Course Credit (New Charter Petitioner Guidance, Pg.16)

- a. The means of verifying student attendance demonstrate that attendance will focus primarily on coursework and activities correlated to the thoroughness standards.
- b. The proposed means of awarding course credit are adequate.
- c. The strategies for administering standardized testing to all students are practicable and affordable.

Section VI: Related Appendices

Appendix F: Optional Supporting Documents

- a. No appendices are required to support Section VI. Optional appendices support the virtual educational program's credibility.
- b. Each document is numbered within this section (i.e. F2, F3, F4, etc.).

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