

August 2025

**Iowa Charter School Application**

**Founding Group Model**

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Introduction

This application is for an independent founding group[[1]](#footnote-1) wishing to establish and operate a new charter school in Iowa that operates independently from a public school district under its own Governing Board. The required criteria and evaluation of charter school applications pursuant to Iowa Code chapter 256E are detailed in the [Iowa Charter School Application Guide: Founding Group](https://educate.iowa.gov/media/11676/download?inline). Please read the guide before beginning this application.

Notice to Applicants

An applicant for a charter school contract under [Iowa Code chapter 256E](https://www.legis.iowa.gov/docs/ico/chapter/256E.pdf) 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.

Technical Assistance

It is encouraged that applicants contact the Department to receive technical assistance before completing the application at [charters@iowa.gov](mailto:charters@iowa.gov). Note that once an application is submitted, it is considered final, and no additional changes will be accepted. For additional information on the requirements, evaluation process, and annual application webinar, see the [Iowa Charter School Application Guide: Founding Group](https://educate.iowa.gov/media/11676/download?inline) on the Department’s [Charter School webpage](https://educate.iowa.gov/pk-12/educational-choice/charter-schools).

Application Structure

There are 7 sections in this application. The content of each section is required by code, focused on specific aspects of high-quality charter schools:

1. **Cover Sheet** includes contact information for all charter school applications, pre-opening, and operational needs of the proposed charter school as well as charter location, start year, and enrollment.
2. **School Overview** requires an executive summary, and information regarding charter school purpose, vision, mission, target population, community served and evidence of need for the charter school.
3. **Academic Program Design and Capacity** includes 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.
4. **Operations Plan and Capacity** includes capacity of the Founding Group, Administration-staff and Governing Board, organizational structure, facilities plan, information on Educational Service Provider(s), school calendar and daily schedules as well as student recruitment and code of conduct.
5. **Financial Plan and Capacity** includes information around transportation, food services and other services, the charter school’s start up and five-year plan, fundraising, contracting with Educational Service Providers, and any waiver requests and support needed by the charter school.
6. **Assurances, Conditions and Reporting** includes all assurances the charter school is required to adhere to in order to be authorized as a charter in Iowa.
7. **Certification** requires signature(s) from the founding group primary contact, and if identified, the governing board president and Educational Service Provider.

Application Submission Requirements

For an application to be reviewed, the founding group must complete and submit ***this document*** with all the required attachments by November 1, 11:59 pm of the school year preceding the establishment of the charter school. Each question on this document is required, and incomplete applications may not be reviewed for approval. The founding group must submit this completed application document, and all the required attachments, via email to [charters@iowa.gov](mailto:charters@iowa.gov).

Section 1: Cover Sheet

A. Proposed Charter School Name

B. Charter School Location: Physical Address OR Proposed Geographic Area

C. Proposed Charter School Start Year

The proposed charter school is scheduled to open in the following school year:

* 2026-2027
* 2027-2028

D. Primary Contacts

Provide the contact information for the founding group as indicated below.

* **Primary**. This person will be included on all communications, and serve as the primary contact for all areas of the charter school, from the application process through opening, if authorized.
* **Facilities**. This person is responsible for identifying and establishing facilities for the proposed charter school.
* **Finances**. This person is responsible for the budget and subsequent finances/school business operations of the proposed school.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Contact Type | First Name | Last Name | Email | Phone | Address | City | State | Zip |
| Primary |  |  |  |  |  |  |  |  |
| Facilities |  |  |  |  |  |  |  |  |
| Finances |  |  |  |  |  |  |  |  |

E. Administration, Management, and Staff Contacts

Provide the names, roles, and current employment of the proposed charter school administration, management, and staff, as well as contact information. Add rows as needed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Charter Staff Role | First Name | Last Name | Email | Current Job/Employer |
| Principal |  |  |  |  |
|  |  |  |  |  |

