

Iowa Charter School Application Guide

Founding Group Model

This document is a companion guide to the **Iowa Charter School Application: Founding Group Model**. It contains all the information needed for a founding group¹ to complete and submit an application for a charter school to the Iowa State Board of Education (State Board).

To ensure timeliness and the complete review of Charter School Applications, a [Notice of Intent to Apply](#) is solicited at least 60 days prior to the application deadline of November 1. Submission of this completed form serves as the official *Notice of Intent to Apply*. Not completing the *Notice of Intent to Apply* does not make a potential applicant ineligible to apply; however, completing the notice supports the Department in timely and effective review of applications.

This guide follows the same basic organization as the application with the addition of a process section, and review rubric. Sections provide additional information not detailed in the application, including how each section will be evaluated during the review process.

- A. Application and Review Process
 - 1. Cover Sheet
 - 2. School Overview
 - 3. Academic Program Design and Capacity
 - 4. Operations Plan and Capacity
 - 5. Financial Plan and Capacity
 - 6. Assurances, Conditions and Reporting
 - 7. Certification
- B. Full review rubric

**Technical assistance is available at charters@iowa.gov*

¹ Founding group means a person, group of persons, or education service provider [or "an education management organization, charter school management organization, or other person with whom a charter school contracts for educational program implementation or comprehensive management"] that develops and submits an application for a charter school to the state board under this chapter [Iowa Code sections 256E.2, subsections 256E.2(4) through 256E.2(5)].

A. Application and Review Process

There are four stages in the application process: (1) Develop and Submit, (2) Review and Evaluate, (3) Recommend and Authorize, and (4) Contract. A general schedule for the stages of the charter school application and review process are reflected in the table below.

Charter School Application and Review General Timeline.

Action	General Timeline
Notice of Intent to Apply , submitted to alert the Department of intent to apply to be a charter school to the State Board.	August -September
1. Develop and Submit	
(a) Application Support Webinar, hosted by the Department for potential applicants only.	August
(b) Applicant Office Hours, open to all potential applicants.	September-October
(c) Application Deadline	November 1
2. Review and Evaluate	
(a) Application Review, completed by an expert Department Review Team.	November-January
(b) Public Forums, conducted by the applicant.	November-January
(c) Applicant Capacity Interviews, conducted by the Department with the application team on-site.	November-January
3. Recommend and Authorize	
(a) State Board Webinar, open to all applicants.	December
(b) State Board Authorizer meeting, attended in person by the Department and the application team.	January
4. Contract	
(a) Contract Webinar, open to all authorized Charter Schools.	January-February
(b) Contract Review, completed by the Department Review Team.	January-February
(c) State Board Contract Approval meeting, attended in person by the Department and application team.	February

Develop and Submit

Each year, the Department hosts an (a) *Application Support Webinar* for all interested applicants. Notice of the webinar is provided to all respondents of the *Notice of Intent to Apply* form that is posted within this document, and on the [Department's Charter School page](#). The webinar provides an overview of each stage of the application and review process, time to address applicant questions, and the schedule for (b) *Applicant Office Hours*.

The (c) *Application Deadline* is November 1 at 11:59pm. For an application to be reviewed, the founding group must submit the completed **Iowa Charter School Application: Founding Group Model** and all required attachments by the deadline. Each question on the application is required, and incomplete applications may not be reviewed for approval. Note that once an application is submitted, it is considered final, and no additional changes will be accepted. ***The founding group must submit the completed application, and all the required attachments, via email to charters@iowa.gov.***

Notice to Applicants

An applicant for a charter school contract under Iowa Code chapter 256E has the burden of producing sufficient evidence to support approval and the burden of persuading the State Board of Education that the application is to be granted.

Review and Evaluate

Review requirements for the Department (on behalf of the State Board) include (A) Review, (B) Public Forum) and (C) Capacity Interviews.

- A. **Review** The Department Review Team must review each application to evaluate charter school readiness and capacity using criteria consistent with nationally recognized principles and standards. The Department Review Team is composed of Department staff who are experts in their respective areas, as well as external members selected based on specific area(s) of expertise as needed for a well-rounded team. Each section of the application is reviewed, evaluated and rated based on a 3-point scale.

The table below provides the overall rating system applied across application items. An applicant will receive a rating of 0, 1 or 2 on each item, based on how well the response demonstrates the charter school's capacity in that area.

Overall Rating Description

Rating	Description
2: Meets or Exceed the Standard	The response reflects a thorough understanding of key issues within the topic (Academics, Operations, Finance). It addresses the area with specific and accurate information that demonstrates thorough preparation; presents a clear, realistic picture of how the school expects to operate; and reflects the applicant's capacity to carry out the area addressed effectively.
1: Partially Meets the Standard	The response meets the criteria in some respects, but lacks detail and/or requires additional information in one or more topics.
0: Does Not Meet the Standard	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; is unsuited to the mission of a charter within Iowa Code Ch. 256E, or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.

Each application item has specific criteria the applicant must address. The [Application Review Rubric](#) outlines those criteria. This rubric, combined with the overall rating system, is used by reviewers to rate each item on the application.

- B. **Public Forum** The charter school founding group must conduct a public forum to provide an opportunity for local residents to learn about - and provide input on - the proposed charter school's application [Iowa Code section 256E.5, subsection 256E.5(5)]. It is the responsibility of the charter school founding group to schedule, advertise, host (in person), present, and facilitate the public forum within the resident district. The Department attends each forum, either onsite or virtually. The following information must be provided to the Department regarding the forum: date, time, location, advertising used, materials used (e.g., PowerPoint, handouts), and attendance - both founding group and community attendees.
- C. **Capacity Interview** The Department Review Team must conduct an in-person capacity interview with the charter school founding group [Iowa Code 256E.5, subsection 256E(5)]. It is the responsibility of the Department to schedule the capacity interviews with each charter school founding group. Interviews are conducted following the completion of the review and evaluation by the Department Review Team.

Recommend and Authorize

Each year, the Department hosts a (a) *State Board Webinar* for all applicants. The webinar provides an overview of the expected protocols for attendance and participation in Iowa State Board of Education meetings, what to expect, and the process followed during authorization. It is expected that the applicant founding group will attend the *State Board Authorizer* meeting in person.

For the application to be recommended for approval, each question response must receive an average score (i.e., the average of all evaluators' scores) of at least one. An application with an average score of zero on any question will not be recommended for approval because it does not meet the minimum criterion (or criteria) required to open and operate a successful charter school. Based on the recommendation of the Department, the State Board must:

- Approve a charter school application only if the applicant has demonstrated competence in each element of the State Board’s published approval criteria and is likely to open and operate a successful charter school;
- Make application decisions on documented evidence collected through the application review process; and
- Adhere to the policies and criteria that are transparent, based on merit, and avoid conflicts of interest or any appearance thereof [Iowa Code section 256E.5, subsection 256E.5(6)].

The decision to approve or deny the establishment and operation of a charter school must be within 75 calendar days after the application is received. An approval decision may include, if appropriate, reasonable conditions that the independent founding group must meet before a charter school contract may be executed pursuant to Iowa Code section 256E.6 [Iowa Code section 256E.5, subsection 256.5(8)].

Approval

If an application is approved, the State Board must execute a charter school contract with the founding group within 30 days after State Board action [Iowa Code section 256E.6, subsection 256E.6(1)]. If the application is approved with conditions, the founding group must meet all conditions imposed on their application before a charter school contract is executed.

Denial

If an application is denied, the State Board must notify the founding group, in writing, of application denial within 30 days after the State Board's action. The notice must specify the exact reasons for denial and provide documentation supporting those reasons. The decision of the State Board is final and not appealable, but an unsuccessful applicant may reapply to the State Board [Iowa Code section 256E.5, subsections Iowa Code 256E.5(8) through 256E.5(10); Iowa Administrative Code rule 281—19.5, subrule 281—19.5(4)].

Contract

Once authorized, a contract between the State Board and the charter school must be in place within 30 days. Each year, the Department hosts a *(a) Contract Webinar* for all authorized charter schools. The webinar provides an overview of the expected components of a contract, the process, and reviews expected protocols for attendance and participation in Iowa State Board of Education meetings during contract approval.

