



2026 Charter School Application Guidance

All proposed Wyoming charter schools must submit an application through the [online application system](#). This guidance document mirrors the application and offers additional context, explanations, and considerations to support applicants as they put together their official submission. It is best to start your application by preparing the PDF documents as outlined in the Charter School Application Components section of this document. When the application components are completed, you can adhere to the following instructions to submit your application.

The charter school laws applicants should be familiar with include [W.S. 21-3-301](#) through [21-3-314](#) and the Wyoming Department of Education (WDE) Rules, [Chapter 32](#). The WDE recommends reviewing these laws thoroughly before beginning the application process.

Required Details

To complete the Wyoming Charter School Application, the following items are required to be entered into the fields on the application form:

- Proposed Charter school Name.
- The Date Submitted field will be pre-filled.
- Name of Primary Contact.
- Address of School.
- Phone of Primary Contact.
- Email of Primary Contact.
- Charter School Type. Select which type of charter school you are applying to be: New Charter School, Converted Chart School, Charter School within a School, or Full-time Virtual Charter School.
- Authorizer the applicant is applying to:
 - Wyoming Charter School Authorizing Board.
 - Local School District.
- Note: After you make your selection for the above question, you will select the name of the school district in which the school will be operating from the list that appears.
- Do you plan to use a third-party Education Service Provider (ESP) to assist your school?
- Note: After you make your selection for the above question, you will input the ESP's name in the field that appears.
- Enter the Intended start dates for charter school operations and student attendance (per W.S. 21-3-305(a)(xiii)(A) & (B)).
- Enter the proposed first day of school for students.

Charter School Application Components

The next step of the application requires you to upload four PDF files. Per Chapter 32 rules, one file must include a cover sheet and table of contents, and three will contain the information required in each component of the application. You will also have the opportunity to upload a file of additional documentation. The

information below will help you collect and prepare the documentation required for each component of the application. Note: It is recommended that you prepare these documents before starting the online application.

Component 1: Management and Planning

The Vision Behind the School

Purpose and Mission

Explain how the charter school will achieve the purpose of the Wyoming public system, as defined by W.S.21-2-304(a)(ii) - providing students “an opportunity to acquire sufficient knowledge and skills, at a minimum, to enter the University of Wyoming and Wyoming community colleges, to prepare students for the job market or postsecondary or career and technical training and to achieve the general purposes of education that equips students for their role as a citizen and participant in the political system and to have the opportunity to compete both intellectually and economically in society.”

Provide the school’s mission statement and a summary of the mission including the following:

- Identify whom the school is attempting to educate, what it means to be an educated person in the twenty-first century and how learning best occurs. W.S. 21-3-307(a)(i).
- Summarize the distinctive and innovative teaching methods or other exemplary practices that will make the school unique, engaging, and beneficial choice for students, including how the charter school will meet the legislative objectives defined in W.S.21-3-301(a).

Charter School Model

- Explain the proposed charter school model (e.g., project-based, placed-based, performing arts, classical, Career and Technical Education, etc.), why this model was selected, how the model aligns with the purpose and mission, and why high numbers of students in the community : to be served by the proposed charter school would likely be interested in attending a charter school with this particular model.
- Please describe your school’s educational philosophy and the key design elements of the school model. Please provide evidence supporting the success of the proposed model.

Administrative Structure

Applicants

- Provide contact information for each applicant.
- Describe how the applicant team formed and the relationship of its members to each other.
- Indicate whether the applicants will be the initial governing board and, if not, discuss the intended future role of each applicant(s) if the application is approved.
- Describe the process the applicants used to develop the written application, including all assistance provided by outside advisors (e.g., ESPs or consultants).

Governing Board

- Explain the governance structure of the school. W.S. 21-3-307(a)(iv).
- Provide contact information and a resume for each governing board member that includes their relationship to and participation in the community to be served.
- Explain the role of the board in providing financial oversight, and ensuring long-term sustainability of the school.

- Provide a copy of the board policies and bylaws, including how board members will be selected or elected, and any compensation to be paid to board members.
- Include a grievance policy explaining how complaints and concerns about the charter school will be addressed.