F. Governing Board Contacts

Provide the names of the proposed governing board[[2]](#footnote-2) members. If not yet known, indicate the date when they will be available. Add rows as needed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Governing Board Role | First Name | Last Name | Email | Date if not yet known |
|  |  |  |  |  |
|  |  |  |  |  |

G. Charter School Enrollment

Indicate each grade level that will be served during the five-year duration of the charter school contract by placing an **X** the left column, and provide the minimum, planned, and maximum enrollment for each year of the charter school contract.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **X** | **Grade** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
|  | K | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: |
|  | 1 | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: |
|  | 2 | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: |
|  | 3 | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: |
|  | 4 | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: |
|  | 5 | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: |
|  | 6 | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: |
|  | 7 | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: |
|  | 8 | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: |
|  | 9 | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: |
|  | 10 | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: |
|  | 11 | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: |
|  | 12 | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: | Min:  Planned:  Max: |

Section 2: School Overview

A. Charter School Purpose

As indicated in Iowa Code section 256E.1, subsection 256E.1(3), *the purpose of a charter school established pursuant to this chapter shall be to accomplish the following* listed in the table below. Select the proposed charter school purposes by placing an **X** in the first column below.

|  |  |
| --- | --- |
| **X** | **Charter School Purpose as defined by 256.1(3)** |
|  | 1. Improve student learning, well-being, and postsecondary success. |
|  | 1. Increase learning opportunities for students in areas of need in this state, including but not limited to science, technology, engineering, and math (STEM), and science, technology, engineering, arts, and math (STEAM). |
|  | 1. Increase opportunities for work-based learning, early literacy intervention, and serving at-risk populations. |
|  | 1. Accelerating student learning to prevent learning loss during the COVID-19 pandemic and other significant disruptions to student learning. |
|  | 1. Encourage the use of evidence-based practices in innovative environments. |
|  | 1. Require the measurement and evaluation of program implementation and learning outcomes. |
|  | 1. Establish models of success for Iowa schools. |
|  | 1. Create new professional opportunities for teachers and other educators. |
|  | 1. Investigate and establish different organizational structures for schools to use to implement a multi-tiered system of supports for students. |
|  | 1. Allow greater flexibility to meet the education needs of a diverse student population and changing workforce needs. |
|  | 1. Allow for the flexible allocation of resources through implementation of specialized school budgets for the benefit of the schools served. |
|  | 1. Allow greater flexibility for districts and schools to focus on closing gaps in student opportunity and achievement for all students from preschool through postsecondary preparation. |

B. Executive Summary

Briefly summarize how the proposed charter (1) will support the selected purpose(s) above, and (2) is uniquely qualified to meet the purpose(s) effectively.

C. Target Student Population & Community

Indicate the student population and the community the proposed charter school intends to serve. Include the results of an environmental scan[[3]](#footnote-3) to support the identified gap in the portfolio of educational options in the geographic area the charter school program proposes to fill.

D. Vision

State the vision of the proposed charter school. The vision should clearly and succinctly communicate the innovation and purpose of the charter. *Note:* Families should be able to read the vision/mission together and know if the school is a good fit for their child.

E. Mission

Briefly state the mission and objectives of the charter school. The mission should identify the end-game purpose of the school. *Note*: Families should be able to read the vision/mission together and know if the school is a good fit for their child.

F. Evidence of Need

Describe the evidence of the need for the proposed charter school. The description should clearly demonstrate that the community's need and support for the proposed charter school was assessed, and that this need directly links to the proposed charter school purpose, vision, and mission. This should go beyond the environmental scan described in *2.C*. above, and include community engagement, including with the resident district. Supporting documentation should be provided that demonstrates evidence of need including community survey results, or summaries from meetings with the resident district, or community meetings. *Supporting documentation should be labeled:* ***2.F. Evidence of Need****.*

Section 3: Academic Program Design & Capacity

A. Academic Programming

Describe the proposed charter school's innovative academic program. Identify features of the instructional program that are unique to the proposed charter school, and describe how the student experience will result in mastery of state academic standards in the required core areas of English language arts, mathematics, science, social studies, and 21st century skills. Further, describe how students’ learning is demonstrated.