The *(b) Contract Review* is completed by the Department Review Team. It is expected that the contract will go through revisions based on review results. The charter school contract must include performance provisions that clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the State Board's evaluation of the charter school, without compromising individual student privacy. Iowa Administrative Code subrule 19.9 and Iowa Code section 256E.9, subsection 256E.9(1) requires the [performance framework](#) to include:

1. Student academic growth and proficiency in English language arts on statewide outcome assessments.
2. Student academic growth and proficiency in mathematics on statewide outcome assessments.
3. Achievement gaps in both proficiency and growth on statewide outcome assessments between specified populations or groups of students, including groups based on gender, race, poverty, special education status, limited English proficiency, and gifted status.
4. Benchmark status on early literacy approved screening measure(s) in grades kindergarten through three.
5. Attendance.
6. Conditions for learning data (as required by Iowa's state plan under: *Every Student Succeeds Act*).
7. Enrollment attrition and mobility.
8. Postsecondary readiness for students in grades nine through 12.
9. Goals specified in the charter school's mission.
10. Financial performance and sustainability.
11. Governing board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the charter contract.

1. Cover Sheet

The Cover Sheet is focused on all contact information for the charter school application, pre-opening and operational needs of the proposed charter school as well as charter location and enrollment. Every item must be completed in order to be considered. Criteria used to review this section is provided in the table below.

1. Cover Sheet

#	Area	Expected Criteria that meets a level 2 rating
A.	Proposed Charter School Name	There is a name for the proposed charter school.
B.	Charter School Location	The charter school address is provided if known - if not the proposed geographic area is provided.
C.	Proposed Charter School Start Year	The year is selected.
D.	Primary Contacts	The table is complete with all contacts listed. No more than two contacts may be served by the same individual.
E.	Administration, Management, and Staff Contacts	The table is complete with contacts listed by role.
F.	Governing Board Contacts	The table is complete and if members are unknown, there is a date when the members are expected to be known/available
G.	Charter School Enrollment	Minimum-Planned-Maximum enrollment is completed for each grade level proposed.

2. School Overview

The *School Overview* is focused on the purpose of the charter school, executive summary, and information regarding charter school mission, target population, community served and evidence of need for the charter school. There are a few critical aspects of this section that are important to note:

- The applicant ***must*** select the proposed charter school purposes as defined in Iowa Code section 256E.1, subsection 256E.1(3). More nuanced information about charter purpose may be shared within the executive summary.
- An executive summary ***should be no more than one page***, and focus on why the proposed charter school is uniquely qualified to meet the purpose(s) selected. This should be significantly different from what a traditional public school offers, specifically in the resident district of the proposed charter school.
- The results of an environmental scan are appropriate to use when answering the school target population and community served.
- Mission and vision statements are ***brief***, and when read together, allow families to know if the charter is a good fit for their child(ren).
- Evidence of need is critical as this information serves as the very basis for why the charter school is being established within the area selected. This must go beyond the environmental scan used to provide justification for the target population and community served - it needs to

include documented evidence that clearly shows the applicant has engaged the community, resident district and/or families. It is not enough to connect with businesses.

Every item must be completed in order to be considered. Criteria used to review this section is provided in the table below.

2. School Overview

#	Area	Expected Criteria that meets a level 2 rating
A.	Charter School Purpose	The applicant selected one or more options for the purpose of a charter school.
B.	Executive Summary	The applicant clearly outlines the purpose of the Charter as outlined in Iowa Code section 256E.1, subsection 256E.1(3), and how the charter is uniquely qualified (their capacity) to meet that purpose effectively. The purpose of the Charter must be one of the listed areas in law.
C.	Target Student Population & Community	The applicant provides: <ul style="list-style-type: none"> • Results of an environmental scan (i.e., data review of current publicly available data, such as student assessment results), and • Local educational context/programs offered that are clearly tied to the innovative program to fulfill a gap in the portfolio of educational options in that area.
D.	Vision	The applicant provides a vision that clearly and succinctly communicates the innovation. In other words, what sets the student experience in this school apart from what is available in the comprehensive and/or non-public schools?
E.	Mission	The applicant provides a mission that identifies the end-game purpose of the school. Families should be able to read the vision/ mission together and know if the school is a good fit for their student.
F.	Evidence of Need	The evidence of need should: <ul style="list-style-type: none"> • Clearly demonstrate the applicant assessed the community's need* and support for the proposed charter school, • Include supporting documentation that demonstrates how the demand and need within the proposed area supports the charter and enrollment numbers proposed, • Include community survey results, or summaries from meetings with the resident district, or community meetings, and • Indicate that the charter took time to study the area, connect with the community, and understand the needs of the area that the charter proposes to fill. <p>*This should go beyond an environmental scan, and include direct engagement of the community to assess needs and support.</p>

3. Academic Program Design and Capacity

The *Academic Program Design and Capacity* is focused on detailed descriptions of the innovative academic programming, instructional models, assessment of student progress (assessment plan), identification and provision of student supports and co/extra-curricular programming. This section is deep and robust as this is all about whether the founding group has an appropriate academic system that has the capacity to be effective for learners and sustainable over time. This is the **WHAT** of the proposed charter school's business plan. There are a few additional aspects to highlight for this section:

- **A. Academic Programming.** Information provided here should highlight what is unique about the proposed charter school. The executive summary provided a space for an overview - this area provides space for details. How will this charter be different from any other school? Why would this academic programming be successful for the target population and community? How will you know students are successful in what this charter offers? It may be beneficial to include a day in the life of a student in the proposed charter school, aligned to the daily schedule provided in 4.F. *This area is about the programs.*
- **B. Instructional Model.** Be very clear about the charter school's delivery model - is it 100% online? If hybrid, be certain to accurately list the percent time in online vs onsite.
- **B. Instructional Model-Curriculum.** This is all about the materials that support the programs described under academic programming. What actual evidence-based materials/curriculum will the charter use? How do you know the materials/curriculum are evidence-based? It may be beneficial to include an example lesson, materials and activities tied to the example provided under academic programming, and aligned to the daily schedule provided in 4.F. *This area is about materials/curriculum.*
- **B. Instructional Model-Teaching methods.** This is all about the methods and strategies used by teachers - how teachers teach - within the proposed charter school. What is unique about - or most effective - in the methods/strategies used by teachers? *This area is about teaching methods/strategies.*
- **C. Assessment of Student Progress.** Take time to fully complete the assessment table provided and then use the text box to succinctly describe the assessment system that will be used in the proposed charter school.
- **D. Identification and Provision of Student Services.** Refer to the information provided in C. *Assessment of Student Progress* as needed throughout this section. There is no need to recreate/re-describe information provided in C. Focus on any additional information for identification of students, and spend more time on describing how the charter will serve students.

Every item must be completed in order to be considered. Criteria used to review this section is provided in the table below.

3. *Academic Program Design and Capacity*

#	Area	Expected Criteria that meets a level 2 rating
A.	Academic Programming	<p>The applicant describes academic programming that:</p> <ul style="list-style-type: none"> • Is clearly different than the programming offered at traditional public schools, • Directly linked to the selected purpose(s) of the proposed charter school, • Demonstrates alignment to state academic standards across ELA, Math, Science, social studies, and 21st century skills, • Includes the unique aspects of the charter that will address the identified student population's needs, and • Includes a description of how students' learning will be assessed/demonstrated.
B.1.	Instructional Model: Learning Environment	There is an answer selected
B.2.	Instructional Model: Anticipated time on school grounds	There is an answer selected
B.3.	Instructional Model: Class Size and Structure	<p>The applicant provides the projected class size and student-teacher ratio, as well as what grades would be represented in a particular classroom.</p> <p>For example, <i>We anticipate the typical class size at 10 students with one teacher; the classrooms are content-skill specific and therefore any grade may be represented in any particular classroom.</i></p>
B.4.	Instructional Model: Curriculum	<p>The applicant describes curriculum and related materials teachers will use as evidence-based which reflects one or more of the following:</p> <ul style="list-style-type: none"> • Falls into the "strong" category of the ESSA levels of evidence, • Has statistically significant meaningful effects on student outcomes, • It is repeatedly cited as having strong or moderate evidence in What Works Clearinghouse (WWC) Practice Guides, • Has a meta-analysis showing convergent evidence of statistically significant meaningful effects on student outcomes, • Is aligned to the Iowa Core Standards, and • Has content developed/supported by companies well-known in the field to support evidence-based curriculum and materials <p>Also includes explanation of how the school's graduation requirements will ensure student readiness for college or other post-secondary opportunities (trade school, military service, or entering the workforce).</p>
B.5.	Instructional Model: Teaching Methods	<p>The applicant describes teaching methods that:</p> <ul style="list-style-type: none"> • Are research-based, and • Are effective to meet the needs of the target population. <p>Simply stating that differentiation will be used is not enough - the description must include the methods to be used to ensure the needs of students will be met.</p>

