

Attachment B.1.2

Application for a New Chartered School

I. Applicant Information:

| | |
|---------------------------|---|
| Application Organization | _____ |
| Date Submitted | Click here to enter a date. |
| Contact Person | _____ |
| Address | _____ |
| City, State, Zip, Country | _____ |
| Phone Number | _____ |
| Email | _____ |
| Name of the School | _____ |
| General Location | _____ |
| Age/Grades of Students | _____ |
| Year of Opening | _____ |

Signature of Person Responsible for this Application:

I assure IQS that the information in this application is accurate.

| | | |
|--------------|-----------|---|
| _____ | _____ | Click here to enter a date. |
| Printed Name | Signature | Date |

NOTE: Do not use this application if this is a proposed expansion of an existing IQS approved charter school? Contact the IQS lead person assigned to your school.

Check the following:

Will this school be a conversion of an existing district school? (Refer to Mn Stat Section 124D.10 Subd 5). Yes No If “yes” attach an explanation which demonstrates that both 60 percent of the sites full time teachers are requesting this conversion and that the district board approved the conversion.

Will this school be offering any coursework online? Yes No If “yes” be certain this is clearly addressed in the application consistent with the MDE application requirements for on-line learning. After IQS approves this application, application will need to be made to MDE Technology Division for approval. Contact IQS if you intend to offer online learning as a major component of your school.

Will this school serve pre-k students? Yes No If “yes” be certain to include the required MDE information. Contact IQS as you are preparing your application to be certain. NOTE: If the application is a primary school in an area of high-needs students i.e. urban area, IQS requires a pre-k program to better assure that students will meet literacy targets by the end of 3rd grade. The chartered school may provide the pre-k program directly or the school may partner with child-care centers, Head Starts, etc. who provide the program. Pre-k is a required aspect of an IQS chartered school that expects to serve students who come to kindergarten without basic literacy skills.

Will this school use Project-based Learning (PBL) as the primary model of instruction? Yes No . If “yes” be certain you include the MDE required provisions.

Has this school been approved by the State Of Minnesota Office of the Secretary of State as a non-profit organization or cooperative? Yes No . If “no” estimate the date when this will occur.

Names of persons directly involved with developing this application: (add additional page(s) if necessary)

| Name | Role | Minnesota Teacher File Folder Number if Applicable |
|------|------|--|
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| | | |
| | | |
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II. School Application

Directions: This application is the evidence that the school being proposed will be an excellent place for children and youth to learn and grow and for professionals to teach. Please know that IQS expectations are very high. If an organization contracts with a consultant to write the application, if IQS has questions we will direct our questions to the person responsible for the application not the consultant writer. Please be certain to complete the entire application.

IQS review rubric to be used:

IQS will review each aspect of the application will use the following 0 - 4 ranking:

0- Did not provide information for this criteria.

1-The information provided was unclear. The applicant did not present an understanding of the criteria needed to start a school.

2- Included some of the information for this criteria and the information was somewhat clear. The applicant only presented a minimal understanding of the criteria needed to start a high-quality school.

3- Included all of the information for this criteria and the information was mostly clear. The applicant presented an understanding of the criteria needed to start a high quality school.

4- Fully included and clearly addressed all of the criteria. The applicant presented a thorough understanding of the criteria needed to start a high quality school.

The following is a summary of the steps in the IQS authorizing process:

While IQS will accept applications written by professional grant writers we far prefer applications prepared by individuals highly competent in the model of school to be proposed. IQS quickly recognizes applications that use the right words but have little understanding of the substance.

- IQS strongly encourages applicants to submit a Letter of Intent prior to submitting a full application. See the IQS website for the Letter of Intent template. Based on the Letter of Intent, the IQS Board will determine which applicants will be encouraged to submit a full application.*
- An application orientation meeting will be conducted prior to time applications are due*
- IQS will address questions during the application preparation period*
- An interview will be conducted with the IQS Review Team if deemed necessary prior to IQS decision-making*
- Resubmission of needed information will be reviewed (if applicable)*
- IQS Board will make a decision regarding authorizing the school*
- If IQS accepts the application for authorizing, it will likely need to gain clarity on one or more minor items prior to IQS filing affidavit with MDE*

I. Executive Summary (3-5 pages maximum---0 Points)

- A. State which part(s) of the IQS Request for Proposals is addressed with this application.
- B. State the school's mission, vision, statutory purpose(s), age/grade levels to be served, number of students to be serve and intended location(s).
- C. Briefly identify the educational philosophy and instructional model/approach to be used and how this school will meet the needs that are currently not being met in the community in which the school will be located.
- D. What aspect(s) of the school will be innovative.