B. Instructional Model

The instructional model includes the learning environment (and time on school grounds), class size and structure, curriculum and teaching methods used to ensure differentiation and support for all students. Select appropriate answers (items 1 and 2), and describe each area indicated for the remaining items in this section.

1. **Learning Environment** is the way instruction will be provided or the delivery method:

* 100% online
* 100% face-to-face[[4]](#footnote-4)
* Hybrid (some combination of online and face-to-face). Indicate the projected hybrid percentage
* below (e.g., 50% online-50% face-to-face).

1. **Anticipated time on school grounds** is where students will be when instruction occurs:

* 100% in off-site (i.e., at home)
* 100% in school (i.e., in a classroom or job site)
* Hybrid (some combination of off-site and in school). Indicate the projected hybrid percentage
* below (e.g., 50% online-50% face-to-face).

1. **Class size and structure** includes the maximum class size, the teacher-to-student ratio, and grades served in a particular classroom.
2. **Curriculum** includes evidence-based materials/curriculum teachers will use to teach the standards as described in 4.A (e.g., lessons, instructional materials, activities and so on). Also include an 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).
3. **Teaching methods** include the methods and strategies that teachers will use to provide universal differentiated instruction, remediation, and intervention to meet the needs of all students.

C. Assessment of Student Progress

Describe the proposed charter school's assessment plan (i.e., screening, progress monitoring, formative, diagnostic, outcome), including the assessment’s purpose, how the assessments are administered and analyzed, and how results are used to measure student progress toward outcome measures outlined in the *Performance Framework* ([Iowa Code section 256E.9](https://www.legis.iowa.gov/docs/code/256E.9.pdf)). Complete the assessment table, and then briefly describe the assessment system in the textbox provided.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment | Purpose | Administration (when, how, to whom) | Analysis (when, how) | Use (how, by whom, for what purpose) |
|  |  |  |  |  |
| <add rows as needed> |  |  |  |  |

D. Identification and Provision of Student Supports

Identification and provision of student support includes how the proposed charter school will (1) identify students in need of additional support, and (2) effectively serve students who need additional support. Note that the descriptions should build on the answer to *2.C*, which described the school’s full assessment system, and not be a repeat of the information provided in C. Specific populations are intentionally highlighted:

1. **Special Education**. Describe the proposed charter school’s plan for identifying and serving students with disabilities, including but not limited to compliance with applicable laws and regulations. This should include a description of the school’s Service Delivery Plans and referral process, as well as educator professional development in this area. For specific guidance in this area, refer to the Department’s webpage for: [Special Education](https://educateiowa.gov/pk-12/special-education), [Iowa’s Service Delivery Plans](https://educate.iowa.gov/pk-12/special-education/state-guidance/service-delivery), and [Specially Designed Instruction](https://educate.iowa.gov/pk-12/special-education/programs-services/sdi).
2. **English Learners**. Describe the proposed charter school’s plan for identifying and serving English learners, including but not limited to compliance with applicable laws and regulations. This should summarize the school’s LAU Plan and use of Iowa’s assessment for English learners - ELPA21. For specific guidance in this area, refer to the Department’s webpage for: [English Learners](https://educate.iowa.gov/pk-12/standards/specialized-instruction/english-learners), the [LAU plan](https://educate.iowa.gov/pk-12/standards/specialized-instruction/english-learners#lau-plan-requirement), and [ELPA21](https://educate.iowa.gov/pk-12/standards/specialized-instruction/english-learners/elpa21).
3. **Gifted and Talented**. Describe the proposed charter school’s plan for identifying and serving students who are gifted and talented, including but not limited to compliance with applicable laws and regulations. This should summarize the school’s Gifted and Talented Plan. For specific guidance in this area, refer to the Department’s webpage for [Gifted & Talented Programs](https://educate.iowa.gov/pk-12/standards/specialized-instruction/gifted).
4. **Failing/Below Grade Level**. Describe the proposed charter school’s plan for identifying and serving students who are failing academically or who are below grade level, including, but not limited to, compliance with applicable laws and regulations. This should include identification and support of students:

* Who do not meet benchmarks on screening assessments.
* Are not proficient on statewide assessments.
* Have failing grades.
* Are chronically absent.