#	Area	Expected Criteria that meets a level 2 rating
C.	Assessment of Student Progress	<p>The applicant describes an assessment plan that:</p> <ul style="list-style-type: none"> ● Reflects/is similar to Multi-Tiered System of Supports, ● Includes a list of assessments across the following types of assessments, screening, progress monitoring, diagnostic, formative and outcome assessment, ● Includes the purpose of each assessment, when/how assessments are administered, by whom, and how results will be analyzed and used to determine student progress, and ● Indicates what steps are taken if a student or a group of students is not progressing at an appropriate rate of growth. <p>This item is about the full assessment system</p>
D.1.	Identification & Provision of Student Supports: Special Education	<p>The applicant builds on the answer to C, and does not repeat the answer to C. The applicant includes details around the Service Delivery plan including:</p> <ul style="list-style-type: none"> ● How assessments described in C are used to identify students who may need to be referred for an evaluation to receive special education services, ● How students will be referred for special education, ● How students will be evaluated, ● The continuum of services and placements to be provided, ● How accommodations and modifications will be provided, ● How specially designed instruction will be provided, including qualifications of staff, ● How services will be organized, ● How students' progress is monitored and what happens if they are not progressing at an appropriate rate of growth, ● How caseloads of special education teachers will be determined and monitored, and ● How educators will be supported to serve students, including ongoing professional development. <p>The description should also include how this plan adheres to the provisions of the Individuals with Disabilities in Education Act.</p>
D.2.	Identification & Provision of Student Supports: English Learners	<p>The applicant builds on the answer to C, and does not repeat the answer to C. The applicant summarizes the school's LAU plan and use of ELPA21, including:</p> <ul style="list-style-type: none"> ● How students will be identified as English Learners, ● The continuum of services to be provided, ● How specific programming will be provided to support English Learners, ● How students' progress is monitored and what happens if they are not progressing at an appropriate rate of growth, and ● How educators will be supported to serve students, including ongoing professional development. <p>The description should also include how this plan adheres to compliance with applicable laws and regulations.</p>

#	Area	Expected Criteria that meets a level 2 rating
D.3.	Identification & Provision of Student Supports: Gifted & Talented	<p>The applicant builds on the answer to C, and does not repeat the answer to C. The applicant summarizes the school's Gifted and Talented plan, including:</p> <ul style="list-style-type: none"> ● How assessments described in C are used to identify students who may need to be evaluated for Gifted and Talented services, ● How students will be identified as Gifted and Talented, ● The continuum of services to be provided, ● How specific programming will be provided to support students who are Gifted and Talented, ● How students' progress is monitored and what happens if they are not progressing at an appropriate rate of growth, and ● How educators will be supported to serve students, including ongoing professional development <p>The description should also include how this plan adheres to compliance with applicable laws and regulations.</p>
D.4.	Identification & Provision of Student Supports: Failing/Below Grade Level	<p>The applicant builds on the answer to C, and does not repeat the answer to C. The applicant includes the following details:</p> <ul style="list-style-type: none"> ● How the assessments described in C are used to identify students who are failing/below grade level, including the use of the following data: screening and statewide assessment results, failing grades and attendance data (i.e., chronic absenteeism), ● How students will be further evaluated to determine next steps, ● The continuum of services or interventions available/to be provided (e.g., resource map), ● How students' progress is monitored and what happens if they are not progressing at an appropriate rate of growth, and ● How educators will be supported to serve students, including ongoing professional development. ● The description should also include how this plan adheres to compliance with applicable laws and regulations.
E.	Parent Involvement	<p>The applicant provides a coherent description for establishing and maintaining the intended parent involvement strategies from the first day of school that include effective communication strategies (e.g., push-out, and collaborative input/feedback loops that include all parents, including families that do not speak English) and sound family-school partnership strategies that are welcoming and accessible to all parents. This includes how the school will use partnerships to strengthen support for learning (e.g., home-school extended learning opportunities, use of volunteer networks), and how parent-teacher conferences will go beyond traditional models to support the school's targeted population.</p>
F.	Co-Curricular and Extra-Curricular Programs	<p>The applicant provides a clear description of what co/extra-curricular activities will be offered at the proposed charter school, how the programs will be funded as well as supported/delivered by staff, and how the programs align to their student population and supports the purpose of the charter school.</p>

4. Operational Plan and Capacity

The *Operational Plan and Capacity* is focused on demonstrating the capacity of the Founding Group, Administration-staff and Governing Board to effectively open, operate and sustain a charter school. With that, it also allows the applicant to describe the organizational structure, facilities plan, information on Educational Service Provider(s), school calendar and daily schedules as well as student recruitment and code of conduct. This section is deep and robust as this is all about whether the people in the system have the capacity to effectively operate in a way that is sustainable. This is the **WHO** of the proposed charter school's business plan. There are a few additional aspects to highlight for this section:

- **A.1, B.1, C.1. Capacity.** Be specific about the aspects of the people listed - or of the people to be hired/members of the governing board - that, when taken as a whole, have the capacity to plan and implement the business plan for a charter school. Be thoughtful about roles, responsibilities and what makes each member or member-to-be value-added and needed to create the capacity needed to open, operate and sustain a charter school.
- **B.2, C.2, G. Recruitment.** For each area, be sure to describe the how, when, where, and who of recruiting high-quality administration-staff (B.2) and board members (C.2) as well as the target student population (G). In B.2., describe recruitment policies and processes and how open positions will be advertised within the community - then refer back to this description in C.2 and G, adding any unique pieces of information needed (e.g., student recruitment requires significantly different information).
- **B.3, C.3. Professional Learning.** These areas are fundamentally different. The professional learning and support for administration-staff provides an opportunity to detail how and why specific professional development is selected for all staff, or individual staff members and what mentoring and induction looks like for the proposed charter. Professional learning for board members is focused on building a functional board that is able to effectively run a charter school.
- **B.4, C.4. Evaluation.** These are fundamentally different. Performance evaluations are about individual staff evaluation and the description must include how the charter school's plan for doing this is based on evidence-based practices, standards and rating system. The board evaluation is about team functioning, focus and ongoing performance of the charter school.
- **D.1. Structure & Authority.** The attached organizational chart should clearly indicate the relationship between all entities within the charter school, and how they work together to support the ongoing sustainability of the proposed charter school. This is the full picture of how the human resources within the proposed charter school will function to realize the purpose, mission and vision of the charter.

Every item must be completed in order to be considered. Criteria used to review this section is provided in the table below.