Administration

- Describe how administrative services for the school will be provided. W.S. 21-3-308(c).
 - Explain whether the charter school will be an autonomous school that is entirely self-managed, or will be run by an ESP.
 - Include an organizational chart that describes the relationship between the governing board, school leaders, staff, and any ESPs that will play a role in operating or managing the charter school.
- If the charter school governing board intends to contract with an ESP, include a term sheet that meets the requirements defined in W.S. 21-3-307(a)(xxiv)(B) and (C).
- If the service provider operates one or more other charter schools in Wyoming or outside of Wyoming, provide evidence of past performance and the capacity for the operation of the additional school in accordance with 21-3-307(a)(xxv).
- Disclose and explain any existing or potential conflicts of interest between the school governing board, the school’s leadership and management team, and the proposed education service provider or any affiliated business entities. W.S. 21-3-307(a)(xxiv)(C).
- If applicable, what process did you follow for identifying and vetting ESPs? What were the qualifications you were seeking?
- Provide a detailed description of the organization’s growth plans and capacity to successfully support and execute that plan, including business plans to support anticipated growth. The description must also include the organization’s overall growth plan regarding the total number of charter schools it hopes to operate in Wyoming.

Leadership

Projected Enrollment

- Explain the grade levels to be served by the charter school (e.g. K-12), how the projected enrollment was determined, and provide a chart with the projected five-year minimum and maximum enrollment. For example:

GRADES	2023 24		2024 25		2025 26		2026 27		2027 28	
	MIN	MAX								
9	10	30	15	40	15	40	15	40	15	40
10	10	30	15	40	15	40	15	40	15	40
11	10	30	15	40	15	40	15	40	15	40
12	10	30	15	40	15	40	15	40	15	40
TOTALS	40	120	60	160	60	160	60	160	60	160

- Explain the capacity for the charter school, how the capacity was determined, any enrollment caps or limitations on enrollment or class size, and the projected student-teacher ratio.

Proposed Demographics

- Include a table with the projected percentage of the student population who will be eligible for Free and Reduced Lunch, identified as Special Education, and identified as English Learners. For example:

	FREE/REDUCED LUNCH	SPECIAL EDUCATION	ENGLISH LEARNERS
Proposed Demographics	20%	12%	10%

Recruitment and Enrollment Policies

- Explain the process for recruiting students, including any recruiting practices prohibited by school policies (e.g., paying students to enroll).
- Provide the enrollment policies, including open enrollment and non-discrimination.
- Explain the admission and enrollment requirements, W.S. 21-3-307(a)(vii) and (xii), including the application process or form, when students can apply, student or parent interview requirements, parental or student meeting attendance, entrance exams, parent or student writing assignments, report cards, test scores, disciplinary records, teacher recommendations, academic prerequisites, etc.
- Include enrollment preferences in accordance with W.S. 21-3-304(c) and W.S. 21-3-307(a)(vii).
- Explain the procedure for blind lotteries if the enrollment exceeds the charter school capacity.

Enrollment Costs

- Provide a list of fees, if any, including but not limited to uniform costs, activity fees, and technology fees, and explain why these fees will not be a deterrent to enrollment for at-risk students.

Parental Obligations

- Describe any parental involvement requirements, if any (e.g., fundraising, donating funds, volunteering time), that are a condition for maintaining their children’s enrollment, and explain why these parental requirements will not be a deterrent or potential barrier to enrollment for at-risk students.

Grade Level Determination

- Describe the process by which the grade level of students enrolling in the charter school will be determined.

Backfilling

- Will the school allow new students to enroll in the school during the school year?
- Explain the procedure for enrolling a student to take a vacant seat during the school year if backfilling will be allowed.

Re-enrollment

- Describe how the charter school will ensure stability in the student population and promote high levels of re-enrollment.

Community Support

Location

- Describe the proposed location for the charter school, the geographic area from which the charter school intends to draw students, and the rationale for selecting the particular community or geographic area.

Community Need

- Discuss the need for the charter school, explain how the need was identified, and analyze why the existing local schools are unable to meet the need.
- Discuss how input regarding the needs of students was solicited from community stakeholders, the form and nature of feedback received from community stakeholders, and how the feedback was incorporated into the proposal.

Community Support

- Provide evidence of community support. W.S. 21-3-307(a)(xiii).
- Provide evidence of community outreach (e.g., flyers, websites, social media pages, meeting announcements, survey results, etc.).
- Provide a candid analysis of the opposition to the school, as well as evidence of community support (e.g., sign-up sheets from community meetings; letters of support or opposition from community members; formal partnership agreements with community organizations; letters of intent from potential students; philanthropic support, pledges of private funding or other assistance).
- If the application is for a converted charter school, W.S. 21-3-306(b), provide evidence of support of not less than 50% of the teachers employed by the school who teach at the school proposed to be converted, and the parents of fifty percent (50%) of all students attending the school proposed to be converted.