For specific guidance in this area, refer to the Department’s webpage for: [Multi-Tiered System of Supports](https://educate.iowa.gov/pk-12/student-services/integrated-supports/mtss) or at: [At-Risk Support](https://educate.iowa.gov/pk-12/student-services/distinct-populations/risk).

E. Parent Involvement

Describe how parents and guardians will be given opportunities to be involved in the proposed charter school. This may describe:

* How input and feedback from parents will be requested and used,
* How family-school partnerships will be used to strengthen support for learning,
* Volunteer activities the school will seek or offer to parents,
* How the school will conduct parent-teacher conferences and provide other opportunities for parents to communicate with their child's teacher, and
* How the school will communicate with families that do not speak English.

F. Co-Curricular and Extra-Curricular Programs

Describe the proposed charter school's co-curricular and extracurricular programs, including how the programs will be funded and delivered. Note that co-curricular and extracurricular programs are not required to be offered. Complete the co/extra-curricular table, and then briefly describe this in the textbox provided.

|  |  |  |
| --- | --- | --- |
| Co/Extra-Curricular Activity | Funded | Delivery (how/by who) |
|  |  |  |
|  |  |  |

Section 4: Operations Plan and Capacity

A. Founding Group Capacity

1. **Capacity**. Provide the name, role, responsibilities, background, and area of expertise for each founding group member for the proposed charter school application. The information in responsibilities, background, and area of expertise must provide enough detail to demonstrate the capacity of the founding group to build, open, operate, and sustain a well-functioning charter school with positive student outcomes. *Submit a labeled curriculum vitae of each listed member:* ***4.A.1. Founding Group Vitae.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name | Role | Responsibilities | Backgrounds | Area of Expertise |
|  |  |  |  |  |
|  |  |  |  |  |
| <add rows as needed> |  |  |  |  |

B. Administration-Staff Capacity & Support

1. **Capacity.** Provide the name, role, responsibilities, background, and area of expertise for each known administrator and/or staff member of the proposed charter school application. If not yet known, leave the name blank but complete the other areas for the primary critical roles for the proposed charter school (e.g., principal, head of curriculum/innovation, diverse learners lead, school business official, and so on).

The information provided should demonstrate the capacity of the administrative-staff 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. (Add rows as needed) *Submit a labeled curriculum vitae of each named administrator/staff:* ***4.B.1. Administrator-Staff Vitae***.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name | Role | Responsibilities | Backgrounds | Area of Expertise |
|  |  |  |  |  |
|  |  |  |  |  |
| <add rows as needed> |  |  |  |  |

1. **Recruitment.** Describe how the proposed charter school will recruit high quality school administrators and staff. Include a description of recruitment policies and processes, and how open positions will be advertised within the community(ies).
2. **Professional Learning & Support**. Describe the proposed charter school’s professional development model that provides a clear learning trajectory for administrators and staff. Include plans for mentoring and induction for teachers and administrators. For specific guidance in this area, refer to the Department’s webpage for: [Teacher Quality](https://educate.iowa.gov/pk-12/educator-quality/teacher-quality), and [Administrator Quality](https://educate.iowa.gov/pk-12/educator-quality/administrators).
3. **Performance Evaluation**. Describe the proposed charter school’s performance evaluation framework, including a plan, or form, for educator evaluation.