4. *Operational Plan and Capacity*

#	Area	Expected Criteria that meets a level 2 rating
A.1.	Capacity	<p>The applicant provides all the necessary information (the table is complete, vitae are submitted) with enough detail to determine the capacity of the founding group's combined knowledge, skills and experience.</p> <p>Based on the information provided, the founding group has demonstrable combined expertise to build, open, operate and sustain a well-functioning charter school that will lead to positive student outcomes.</p>
B.1.	Capacity	<p>The applicant provides all the necessary information (the table is complete, vitae are submitted) with enough detail to determine the capacity of the administration-staff.</p> <p>Based on the information provided the identified -or proposed -personnel have - or appear to have if hired - the capacity to operate and sustain a well-functioning charter school with positive student outcomes, and that the administrators are sufficiently experienced to implement the business plan and operate an innovative school successfully.</p>
B.2.	Recruitment	<p>The applicant provides the following in the described recruitment plan:</p> <ul style="list-style-type: none"> ● Position descriptions written/aligned to charter purpose, vision and mission ● Recruitment adheres to required non-discriminatory practices ● Position posting includes process to advertise within the community
B.3.	Professional Learning & Support	<p>The applicant describes an evidence-based professional development model which:</p> <ul style="list-style-type: none"> ● Reflects/is similar to the Iowa Professional Development Model, ● Includes an overview of professional learning that supports ongoing learning, and ● Provides a schedule, process and comprehensive plan for mentoring/induction for both administrators and staff that is linked to the purpose, vision and mission of the charter.
B.4.	Performance Evaluation	<p>The applicant describes an evidence-based evaluation plan which:</p> <ul style="list-style-type: none"> ● Reflects/is similar to the Iowa Model Educator Evaluation System, and ● Includes standards and a rating system that clearly articulates the criteria upon which educators are evaluated.
C.1.	Capacity	<p>The applicant provides all the necessary information (the table is complete, vitae are submitted) with enough detail to determine the capacity of the governing board.</p> <p>Based on the information provided, the identified -or proposed -members have - or appear to have, if members of the board- the capacity to create a well-rounded board that will guide the proposed charter school, and has sufficient experience to implement the business plan and operate an innovative school successfully.</p>
C.2.	Recruitment	<p>The applicant provides the following in the described recruitment plan:</p> <ul style="list-style-type: none"> ● Governing board member expertise descriptions written/aligned to charter purpose, vision and mission ● Recruitment adheres to required non-discriminatory practices ● How membership will be advertised within the community
C.3.	Professional Learning	<p>The applicant describes an evidence-based professional learning plan for governing boards with an overview of professional learning that supports ongoing learning to build the combined expertise, knowledge and skills of the board as a whole.</p>

#	Area	Expected Criteria that meets a level 2 rating
C.4.	Self- Evaluation	The applicant describes an evidence-based self-evaluation plan for the governing board. The plan should articulate criteria and a rating system that results in performance and progress evaluation and leads to ongoing continuous improvement of the board itself.
D.1.	Structure & Authority	The applicant provides a copy of the organizational chart; the description provides a clear delineation of duties and powers- as well as authority and reporting - between entities. The description aligns with the attached organizational chart. Entities: Founding group, Administrators-staff, Governing Board, Other entities (e.g., Educational Service Provider, Charter Management Organization).
D.2.	Staffing Plan	The applicant provides a copy of the staffing plan; the description includes how staffing needs will be assessed, analyzed and addressed within professional learning and/or performance evaluation next steps, and how the charter will ensure all educators have appropriate licensure. Further, the staffing plan includes ways to ensure the staffing is adjusted to align with changes in enrollment, needs of the student population to ensure quality student results over the duration of the contract.
D.3.	Policies	Policies are attached. Each policy aligns to: <ul style="list-style-type: none"> ● Charter purpose, vision and mission ● Target population and community ● Recruitment plans ● Staffing Plan
E.	Education Service Provider	Each contractual relationship and/or partnership is named/provider listed, and the nature/purpose of each is fully explained.
F.	School Calendar and Schedule	The applicant provides: <ul style="list-style-type: none"> ● A school calendar that includes all required information: school year/semester start-end dates, holidays/no-school days, PD days ● A daily schedule that includes all required information: daily start-end times, class period start-end times, name of classes/content to be covered, and if 9-12, a master schedule/course catalog. Quality is not rated.
G.	Student Recruitment	The applicant describes a plan and timelines for recruitment, enrollment, and transfers that clearly align to the charter's target population. The plan includes detailed information about enrollment preferences and procedures for conducting transparent admissions selections and lotteries that are publicly available and provided to the targeted communities.
H.	Student Code of Conduct	The applicant describes the student code of conduct that: <ul style="list-style-type: none"> ● Includes disciplinary sanctions for general/special education students ● Delineates the types of student actions that result in discipline ● Indicates how discipline practices and procedures will be monitored to ensure legal and policy compliance. ● Provides the appeal process that the school will employ for students facing expulsion. ● Indicates how the school will consider the rights of students with disabilities in disciplinary actions and proceedings - i.e., manifestation determinations

#	Area	Expected Criteria that meets a level 2 rating
I.	Facilities Plan	<p>The applicant describes a facilities plan that:</p> <ul style="list-style-type: none"> ● Is aligned to the Start Up and Five-Year plans outlined under 5.B. and 5.C. ● Outlines a plan that clearly details how a facility will be identified, constructed, renovated or otherwise secured for the proposed charter school. ● Details contingency arrangements in case a facility is unable to be secured or late in construction/renovations; ● Provides evidence that the charter school will be able to successfully secure a facility by the chosen start date.

5. Financial Plan and Capacity

The *Financial Plan and Capacity* is focused on demonstrating the capacity of the financial plan to support and sustain the operation of a charter school. This area allows the applicant to describe - in detail - the financial plan from start up through year five of an established contract. This section is deep and robust as this is all about whether the Founding Group has an adequate budget, and the finances demonstrate the capacity to open and sustain the proposed charter school. This is the **HOW** of the proposed charter school's business plan. There are a few additional aspects to highlight for this section:

- **A.1, A.2, A.3. Transportation, Food Services, Other Services.** Although these services are not required, if the proposed charter school intends to provide these services - the plan provided must be clear and address all the details indicated.
- **Start Up Plan.** A critical component of any proposed charter school is ensuring doors open on time with the appropriate staff in place. This area is focused on all the work leading up to the first day of operation. For charters opening the year following the submission of an application, this timeframe is approximately 6 months (February-July); for charters postponing for a year, this timeframe is approximately 18 months.
- **Five Year Plan.** This is the most critical component of the proposed charter school business plan. It is **essential** to complete the budget template provided. Take time to fully detail each aspect of the table provided in the application across all five years. There may be specific details for year one and two that become broader in years three-five which may be reflected as such in the table:
 - Year One. Detailed description of activities
 - Year Two. Detailed description of activities
 - Year Three-Five. Broader overview of ongoing activities
- **Contracting with an Educational Service Provider.** (ESP) is completed only if the proposed charter intends to contract with an ESP. If the charter intends to do this, this area allows the applicant to showcase the capacity of the ESP. Be sure the ESP is reflected on the organizational chart attached in 4. D.1.

Every item must be completed in order to be considered. Criteria used to review this section is provided in the table below.

5. *Financial Plan and Capacity*

#	Area	Expected Criteria that meets a level 2 rating
A.1.	Transportation Services	<p>The applicant describes transportation services that:</p> <ul style="list-style-type: none"> ● Outlines bus inspection and safety procedures ● Includes how drivers are trained ● Provides the logistics for services - planned routes or description of how the routes will be created ● Indicates cost to the families ● Includes source of service (e.g., school-owned or contracting out), and other information relating to personnel and operations.
A.2.	Food Services	<p>Charters engage in NSLP: NSLP Program: School shares details of plan on how they will produce and serve meals to students. Identify if meals will be self-prep or vended from another source (another school, commercial facility, hospital). Awareness or acknowledgement of the required USDA NSLP meal pattern. Identify a School Food Service Director. Identifies what school year the school plans to implement NSLP/SBP. (4-6 month startup needed)</p> <p>Charters engaged in other options: Provides details on how meals will be provided and costs will be covered.</p>
A.3.	Other Services	<p>The applicant describes the other services plan that:</p> <ul style="list-style-type: none"> ● Identifies the services anticipated to be offered ● Provides a clear operational plan, including fiscal planning
B.	Start Up Plan	<p>The applicant describes the Start Up plan that:</p> <ul style="list-style-type: none"> ● Addresses each area of the Pre-Opening checklist: Enrollment & Admissions, Governance, Innovative Instructional Program, Staffing, Budget & Finances, Facilities, Insurance Coverage, Other ● The table is complete for each listed area ● Reflects actions that must be completed prior to opening ● Provides enough detail to determine that actions are sufficient to reasonably result in a successful opening
C.	Five-Year Plan	<p>The applicant describes a Five-Year plan that:</p> <ul style="list-style-type: none"> ● Addresses each area: Enrollment & Admissions, Governance, Innovative Instructional Program, Staffing, Budget & Finances, Facilities, Insurance Coverage, Other ● The table is complete for each listed area ● Reflects actions that must be completed throughout the life of the contract ● Includes a completed budget template that indicates financial sustainability ● Provides enough detail to determine that actions are sufficient to result in a charter that is effectively operational and sustainable
D.	Fundraising	<p>The applicant describes anticipated fundraising; the school demonstrated knowledge of allowable fundraising activities and appropriate uses of related funds.</p>
E.1.	Evidence of Success	<p>The applicant provides a summary and attached evidence of ESP success that:</p> <ul style="list-style-type: none"> ● Demonstrates the success of the ESP in serving the targeted student population and community proposed ● Indicates success in student growth and outcomes (with student populations that are similar to the proposed targeted student population) ● Indicates that the ESP has demonstrated enough rigorous evidence to be reasonably confident similar results will occur with the proposed charter school.