These 3-5 pages are a summary of the application which enables the reader to see the "big picture" of the application.

II. School Foundation – A. Need (15 points)

1. Provide a description and evidence of the need for a school of this nature in the location identified. Be very specific as to these needs and document the source of any data used. Applicants must identify the student performance of the locale where the school is to be located as a part of this justification and must use either MCA, MAP or other such data. However, other data may be used as well. It is acceptable to use state-wide and national data but not in lieu of local data. Information with respect to the model of school in comparison to the locale is strongly advisable. (The proposed school is a language immersion school and none are currently provided in the area.) Also, if the need for the school is not based on student learning in area schools, be certain to provide the need in other ways.
2. Document the support of the community for a school in this location. If specific support is not evident, identify why the applicant believes the community will enroll students at this school.
3. Identify the nearby district(s) and chartered schools and the educational programs being provided to aid in documenting that the proposed school will be different or the results will be better. (Note: this means the specific area where the school will be located. It is optional to include private schools.)

School Foundation – B. Vision, Mission, Values and Goals (20 points)

1. **Vision:** Provide the vision statement for the school citing what the school wants to be. This must be written consistent with professional standards for the vision of an organization.
2. **Mission:** Provide the mission statement for the school citing what the school will do for students and community. This must be written consistent with professional standards for the mission of an organization.
3. **Values of the organization:** State what the organization believes are important "drivers" for the school.
4. **Accountability goals the school intends to accomplish (15 points):**
 - a. Identify specific academic and other goals the school intends to accomplish and how these goals will be measured. The student learning goals must be measurable. For applicants proposing the redesign of the definition of achievement, include how that learning is to be measured and/or how achievement beyond test scores is to be determined.
 - b. For student learning measures, a "growth-model" or "value-added growth model" of data analysis must be used. Both annual progress as well as student growth over a three year period should be explained.
 - c. How will the information collected be used to improve the educational program specifically as well as other aspects of the school?

School Foundation – C. Purpose including innovation (20 points)

1. Purpose(s) (5 points)

The law requires that the primary purpose of a chartered school is to improve learning and achievement. Therefore, the application must list this as the primary purpose for the school. Also, specify one or more of the five other statutory purposes for chartered schools which the school proposes to meet and provide a description of how the schools vision and mission are connected to the identified purpose(s). Note: The applicant should keep in mind that each of the purposes identified must be evaluated. While it is advisable to address more than one of the purposes, the applicant must be certain it understands the purposes it selects.

2. Innovation (15 points)

Identify which aspect(s) of the school will be innovative...new and different. This is a crucial aspect of the proposal and is a “deal breaker.” Although such innovation likely does not have a current demonstrated research base it will have a rationale and preliminary work. Include the hypothesis which the innovation(s) will be testing and the longitudinal evaluation plan to determine the impact of the innovation(s). The proposal may refer the IQS reviewers to another section of the application for this information if that is appropriate.

School Foundation – D. Learning Program, Student Achievement and Accountability (30 points)

1. Educational model, curricula, instructional strategies(24 points)

- a. *Provide the educational philosophy for the school model*
- b. *Provide a clear understanding of the primary instructional model(s)of the school*
- c. *Cite the research in support of this model if applicable (if the instructional model/curriculum is the innovation, cite the literature which discusses this model if applicable.)*
- d. *Describe the curriculum and instruction*
- e. *Describe the teaching skills/experience needed by professionals in this school. This is especially important if the school is a project-based school, whole school RtI, careers oriented school, etc.*
- f. *Specify the alignment of the curriculum with the MN Learning Standards*
- g. *Specify how student progress toward meeting the MN standards and the other results will be tracked*
- h. *How does this model of school specifically assist educationally and economically disadvantaged students*

2. Individual needs programs: (16 points)

a. *Special Education*

(1) Describe the child-find process including the early-intervening model the school will be using. IQS will not authorize a school that uses a severe-discrepancy model for the identification of students with learning disabilities. If this model is included, the application will be disapproved without further review. It is advised that the applicant describe the use of a Response to Intervention (RtI) model including the three tiers.