C. Governing Board Capacity & Support

1. **Capacity**. Provide the names of the proposed governing board[[5]](#footnote-5) members, and their individual expertise that creates a well-rounded board that will guide the proposed charter school, and indicates that the board is sufficiently experienced to implement the business plan and operate an innovative school successfully. If members are not yet identified, indicate the expertise areas of to-be-identified board members. (Add rows as needed) *Submit a labeled curriculum vitae of each named governing board member:* ***4.C.1. Governing Board Vitae***.

|  |  |
| --- | --- |
| Name | Individual Expertise |
|  |  |
|  |  |
| <add rows as needed> |  |

1. **Recruitment**. Describe how the proposed charter school will recruit high-quality governing board members. Include a description of recruitment policies and processes (if the policy/process is the same as what is described in *4.B.2*., indicate this in the answer), and how open positions will be advertised within the community(ies).
2. **Board Development**. Describe the proposed charter school’s ongoing professional learning plan for the governing board.
3. **Self-Evaluation**. Describe the proposed charter school’s plan for the governing board to self-evaluate their own performance and progress.

D. Organizational Structure

The *Organizational Structure* includes 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.

1. **Structure & Authority.** Attach a copy of the proposed charter school’s organizational chart, labeled ***4.D.1. Organizational Structure***. Below, describe the proposed charter school’s organizational structure, including positions. There is no need to re-describe information included in *4.A.1, 4.B.1. or 4.C.1*. Include a description of:

* **Delineation of duties and powers** between entities: Founding group, Administrators, Staff, Governing Board, Other entities (e.g., Educational Service Provider, Charter Management Organization).
* **Delineation of authority and reporting** between entities: Founding group, Administrators, Staff, and the Governing Board. Note that the delineation of authority is a matter of local determination, as long as the delineation is clear and unambiguous.

1. **Staffing Plan**. Attach a copy of the proposed charter school’s staffing plan, labeled ***4.D.2. Staffing Plan***. Below, describe how staffing needs will be analyzed and addressed over the duration of the contract, with more details provided around the first year of operation, as well as how compliance with licensure requirements through the Board of Educational Examiners will be achieved.
2. **Policies.** Attach the following policies:
3. Employment policies, labeled ***4.D.3.a. Employment Policies***
4. Hiring policies, labeled ***4.D.3.b. Hiring Policies***
5. Governing bylaws, labeled ***4.D.3.c. Governing bylaws***

E. Education Service Provider

If any founding group or proposed governing board member has a partnership or contractual relationship with an education service provider[[6]](#footnote-6) related to the proposed charter school's operations or mission, provide: (1) the name(s) of the education service provider(s), and (2) a description of the partnership/contractual relationship for each listed ESP.

F. School Calendar and Schedule

Attach copies of the proposed charter school’s calendar (labeled ***4.F.a. Calendar***) and daily schedule for one week (labeled ***4.F.b. Daily Schedule***):

**School calendar must include:**

* School year and semester start and end dates,
* Holidays and other no-school days, and
* Professional learning days.

**Daily schedule attachment must include:**

* Daily start and end times,
* Class period or content block start and end times, and
* Name of classes or content to be covered.

\*\*If the proposed charter school wishes to offer grades nine through 12, attach a master schedule and course catalog, labeled ***4.F.c. Master Schedule-Course Catalog***.

G. Student Recruitment

Describe the proposed charter school's plan and timeline(s) for recruiting, enrolling, and transferring students, including: (1) information about any enrollment preferences, (2) procedures for conducting transparent admissions selections, and (3) how information related to enrollment and lottery policies will be publicly available and provided to the targeted community(ies).

H. Student Code of Conduct

Describe the charter school's proposed code of student conduct, including procedures and disciplinary sanctions for both general education and special education students. This should describe the proposed charter school's philosophy of student discipline, including:

* Which student actions will result in discipline.
* How discipline practices and procedures will be monitored to ensure legal and policy compliance.
* The appeal process that the school will employ for students facing expulsion.
* How the school will consider the rights of students with disabilities in disciplinary actions and proceedings.

I. Facilities Plan

Provide a sound plan and timeline for the identification, financing, facility construction, preparation, renovation and contingencies - as well as ensuring code compliance for a facility that will meet the charter school’s educational programming and student population as outlined in the Start Up and Five-Year plans below.