#	Area	Expected Criteria that meets a level 2 rating
E.2.	Evidence of Past Performance	<p>The applicant provides a summary and attached evidence of ESP past performance within other charter schools that:</p> <ul style="list-style-type: none"> ● Demonstrates the success of the ESP in serving the targeted student population and community proposed in other charter schools the ESP has operated ● Indicates success in student growth and outcomes in other charter schools the ESP has operated (with student populations that are similar to the proposed targeted student population) ● Indicates that the ESP has demonstrated enough rigorous evidence to be reasonably confident that similar results will occur with the proposed charter school. ● Provides enough detailed information about the capacity of the ESP (sound budget management, proper allocation of resources) to be reasonably confident the ESP has the capacity to take on another charter school ● Provides enough detailed information about the commitment of the ESP (resources allocated to the new charter, commitment and time allocated to the new charter) to be reasonably confident the ESP has the commitment to open and sustain the proposed charter school
E.3.	Staff Performance Evaluation	<p>The applicant describes the ESP staff performance evaluation that:</p> <ul style="list-style-type: none"> ● Includes how staff are evaluated, and criteria used (measures) ● Compensation structure for all staff ● Is aligned to the 5-Year budget plan in the area of Staffing ● Provides enough detail to understand the evaluation structure, and determine its efficacy within the Iowa context - is it at or above the compensation structures within Iowa's other traditional and charter public schools; is the compensation enough to attract and retain staff; is it sustainable given the 5-year budget plan
E.4.	Contract Oversight & Dispute Resolution	<p>The applicant describes the ESP's method of contract oversight and dispute resolution that:</p> <ul style="list-style-type: none"> ● Is compliant with state laws ● Provides enough detail to understand the methods and determine whether they will result in effective oversight and legal obligations
E.5.	Investment Disclosures & Conflicts of Interest	<p>The applicant describes the ESP's investment disclosures and conflicts of interest that:</p> <ul style="list-style-type: none"> ● Detail where and when it applies ● Provides enough detail to determine whether conflicts of interests exist
G.1.	Waiver Requests	Waiver requests are selected, if applicable
G.2.	Support	<p>The applicant describes support that:</p> <ul style="list-style-type: none"> ● Details the reasons for waiving specific statutes/administrative rules, including how the desired waivers will help achieve the articulated mission, vision, and programming for Iowa students ● Indicates the TA requested from the DE to support the charter

6. Assurances, Conditions and Reporting

All assurances must be marked yes in order for the application to be considered. Later discovery of a provider's failure to adhere to any of the assurances may be the basis for the State Board to revoke the charter contract.

7. Certification

The following individuals must certify the application before submission:

- Founding group authorized representative,
- Governing board president, (if identified), and
- Education service provider authorized representative (if identified).

8. Attachments

All attachments must be provided as indicated below - asterisks indicate items that are required only if applicable. Please ensure each attachment has (1) the included title as it appears in the table below, (2) page number(s), and (3) all attachments are included in a single file, submitted with the application.

- **2.F. Evidence of Need.** Supporting documentation should be provided that demonstrates evidence of need, this should include community survey results, or summaries from meetings with the resident district, or community meetings.
- **4.A.1. Founding Group Vitae.** Curriculum vitae of each listed Founding Group member.
- **4.B.1. Administrator-Staff Vitae.** Curriculum vitae of each listed Administrator-Staff indicated.
- **4.C.1. Governing Board Vitae.** Curriculum vitae of each listed Governing Board member
- **4.D.1. Organizational Structure.** Copy of the proposed charter school's organizational chart that clearly delineates how the founding group, administrators-staff, and the governing board work together to support the pre-opening, opening, and sustainability of the proposed charter school.
- **4.D.2. Staffing Plan.** Copy of the proposed charter school's staffing plan,
- **4.D.3.a. Employment Policies.** Copy of Employment Policies
- **4.D.3.b. Hiring Policies.** Copy of Hiring Policies
- **4.D.3.c. Governing Bylaws.** Copy of Governing bylaws
- **4.F.a. Calendar.** Copy of full-year calendar
- **4.F.b. Daily Schedule.** Copy of daily schedule
- ***4.F.c. Master Schedule-Course Catalog.** If applicable to the proposed charter school, a master schedule-course catalog (charters that will include grades 9+)
- **5.C. Five Year Budget Plan.** Copy of the completed budget template across the five years of the established charter school contract
- ***5.D. Evidence of Contributions.** Copy of evidence of contributions if the proposed charter school has anticipated fundraising contributions.
- ***5.E.1. ESP Evidence of Success.** If applicable, evidence of the ESP's success in serving student populations like those proposed in this application.
- ***5.E.2. ESP Evidence of Past Performance.** If applicable, evidence of the ESP's past performance, and the founding group's capacity for an additional charter school

B. Application Review Rubric

The table below provides the overall rating system applied across application items. An applicant will receive a rating of 0, 1 or 2, based on the quality of responses that reflect the capacity of the proposed charter school in any given item.

Overall Rating Description

Rating	Description
2: Meets or Exceed the Standard	The response reflects a thorough understanding of key issues within the topic (Academics, Operations, Finance). It addresses the area with specific and accurate information that demonstrates thorough preparation; presents a clear, realistic picture of how the school expects to operate; and reflects the applicant's capacity to carry out the area addressed effectively.
1: Partially Meets the Standard	The response meets the criteria in some respects, but lacks detail and/or requires additional information in one or more topics.
0: Does Not Meet the Standard	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; is unsuited to the mission of a charter within 256E, or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.

Each application item has specific criteria the applicant must address. The ***Application Review Rubric*** outlines those criteria. This rubric, combined with the overall rating system, is used by reviewers to rate each item on the application.

1. *Cover Sheet*

#	Law	Area	Expected Criteria that meets a level 2 rating
A.		Proposed Charter School Name	There is a name for the proposed charter school.
B.	c. The location of the proposed charter school or the proposed geographic area within the state where the school is proposed to be located.	Charter School Location	The charter school address is provided if known - if not the proposed geographic area is provided.
C.		Primary Contacts	The table is complete with all contacts listed. No more than two contacts may be served by the same individual.
D.		Administration, Management, and Staff Contacts	The table is complete with contacts listed by role.
E.		Governing Board Contacts	The table is complete and if members are unknown, there is a date when the members are expected to be known/available
F.	"d. Identification of the grades to be served each school year during the duration of the charter school contract. e. Minimum, planned, and maximum enrollment per grade for each school year during the duration of the charter school contract."	Charter School Enrollment	Minimum-Planned-Maximum enrollment is completed for each grade level proposed.

2. School Overview

#	Law	Area	Expected Criteria that meets a level 2 rating
A.	b. The mission and vision of the proposed charter school, including identification of the targeted student population and the community the school intends to serve.	Charter School Purpose	The applicant selected one or more options for the purpose of a charter school.
B.	[4]a. An executive summary.	Executive Summary	The applicant clearly outlines the purpose of the Charter as outlined in Iowa Code section 256E.1, subsection 256E.1(3), and how the charter is uniquely qualified (their capacity) to meet that purpose effectively. The purpose of the Charter must be one of the listed areas in law.
C.	b. The mission and vision of the proposed charter school, including identification of the targeted student population and the community the school intends to serve.	Target Student Population & Community	The applicant provides: <ul style="list-style-type: none"> • Results of an environmental scan (i.e., data review of current publicly available data, such as student assessment results), and • Local educational context/programs offered that are clearly tied to the innovative program to fulfill a gap in the portfolio of educational options in that area.
D.	b. The mission and vision of the proposed charter school, including identification of the targeted student population and the community the school intends to serve.	Vision	The applicant provides a vision that clearly and succinctly communicates the innovation. In other words, what sets the student experience in this school apart from what is available in the comprehensive and/or non-public schools?
E.	b. The mission and vision of the proposed charter school, including identification of the targeted student population and the community the school intends to serve.	Mission	The applicant provides a mission that identifies the end-game purpose of the school. Families should be able to read the vision/ mission together and know if the school is a good fit for their student.
F.	f. Evidence of need and community support for the proposed charter school.	Evidence of Need	The evidence of need should: <ul style="list-style-type: none"> • Clearly demonstrate the applicant assessed the community's need* and support for the proposed charter school, • Include supporting documentation that demonstrates how the demand and need within the proposed area supports the charter and enrollment numbers proposed, • Include community survey results, or summaries from meetings with the resident district, or community meetings, and • Indicate that the charter took time to study the area, connect with the community, and understand the needs of the area that the charter proposes to fill. <p>*This should go beyond an environmental scan, and <u>include direct engagement with the community to assess needs and support.</u></p>