Parent, Teacher and Community Involvement

- Describe the process to be followed by the school to ensure parental, teacher and community involvement. W.S.21-3-307(a)(iv).
- Describe how parents will be involved in the charter school's education-related activities.
- How does the geographic community and its specific challenges influence your approach to serving the target population? Please describe the characteristics of your target population and outline your enrollment priorities.

Communications Plan

- Describe the school's planned approach to communicating with the various school stakeholder groups.
- Discuss the overall marketing strategy for the school.

Component 2: Resources and Operations

Facilities

Facilities Plan

- Include a description of the planned buildings and facilities for the charter school, and the agreements by which these buildings and facilities are to be leased or purchased.
- If the charter school is planning to locate within a school building or facility currently owned by a local school district, include a letter from the State Construction Department verifying that the district facilities are available and adequate for the operation of a charter school.

Technology and Media

- Describe the technology, library, and media services to be provided.
- Provide a breakdown of the technology costs or fees to be paid by students, if such costs or fees exist.

Financial Resources

District Agreement

- Regardless of the authorizer, summarize or include the financial agreement between the charter school and the district in which the charter school will be located, if any. W.S. 21-3-314.

Financial Management

- Describe the person(s) responsible for managing the school's finances, their qualifications, and the systems and procedures for managing the school's finances.
- Describe the process for routinely informing the governing board of the school's finances, and the intended level of financial oversight by the board.
- Describe the method through which stakeholders report concerns of fraud, waste, abuse, or non-compliance and the process for addressing these concerns.

Proposed Budget

- Provide a proposed budget for the term of the charter. W.S. 21-3-307(a)(xv).
- Explain the anticipated annual per pupil revenue and other sources of revenue.
- Describe how the school will ensure it has sufficient funds to cover all anticipated expenses, including but not limited to start-up costs, and the contingency plan in the case of cash flow or budget shortfalls.
- Please provide a budget and budget narrative, including detailed assumptions for revenue, expenses, and contingency planning.

Annual Audit Procedure

- Explain how an annual audit (GASB format) of the financial and programmatic operations of the school, including any services provided by the authorizer, will be conducted. W.S. 21-3-307(a)(viii).

Financial Feasibility

- Include a description of how financial feasibility has been or will be determined.
- Provide evidence that the plan for the charter school is economically sound. W.S. 21-3-307(a)(xiv).
- How will the school structure and implement contingency plans to address facility and financial threats to its long-term viability?

Charter School Closure

- Provide the plan or procedure to be followed if the school relinquishes its charter, has its charter, or has its charter revoked or non-renewed, including the individual or entity responsible for the closure and dissolution, which entity would receive all net assets or remaining equity after payment of debts, and the process for disposition and retention of records.

Human Resources

Employment Policies

- Provide an employee handbook or employment policies for the proposed charter school. W.S. 21-3-307(a)(xviii). The handbook or policies must include:
 - The qualifications to be met by individuals to be employed by the school. W.S. 21-3-307(a)(v).

- The manner by which staff members of the charter schools will be covered under the Wyoming retirement system and federal social security. W.S. 21-3-307(a)(x).
- A description of the rights of any employee of the school district upon leaving the school district to work in a charter school and of any rights upon returning to the school district after employment at a charter school. W.S. 21-3-307(a)(xi) and 21-3-307(a)(xxi).

Teacher Recruitment and Retention

- Describe the planned approach to teacher recruiting, hiring, and retention.

Schedule

School Calendar

- Include a copy of the proposed school calendar.
- Include a discussion of the benefits of the proposed calendar, if such benefits exist.

Transportation and Nutrition

Pupil Transportation

- Discuss how the charter school plans to meet the transportation needs of its pupils and whether the charter school plans to provide transportation for pupils. W.S. 21-3-307(a)(xx).

Food Services

- Describe how the charter school plans to meet the nutrition needs of its pupils and whether the charter school plans to provide food services for pupils.

Information Management and Managing Risk

Data and Records

- Include the process for reporting data to the WDE.
- Describe how data and records will be transferred to the district in which the charter school is located, in the event the charter school is voluntarily or involuntarily closed.
- Describe the process the school will use to retain official documents for the life of the school including, but not limited to: enrollment confirmation, transcripts, and a copy of the official diploma in accordance with W.S. 21-2-202(a)(xxxiv)(A) through (K).