(2) Describe the special education services provided in the least restrictive environment

b. *Students with Limited-English Proficiency*

(1) Describe the model(s) of service for LEP students

(2) An RtI model is advised

c. *Assisting other students with needs*

d. Describe how the process the school will use to address the individual needs of each learner including gifted/talented.

School Foundation – E. School Founders (20 points)

1. Include a list of all of the “school founders” and for each person, identify the following information (or attach a resume’ which includes this information.) The competence of the school founders is extremely important:
 - a. Experience in E-12 education
 - b. Experience with the development and operation of either a chartered school, a district school or private school
 - c. Their expected role and responsibilities during the pre-operational period
 - d. Whether they intend to be a member of the board of the school
 - e. Whether they intend to apply for employment at the school
 - f. Describe their affiliation(s) with other founders and current/potential consultants and vendor organizations
 - g. Provide evidence of a criminal background check

III. Pre-operational School – A. Governance (12 points)

1. *Board Recruitment: Describe the expertise/characteristics sought in yet-to-be-recruited board members and explain the value of those characteristics.*
2. *Board Training: Describe the training plan for initial training during the board’s pre-operational planning period and for ongoing board training once school opens. Include participation in both authorizer and MDE training as a part of this plan.*
3. *Parent, family, student and community involvement: Describe the strategy for engaging parents of potential students (including foster parents, grand-parents, step-parents, etc.), students themselves (if the school is for older students) and other members of the community in the planning, program design and implementation of this school.*
4. *Plan for fulfilling board obligations:*
 - a. *Describe how the interim board will develop policy during the pre-operational planning period to ensure the board governs the chartered public school in compliance with state, local and federal requirements;*
 - b. *Describe the board’s process for developing personnel policies including position descriptions for staff and staff performance oversight.*
 - c. *Describe the procurement policies and procedures for contracting with vendors to assure compliance with MN law (application must demonstrate thorough understanding of these laws)*
 - d. *Draft Board Conflict of Interest Policy*

Pre-operational School – B. Marketing and Outreach Strategies (8 points)

1. *Identify the number of students expected to attend the school each year by age/grade level and the number of years it will take to meet those expectations. (Maximum of five years)*
2. *Describe the outreach process for recruitment*
3. *Specifically identify how the school will conduct outreach to educationally and economically disadvantaged and hard-to-reach populations.*
4. *Describe the open admissions process including a lottery to provide equal access to all students who make application.*

Pre-operational School – C. Facility Identification (4 points)

1. *Facility Needs Planning Process*
 - a. *Describe the school’s plan including the timeline and process for determining space needs and space selection appropriate to the program model and enrollment*
 - b. *Describe the current facilities needs assessment*
2. *Facility Selection Process*

- a. *Describe the plan and timeline for locating, evaluating and selecting a building where the lease is affordable, provides the necessary space conducive for instruction in the schools model and which meets all health and safety codes*
- b. *Provide a description of current facilities that have been identified as possible use*

Pre-operational School – D. School Calendar (10 points)

1. *Describe the calendar the school intends to use including beginning and end dates. If a year-round school, make that clear:*
 - a. *How does the calendar align with the mission of the school*
 - b. *What are the total teacher contact days*
 - c. *What are the total student instructional days not counting staff development days or parent conference days*
 - d. *What is the student length of day (excluding meals)*
 - e. *Outline a “typical day” for students and teachers*

Pre-operational School – E. Management Goals and Challenges (18 points)

1. *Provide an organizational chart including the board, school leadership and school professional staff. Include the major responsibilities of each. How is this structure consistent with the mission of the school?*
2. *Describe the fair and open process the interim board will use for recruiting and hiring the school leader(s) including the timeline for position description finalization, recruitment (including under-represented groups) and hiring. If this is a teacher-led school, are the teachers a part of the application development?*
3. *If the school intends on hiring an interim director, what is this process*
4. *How will staff be recruited and hired for the school*
5. *What is the interim board process for selecting a financial manager, developing and monitoring of the budget*
6. *What is the process for the development of a professional development plan for the school consistent with the mission, goals and model of the school to assure the school will be “Ready to Open.”*

IV. Fiscal – Three-year Operational Budget (15 Points)

1. *Complete the budget for three years. Be especially clear how the Planning Year (before students attend) will be funded.*
2. *Clearly specify the assumptions being made for student enrollment, revenue and expenditures and projected fund balances.*
3. *Explain how the budget aligns with the mission and goals of the school.*

Forward this document and application to:

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