3. Academic Program Design and Capacity

#	Law	Area	Expected Criteria that meets a level 2 rating
A.	i. A description of the academic program and identification of ways the program aligns with state academic standards.	Academic Programming	<p>The applicant describes academic programming that:</p> <ul style="list-style-type: none"> • Is clearly different than the programming offered at traditional public schools, • Is directly linked to the selected purpose(s) of the proposed charter school, • Demonstrates alignment to state academic standards across ELA, Math, Science, social studies, and 21st century skills, • Includes the unique aspects of the charter that will address the identified student population's needs, and • Includes a description of how students' learning will be assessed/demonstrated.
B.1.	j. A description of the charter school's instructional model, including the type of learning environment, class size and structure, curriculum overview, and teaching methods.	Instructional Model: Learning Environment	There is an answer selected
B.2.	j. A description of the charter school's instructional model, including the type of learning environment, class size and structure, curriculum overview, and teaching methods.	Instructional Model: Anticipated time on school grounds	There is an answer selected
B.3.	j. A description of the charter school's instructional model, including the type of learning environment, class size and structure, curriculum overview, and teaching methods.	Instructional Model: Class Size and Structure	<p>The applicant provides the projected class size and student-teacher ratio, as well as what grades would be represented in a particular classroom.</p> <p>For example, <i>We anticipate the typical class size at 10 students with one teacher; the classrooms are content-skill specific and therefore any grade may be represented in any particular classroom.</i></p>

#	Law	Area	Expected Criteria that meets a level 2 rating
B.4.	j. A description of the charter school's instructional model, including the type of learning environment, class size and structure, curriculum overview, and teaching methods.	Instructional Model: Curriculum	<p>The applicant describes curriculum and related materials teachers will use as evidence-based which reflects one or more of the following:</p> <ul style="list-style-type: none"> • Falls into the "strong" category of the ESSA levels of evidence, • Has statistically significant meaningful effects on student outcomes, • It is repeatedly cited as having strong or moderate evidence in What Works Clearinghouse (WWC) Practice Guides, • Has a meta-analysis showing convergent evidence of statistically significant meaningful effects on student outcomes, • Is aligned to the Iowa Core Standards, and • Has content developed/supported by companies well-known in the field to support evidence-based curriculum and materials <p>Also includes explanation of how the school's graduation requirements will ensure student readiness for college or other post-secondary opportunities (trade school, military service, or entering the workforce).</p>
B.5.	j. A description of the charter school's instructional model, including the type of learning environment, class size and structure, curriculum overview, and teaching methods.	Instructional Model: Teaching Methods	<p>The applicant describes teaching methods that:</p> <ul style="list-style-type: none"> • Are research-based, and • Are effective to meet the needs of the target population. <p><u>Simply stating that differentiation will be used is not enough</u> - the description must include the methods to be used to ensure the needs of students will be met.</p>
C.	k. The charter school's plan for using internal and external assessments to measure and report student progress on the performance framework in accordance with section 256E.9.	Assessment of Student Progress	<p>The applicant describes an assessment plan that:</p> <ul style="list-style-type: none"> • Reflects/is similar to Multi-Tiered System of Supports, • Includes a list of assessments across the following types of assessments, screening, progress monitoring, diagnostic, formative and outcome assessment, • Includes the purpose of each assessment, when/how assessments are administered, by whom, and how results will be analyzed and used to determine student progress, and • Indicates what steps are taken if a student or a group of students is not progressing at an appropriate rate of growth. <p>This item is about the full assessment system.</p>

#	Law	Area	Expected Criteria that meets a level 2 rating
D.1.	I. Plans for identifying and serving students with disabilities, students who are limited English proficient, students who are academically failing or below grade level, and gifted students, including but not limited to compliance with applicable laws and regulations.	Identification & Provision of Student Supports: Special Education	<p>The applicant builds on the answer to C, and <u>does not repeat the answer to C</u>. The applicant includes details around the Service Delivery plan including:</p> <ul style="list-style-type: none"> • How assessments described in C are used to identify students who may need to be referred for an evaluation to receive special education services, • How students will be referred for special education, • How students will be evaluated, • The continuum of services and placements to be provided, • How accommodations and modifications will be provided, • How specially designed instruction will be provided, including qualifications of staff, • How services will be organized, • How students' progress is monitored and what happens if they are not progressing at an appropriate rate of growth, • How caseloads of special education teachers will be determined and monitored, and • How educators will be supported to serve students, including ongoing professional development. <p>The description should also include how this plan adheres to the provisions of the Individuals with Disabilities in Education Act.</p>
D.2.	I. Plans for identifying and serving students with disabilities, students who are limited English proficient, students who are academically failing or below grade level, and gifted students, including but not limited to compliance with applicable laws and regulations.	Identification & Provision of Student Supports: English Learners	<p>The applicant builds on the answer to C, and <u>does not repeat the answer to C</u>. The applicant summarizes the school's LAU plan and use of ELPA21, including:</p> <ul style="list-style-type: none"> • How students will be identified as English Learners, • The continuum of services to be provided, • How specific programming will be provided to support English Learners, • How students' progress is monitored and what happens if they are not progressing at an appropriate rate of growth, and • How educators will be supported to serve students, including ongoing professional development. <p>The description should also include how this plan adheres to compliance with applicable laws and regulations.</p>

#	Law	Area	Expected Criteria that meets a level 2 rating
D.3.	I. Plans for identifying and serving students with disabilities, students who are limited English proficient, students who are academically failing or below grade level, and gifted students, including but not limited to compliance with applicable laws and regulations.	Identification & Provision of Student Supports: Gifted & Talented	<p>The applicant builds on the answer to C, and <u>does not repeat the answer to C</u>. The applicant summarizes the school's Gifted and Talented plan, including:</p> <ul style="list-style-type: none"> • How assessments described in C are used to identify students who may need to be evaluated for Gifted and Talented services, • How students will be identified as Gifted and Talented, • The continuum of services to be provided, • How specific programming will be provided to support students who are Gifted and Talented, • How students' progress is monitored and what happens if they are not progressing at an appropriate rate of growth, and • How educators will be supported to serve students, including ongoing professional development <p>The description should also include how this plan adheres to compliance with applicable laws and regulations.</p>
D.4.	I. Plans for identifying and serving students with disabilities, students who are limited English proficient, students who are academically failing or below grade level, and gifted students, including but not limited to compliance with applicable laws and regulations.	Identification & Provision of Student Supports: Failing/Below Grade Level	<p>The applicant builds on the answer to C, and <u>does not repeat the answer to C</u>. The applicant includes the following details:</p> <ul style="list-style-type: none"> • How the assessments described in C are used to identify students who are failing/below grade level, including the use of the following data: screening and statewide assessment results, failing grades and attendance data (i.e., chronic absenteeism), • How students will be further evaluated to determine next steps, • The continuum of services or interventions available/to be provided (e.g., resource map), • How students' progress is monitored and what happens if they are not progressing at an appropriate rate of growth, and • How educators will be supported to serve students, including ongoing professional development. <p>The description should also include how this plan adheres to compliance with applicable laws and regulations.</p>

#	Law	Area	Expected Criteria that meets a level 2 rating
E.	v. Proposed opportunities and expectations for parent involvement.	Parent Involvement	The applicant provides a coherent description for establishing and maintaining the intended parent involvement strategies from the first day of school that include effective communication strategies (e.g., push-out, and collaborative input/feedback loops that include all parents, including families that do not speak English) and sound family-school partnership strategies that are welcoming and accessible to all parents. This includes how the school will use partnerships to strengthen support for learning (e.g., home-school extended learning opportunities, use of volunteer networks), and how parent-teacher conferences will go beyond traditional models to support the school's targeted population.
F.	m. A description of co-curricular and extracurricular programs and how the programs will be funded and delivered.	Co-Curricular and Extra-Curricular Programs	The applicant provides a clear description of what co/extra-curricular activities will be offered at the proposed charter school, how the programs will be funded as well as supported/delivered by staff, and how the programs align to their student population and supports the purpose of the charter school.