Insurance Coverage

- Include an agreement between the parties regarding their respective legal liability and applicable insurance coverage. W.S. 21-3-307(a)(xix).
- Include the types and amount of insurance the charter school will obtain, including liability, property loss, and personal injury.
- Demonstrate that the charter school is adequately insured for liability, including errors and omissions coverage, and that the authorizer is indemnified to the fullest extent possible. W.S. 21-3-308(c).

Component 3: Educational Program

School Leadership

Instructional Leadership

- Describe the approach to school leadership, including a biography or job description for the intended school leader(s) with evidence of success.
- Explain the role of the school leader in resource allocation and management (e.g., staffing, use of funds, and scheduling), and the autonomy provided to the school leader(s) in managing these resources.

School Culture and Climate

- Describe the desired elements of school culture, and how the school leader(s) will create a school culture that fosters high levels of student performance and parent satisfaction.
- Describe how the school climate will be measured and monitored.

Professional Development

- Explain the approach to teacher professional development.
- Describe how teachers will work together authentically with support from the school leader(s) to improve their practice, increase collective teacher efficacy, and enhance student learning.

Learning Environment

Health

- Explain the procedure the school will follow to ensure the health of all students. W.S. 21-3-307(a)(vi).

Safety and Security

- Explain how the school will maintain a safe, orderly environment with measures in place to prevent violence and bullying. W.S. 21-3-307(a)(vi) and 21-4-311 through 315.

Curriculum

Common Core of Knowledge

- Explain how all ten content areas defined by Wyoming Content and Performance Standards (WYCPS) will be offered (e.g., through an integrated curriculum or through stand-alone courses, or a combination of both).

Common Core of Skills

- Describe any intentional efforts to be made to incorporate skills for success (e.g., the common core of skills, deeper learning competencies) into the curriculum.

Wyoming Content and Performance Standards

- Explain the curriculum with examples of curriculum documents showing alignment to the WYCPS (e.g., alignment matrices, curriculum maps, proficiency scales).
- Explain how curriculum, instruction, and classroom assessments will be aligned to WYCPS in terms of content and cognitive complexity.
- Explain how the WYCPS will be prioritized within the curriculum.

Instruction

Instruction and Assessment

- Explain how the approach to instruction and assessment will be tailored to the mission and the school model.
- Describe any classroom management strategies or practices that will be common across the school and expected in all classrooms.
- Describe how instructional time will be structured to maximize active learning and student engagement, and how student engagement will be monitored and measured.
- Explain how teachers will promote deeper learning and elicit high levels of student engagement through projects, products, and presentations with performance assessments.
- Explain how the school will determine whether students have achieved proficiency for the WYCPS.
- Explain the process for identifying students with a need for additional learning support to achieve proficiency for the WYCPS.

Grading and Reporting

- Provide the grading policy, including how student grades will be reported to the school, students, and parents.
- Provide detailed student learning standards and assessment strategies (formative and summative) you will use to measure student progress.

Learning Supports

Multi-Tiered Supports

- Describe the multi-tiered system of support, or a similarly effective approach to intervention, to be used to identify and provide additional support to all students experiencing difficulties to help them demonstrate proficiency for the WYCPS.
- Explain how the intervention time will be scheduled within the school day.
- Explain the enrichment or extended learning opportunities to be provided during this time for students who have already demonstrated proficiency.
- Explain any extended time opportunities (e.g., after school programs, Saturday school) to be provided with a description of the supports available to students during this time.

Students with Disabilities

- Describe the services, personnel, and processes to meet the needs of students with disabilities.
- Explain how the charter school will ensure that students with disabilities have the same access to educational opportunity as their non-disabled peers.
- Explain how students who are Individuals with Disabilities in Education Act (IDEA) eligible will receive a free and appropriate public education in the least restrictive environment.
- Explain whether the school or the district in which the charter school is located will have primary responsibility for special education at the school, including identification and service provision.

At-Risk Students

- Describe the comprehensive evidence-based strategies to be implemented to reduce barriers to learning for at-risk students, and reduce the risk of dropout.
- Describe the early warning data system or intervention team process to be used to identify students at-risk of academic failure.
- Explain the planned approach to identifying students who are on track to be chronically absent and strategies to be used to minimize chronic absenteeism.

English Language Learners

- Provide an evidence-based plan to identify and serve English learners.

Gifted and Talented Students

- Describe the approach to be used to identify and provide qualitatively differentiated instruction for gifted and talented students. W.S. 21-9-101(c)(ii).

Student Discipline

Student Discipline Policies

- Provide a student handbook that includes the academic and behavioral expectations for students, policies related to student discipline, and the policies and procedures for suspension and expulsion of students. W.S. 21-3-307(a)(ix).