4. *Operations Plan and Capacity*

#	Law	Area	Expected Criteria that meets a level 2 rating
A.1.	g. Background information on the members of the founding group and background information on the governing board, administration, and management personnel of the proposed charter school, if available.	Capacity	<p>The applicant provides all the necessary information (the table is complete, vitae are submitted) with enough detail to determine the capacity of the founding group's combined knowledge, skills and experience.</p> <p>Based on the information provided, the founding group has demonstrable combined expertise to build, open, operate and sustain a well-functioning charter school that will lead to positive student outcomes.</p>
B.1.	g. Background information on the members of the founding group and background information on the governing board, administration, and management personnel of the proposed charter school, if available.	Capacity	<p>The applicant provides all the necessary information (the table is complete, vitae are submitted) with enough detail to determine the capacity of the administration-staff.</p> <p>Based on the information provided the identified -or proposed -personnel have - or appear to have if hired - the capacity to operate and sustain a well-functioning charter school with positive student outcomes, and that the administrators are sufficiently experienced to implement the business plan and operate an innovative school successfully.</p>
B.2.	r. Plans for recruiting and developing school administrators, staff, and governing board members and the charter school's employment policies, including performance evaluation plans.	Recruitment	<p>The applicant provides the following in the described recruitment plan:</p> <ul style="list-style-type: none"> • Position descriptions written/aligned to charter purpose, vision and mission • Recruitment adheres to required non-discriminatory practices • Position posting includes process to advertise within the community
B.3.	r. Plans for recruiting and developing school administrators, staff, and governing board members and the charter school's employment policies, including performance evaluation plans.	Professional Learning & Support	<p>The applicant describes an evidence-based professional development model which:</p> <ul style="list-style-type: none"> • Reflects/is similar to the Iowa Professional Development Model, • Includes an overview of professional learning that supports ongoing learning, and • Provides a schedule, process and comprehensive plan for mentoring/induction for both administrators and staff that is linked to the purpose, vision and mission of the charter.
B.4.	r. Plans for recruiting and developing school administrators, staff, and governing board members and the charter school's employment policies, including performance evaluation plans.	Performance Evaluation	<p>The applicant describes an evidence-based evaluation plan which:</p> <ul style="list-style-type: none"> • Reflects/is similar to the Iowa Model Educator Evaluation System, and • Includes standards and a rating system that clearly articulates the criteria upon which educators are evaluated.

#	Law	Area	Expected Criteria that meets a level 2 rating
C.1.	g. Background information on the members of the founding group and background information on the governing board, administration, and management personnel of the proposed charter school, if available.	Capacity	<p>The applicant provides all the necessary information (the table is complete, vitae are submitted) with enough detail to determine the capacity of the governing board.</p> <p>Based on the information provided the identified -or proposed -members have - or appear to have if members of the board- the capacity to create a well-rounded board that will guide the proposed charter school, and has sufficient experience to implement the business plan and operate an innovative school successfully.</p>
C.2.	r. Plans for recruiting and developing school administrators, staff, and governing board members and the charter school's employment policies, including performance evaluation plans.	Recruitment	<p>The applicant provides the following in the described recruitment plan:</p> <ul style="list-style-type: none"> • Governing board member expertise descriptions written/aligned to charter purpose, vision and mission • Recruitment adheres to required non-discriminatory practices • How membership will be advertised within the community
C.3.	r. Plans for recruiting and developing school administrators, staff, and governing board members and the charter school's employment policies, including performance evaluation plans.	Professional Learning	<p>The applicant describes an evidence-based professional learning plan for governing boards with an overview of professional learning that supports ongoing learning to build the combined expertise, knowledge and skills of the board as a whole.</p>
C.4.	r. Plans for recruiting and developing school administrators, staff, and governing board members and the charter school's employment policies, including performance evaluation plans.	Self-Evaluation	<p>The applicant describes an evidence-based self-evaluation plan for the governing board. The plan should articulate criteria and a rating system that results in performance and progress evaluation and leads to ongoing continuous improvement of the board itself.</p>
D.1.	p. A chart or description of the charter school's organizational structure and the duties and powers of each position or group, including the delineation of authority and reporting between the governing board, staff, and any related bodies or external organizations that have a role in managing the charter school.	Structure & Authority	<p>The applicant provides a copy of the organizational chart; the description provides a clear delineation of duties and powers- as well as authority and reporting - between entities. The description aligns with the attached organizational chart.</p> <p>Entities: Founding group, Administrators-staff, Governing Board, Other entities (e.g., Educational Service Provider, Charter Management Organization).</p>

#	Law	Area	Expected Criteria that meets a level 2 rating
D.2.	q. A staffing chart for the charter school's first year and a staffing plan for the duration of the charter school contract.	Staffing Plan	The applicant provides a copy of the staffing plan; the description includes how staffing needs will be assessed, analyzed and addressed within professional learning and/or performance evaluation next steps, and how the charter will ensure all educators have appropriate licensure. Further, the staffing plan includes ways to ensure the staffing is adjusted to align with changes in enrollment, needs of the student population to ensure quality student results over the duration of the contract.
D.3.	r. Plans for recruiting and developing school administrators, staff, and governing board members and the charter school's employment policies, including performance evaluation plans. s. Proposed governing bylaws for the charter school.	Policies	Policies are attached. Each policy aligns to: <ul style="list-style-type: none"> • Charter purpose, vision and mission • Target population and community • Recruitment plans • Staffing Plan
E.	t. Identification and explanation of any partnerships or contractual relationships with an education service provider that are related to the charter school's operations or mission.	Education Service Provider	Each contractual relationship and/or partnership is named/provider listed, and the nature/purpose of each is fully explained.
F.	h. The charter school's proposed operations calendar and sample daily schedule.	School Calendar and Schedule	The applicant provides: <ul style="list-style-type: none"> • A school calendar that includes all required information: school year/semester start-end dates, holidays/no-school days, PD days • A daily schedule that includes all required information: daily start-end times, class period start-end times, name of classes/content to be covered, and if 9-12, a master schedule/course catalog. Quality is not rated.
G.	n. Plans and timelines for student recruitment, enrollment, and transfers, including enrollment preferences and procedures for conducting transparent admissions selections, including admissions lotteries.	Student Recruitment	The applicant describes a plan and timelines for recruitment, enrollment, and transfers that clearly align to the charter's target population. The plan includes detailed information about enrollment preferences and procedures for conducting transparent admissions selections and lotteries that are publicly available and provided to the targeted communities.

#	Law	Area	Expected Criteria that meets a level 2 rating
H.	o. The proposed code of student conduct, including applicable procedures and disciplinary sanctions for both general students and special education students.	Student Code of Conduct	<p>The applicant describes the student code of conduct that:</p> <ul style="list-style-type: none"> ● Includes disciplinary sanctions for general/special education students ● Delineates the types of student actions that result in discipline ● Indicates how discipline practices and procedures will be monitored to ensure legal and policy compliance. ● Provides the appeal process that the school will employ for students facing expulsion. ● Indicates how the school will consider the rights of students with disabilities in disciplinary actions and proceedings - i.e., manifestation determinations
H.	w. A detailed school start-up plan and five-year plan, including all relevant assumptions used, identifying timelines for charter school finances , budget, and insurance coverage, facility construction, preparation, and contingencies, and the identification of persons or positions responsible for each such item.	Facilities Plan	<p>The applicant describes a facilities plan that:</p> <ul style="list-style-type: none"> ● Is aligned to the Start Up and Five-Year plans outlined under 5.B. and 5.C. ● Outlines a plan that clearly details how a facility will be identified, constructed, renovated or otherwise secured for the proposed charter school. ● Details contingencies put in place if a facility is unable to be secured or late in construction/renovations; ● Provides evidence that the charter school will be able to successfully secure a facility by the chosen start date.

5. *Financial Plan and Capacity*

#	Law	Area	Expected Criteria that meets a level 2 rating
A.1.	u. The charter school’s plans for providing transportation services, food service, and all other operational or ancillary services.	Transportation Services	<p>The applicant describes transportation services that:</p> <ul style="list-style-type: none"> ● Outlines bus inspection and safety procedures ● Includes how drivers are trained ● Provides the logistics for services - planned routes or description of how the routes will be created ● Indicates cost to the families ● Includes source of service (e.g., school-owned or contracting out), and other information relating to personnel and operations.
A.2.	u. The charter school’s plans for providing transportation services, food service, and all other operational or ancillary services.	Food Services	<p>Charters engage in NSLP: NSLP Program: School shares details of plan on how they will produce and serve meals to students. Identify if meals will be self-prep or vended from another source (another school, commercial facility, hospital). Awareness or acknowledgement of the required USDA NSLP meal pattern. Identify a School Food Service Director. Identifies what school year the school plans to implement NSLP/SBP. (4-6 month startup needed)</p> <p>Charters engaged in other options: Provides details on how meals will be provided and costs will be covered.</p>
A.3.	u. The charter school’s plans for providing transportation services, food service, and all other operational or ancillary services.	Other Services	<p>The applicant describes the other services plan that:</p> <ul style="list-style-type: none"> ● Identifies the services anticipated to be offered ● Provides a clear operational plan, including fiscal planning
B.	w. A detailed school start-up plan and five-year plan, including all relevant assumptions used, identifying timelines for charter school finances , budget, and insurance coverage, facility construction, preparation, and contingencies, and the identification of persons or positions responsible for each such item.	Start Up Plan (Pre-Opening Checklist and Plan)	<p>The applicant describes the Start Up plan that:</p> <ul style="list-style-type: none"> ● Addresses each area of the Pre-Opening checklist: Enrollment & Admissions, Governance, Innovative Instructional Program, Staffing, Budget & Finances, Facilities, Insurance Coverage, Other ● The table is complete for each listed area ● Reflects actions that must be completed prior to opening ● Provides enough detail to determine that actions are sufficient to reasonably result in a successful opening

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C.	w. A detailed school start-up plan and five-year plan, including all relevant assumptions used, identifying timelines for charter school finances , budget, and insurance coverage, facility construction, preparation, and contingencies, and the identification of persons or positions responsible for each such item.	Five-Year Plan	<p>The applicant describes a Five-Year plan that:</p> <ul style="list-style-type: none"> ● Addresses each area: Enrollment & Admissions, Governance, Innovative Instructional Program, Staffing, Budget & Finances, Facilities, Insurance Coverage, Other ● The table is complete for each listed area ● Reflects actions that must be completed throughout the life of the contract ● Includes a completed budget template that indicates financial sustainability ● Provides enough detail to determine that actions are sufficient to result in a charter that is effectively operational and sustainable
D.	x. Evidence of anticipated fundraising contributions, if any.	Fundraising	<p>The applicant describes anticipated fundraising; the school demonstrated knowledge of allowable fundraising activities and appropriate uses of related funds.</p>
E.1.	y. If the application includes a proposal that the governing board contracts with an education service provider, evidence of the education service provider's success in serving student populations similar to that which is proposed in the application and if the education service provider operates other charter schools, evidence of past performance of such other charter schools and evidence of the education service provider's capacity for growth.	Evidence of Success	<p>The applicant provides a summary and attached evidence of ESP success that:</p> <ul style="list-style-type: none"> ● Demonstrates the success of the ESP in serving the targeted student population and community proposed ● Indicates success in student growth and outcomes (with student populations that are similar to the proposed targeted student population) ● Indicates that the ESP has demonstrated enough rigorous evidence to be reasonably confident similar results will occur with the proposed charter school.

#	Law	Area	Expected Criteria that meets a level 2 rating
E.2.	y. If the application includes a proposal that the governing board contracts with an education service provider, evidence of the education service provider's success in serving student populations similar to that which is proposed in the application and if the education service provider operates other charter schools, evidence of past performance of such other charter schools and evidence of the education service provider's capacity for growth.	Evidence of Past Performance	<p>The applicant provides a summary and attached evidence of ESP past performance within other charter schools that:</p> <ul style="list-style-type: none"> • Demonstrates the success of the ESP in serving the targeted student population and community proposed in other charter schools the ESP has operated • Indicates success in student growth and outcomes in other charter schools the ESP has operated (with student populations that are similar to the proposed targeted student population) • Indicates that the ESP has demonstrated enough rigorous evidence to be reasonably confident similar results will occur with the proposed charter school. • Provides enough detailed information about the capacity of the ESP (sound budget management, proper allocation of resources) to be reasonably confident the ESP has the capacity to take on another charter school • Provides enough detailed information about the commitment of the ESP (resources allocated to the new charter, commitment and time allocated to the new charter) to be reasonably confident the ESP has the commitment to open and sustain the proposed charter school
E.3.	z. If the application includes a proposal that the governing board contracts with an education service provider, a description of the education service provider's staff performance evaluation measures and compensation structure, methods of contract oversight and dispute resolution, investment disclosures, and conflicts of interest.	Staff Performance Evaluation	<p>The applicant describes the ESP staff performance evaluation that:</p> <ul style="list-style-type: none"> • Includes how staff are evaluated, and criteria used (measures) • Compensation structure for all staff • Is aligned to the 5-Year budget plan in the area of Staffing • Provides enough detail to understand the evaluation structure, and determine its efficacy within the Iowa context - is it at or above the compensation structures within Iowa's other traditional and charter public schools; is the compensation enough to attract and retain staff; is it sustainable given the 5-year budget plan
E.4.	z. If the application includes a proposal that the governing board contracts with an education service provider, a description of the education service provider's staff performance evaluation measures and compensation structure, methods of contract oversight and dispute resolution, investment disclosures, and conflicts of interest.	Contract Oversight & Dispute Resolution	<p>The applicant describes the ESP's method of contract oversight and dispute resolution that:</p> <ul style="list-style-type: none"> • Is compliant with state laws • Provides enough detail to understand the methods and determine whether they will result in effective oversight and legal obligations

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E.5.	z. If the application includes a proposal that the governing board contracts with an education service provider, a description of the education service provider's staff performance evaluation measures and compensation structure, methods of contract oversight and dispute resolution, investment disclosures, and conflicts of interest.	Investment Disclosures & Conflicts of Interest	<p>The applicant describes the ESP's investment disclosures and conflicts of interest that:</p> <ul style="list-style-type: none"> ● Detail where and when it applies ● Provides enough detail to determine whether conflicts of interests exist
F.1.	ab. The specific statutes and administrative rules with which the charter school does not intend to comply. The department shall provide technical assistance to the applicant under the charter school contract in order to facilitate the goals of the charter school.	Waiver Requests	Waiver requests are selected, if applicable
F.2.	ab. The specific statutes and administrative rules with which the charter school does not intend to comply. The department shall provide technical assistance to the applicant under the charter school contract in order to facilitate the goals of the charter school.	Support	<p>The applicant describes support that:</p> <ul style="list-style-type: none"> ● Details the reasons for waiving specific statutes/administrative rules, including how the desired waivers will help achieve the articulated mission, vision, and programming for Iowa students ● Indicates the TA requested from the DE to support the charter

6. Assurances, Conditions and Reporting

#	Law	Area	Expected Criteria that meets a level 2 rating
6	2. A charter school established under this chapter is exempt from all state statutes and rules and any local rule, regulation, or policy, applicable to a non charter school, except that the charter school shall do all of the following - a through t	Assurances, Conditions and Reporting	All assurances must be marked Y.

7. Certification

#	Law	Area	Expected Criteria that meets a level 2 rating
7	256E	Certification	The founding group primary contact signature is provided; If identified, the following signatures are also provided: governing board president and Educational Service Provider

8. Attachments

#	Law	Area	Expected Criteria that meets a level 2 rating
8	256E	Attachments	<p>Sixteen required attachments are provided, with additional attachments that may be required as indicated:</p> <ul style="list-style-type: none"> • An additional 1 attachment is provided for all 9-12 applications • An additional 1 attachment is provided for all applicants with fundraising contributions • An additional 1 attachment is provided for all applicants that will be contracting with an Educational Service Provider • An additional 1 attachment is provided for all applicants that will be contracting with an Educational Service Provider with experience contracting with other charter schools