Student Dismissal

- Describe the situations where students would or could be asked to leave the school without following the policies and procedures for suspension or expulsion.

Student Retention

- Describe the process by which enrolled students advance from one grade level to the next, the policy or conditions under which a student will be required to repeat a grade when they don't meet academic or behavioral expectations, and the conditions under which the grade level placement of a student could be lowered (e.g., a 3rd grade student moved to 2nd grade).

Graduation

Only high schools that grant diplomas need to complete this subsection.

Graduation Requirements

- Include required courses students must pass to earn a high school diploma that meet or exceed the requirements set by the State Board of Education. W.S.21-2-304(a)(iii).
- Provide examples of competency-based equivalency exams, aligned to the WYCPS, students may pass in lieu of courses, or indicate that students are not allowed to take competency-based exams in lieu of the course requirements.
- Describe how demonstrating proficiency for the WYCPS will be factored into the requirements to graduate from high school.
- If you are a High School or middle school do you plan to offer course credits that align with the Hathaway Success Curriculum (W.S. 21-13-1307).

Constitution Exam

- Provide a copy of the constitution examination students must pass to graduate from high school, along with the terms of administration, the score students must earn to achieve a passing grade, and the conditions under which a student would have multiple opportunities to pass the exam.

Full-Time Virtual Charter Schools

Only applicants that intend to operate a full-time virtual school need to complete this subsection. If one or more of these requirements have been addressed elsewhere in the written application, reference where they are addressed.

- Describe how the charter school will:
 - Ensure adequate supports are available to the students in their homes or regions, including parent teacher conferences and interactions.
 - Monitor student outcomes and administer state required assessments to all students in a proctored setting.
 - Establish and implement legally permissible criteria and processes for enrollment based on the existence of supports needed for student success.
 - Reach the desired enrollment level of the school for each year of the charter contract, not to exceed two hundred fifty (250) students in any given year, with any increases in enrollment from one (1) year to the next based on whether the school meets its performance requirements.
 - Provide data for oversight, funding, renewal and closure decisions for full-time virtual charter school specific goals regarding student enrollment, attendance, engagement, achievement, truancy and attrition that demonstrates the school meets agreed upon benchmarks.
 - Ensure that no more than twenty percent (20%) of its enrollment shall be from outside of the school district where the charter school is located without prior approval of the authorizer.
- The applicant must provide a detailed budget for the school and propose a funding level per student for the school that is based upon that budget; W.S. 21-3-307(a)(xxiii).

Charter School Assurances

After uploading the PDFs and clicking “next,” applicants will answer yes to questions assuring that the proposed charter school will comply with Wyoming Statutes.

Waiver Requests

Applicants may indicate on the form that they intend to request waivers from the State Board of Education (SBE) for the following statutes:

- The proposed charter school guarantees text books and instructional resources will be provided to students free of charge (W.S. 21-9-201(a)).
- The proposed charter school guarantees that the flags of the United States of America and the State of Wyoming will be displayed when school is in session in, upon, or around each school building (W.S. 21-3-110(a)(xii)).
- The proposed charter school guarantees that internet access will be provided in the school (W.S. 9-2-1035(a)(iii)).
- The proposed charter school guarantees all teachers and leaders will be evaluated at least once annually using a process conforming to Wyoming Department of Education Chapter 29 Rules (W.S. 21-3-110(a)(xvii) and (iii)).
- The proposed charter school guarantees the school will meet the minimum hours of pupil-teacher contact time (W.S. 21-2-304(b)(viii) and 21-4-301).
- The proposed charter school guarantees the school will operate at least 175 pupil-teacher contact days and 185 operational days or will receive approval from the State Board of Education for an alternative schedule (W.S. 21-4-301 and 21-13-307(a)(ii); and 5(a)).

- The proposed charter school will adhere to scheduled holidays, and appropriately recognize days of observance and mourning (W.S. 8-4-101(a) and (c)) and (W.S. 8-4-103 through 106).
- The proposed charter school guarantees temporary school closures (e.g., for inclement weather) will be reported to the Wyoming Department of Education (W.S. 21-13-307(a)(ii)).

All waiver requests shall be submitted to the State Board of Education in writing no later than 10 days after the application is approved. (Chapter 32 Rules Section 9(a)(b)).

Application Submission

After you have input the required information and no errors are showing, hit the submit button. You will receive an email to confirm the receipt of our application. Applications must be received by March 31 to be considered.