Section 5: Financial Plan & Capacity

The Financial Plan & Capacity should include plans around transportation, food services and other services, the proposed charters start up and five-year plans, information about fundraising, educational services providers, and waivers.

A. Transportation, Food Services & Other Services

1. **Transportation Services**. Describe the proposed plan for providing transportation services. This should describe:

* Bus inspection,
* Bus safety,
* Driver training,
* Planned routes, and
* Transportation charges

1. **Food Services**. Describe the proposed plan for providing food services. This should describe:

* How the school will provide nutritious lunches to children.
* If the school will participate in the National School Lunch Program.
* Its process for income eligibility and verification.

For specific guidance in this area, see the Department’s webpage for: [National School Lunch Program](https://educate.iowa.gov/pk-12/operation-support/nutrition-programs/school-meals/school-lunch) and [Income Eligibility & Verification](https://educate.iowa.gov/pk-12/operation-support/nutrition-programs/school-meals/income-eligibility).

1. **Other Services**. Describe the proposed plan for all other operational or ancillary services. This may describe:

* School facility maintenance.
* School business and finance.
* Technology.
* Safety and security.

B. Start Up Plan (Pre-Opening Checklist and Plan)

Describe the school start up plan, including timelines and individual(s) responsible, and associated costs for the items below. The start up plan describes the plan to put everything in place that is needed to effectively open the proposed charter school. This plan encompasses the timeline between authorization and the day of opening.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Area | Responsible | Timeline | Associated costs | Description of Plan in this Area |
| Enrollment & Admissions |  |  |  |  |
| Governance |  |  |  |  |
| Innovative Instructional Program |  |  |  |  |
| Staffing |  |  |  |  |
| Budget & Finances |  |  |  |  |
| Facilities |  |  |  |  |
| Insurance Coverage |  |  |  |  |
| Other |  |  |  |  |

C. Five-Year Plan

Describe the school’s *Five-Year Plan*, including timelines and individual(s) responsible for the items below. This plan describes everything needed to effectively operate and sustain the proposed charter school over the course of the established contract. It also includes an attached Five-Year Budget Plan. Use the [Budget Planning Template](https://docs.google.com/spreadsheets/d/12rAsZQRK0txp-O2NI6g2Z_K6w8ABCRFH/copy) provided and attach it labeled ***5.C. Five Year Budget Plan***. This plan encompasses the timeline from the opening date through the end of the contract.

|  |  |  |  |
| --- | --- | --- | --- |
| Area | Responsible | Timeline | Description of Plan in this Area across all 5 years |
| Enrollment & Admissions |  |  | Year 1:  Year 2:  Year 3:  Year 4:  Year 5: |
| Governance |  |  |  |
| Innovative Instructional Program |  |  |  |
| Staffing |  |  |  |
| Budget & Finances |  |  | Remember to attach: ***5.C. Five Year Budget Plan*** using the Budget Planning Template |
| Facilities |  |  |  |
| Insurance Coverage |  |  |  |
| Other |  |  |  |

D. Fundraising

If the proposed charter school has anticipated fundraising contributions, please attach ***5.D. Evidence of Contributions***. Note that this includes any fundraising activities or grant activities known to the applicant at the time of the application. Examples might include U.S. Department of Education grants, state grants, or local fundraising efforts.

***Skip if this does not apply***

E. Contracting with an Education Services Provider

Complete this section **only if** the proposed governing board will be contracting with an education services provider.

1. **Evidence of Success**. Attach documentation of evidence of the ESP’s success in serving student populations similar to those proposed in this application (labeled ***5.E.1. ESP Evidence of Success***) and briefly summarize that evidence below. Note that evidence may include demonstration of:
   1. Growth on assessment scores over time for the specific population.
   2. Provision of curriculum and instruction matched to the student population being served.
   3. Increased student enrollment and attendance for the specific population.
   4. Decreased student discipline for the specific population.
   5. Exemplary parent and community involvement for the specific population.
2. **Evidence of Past Performance**. If the ESP has operated other charter schools, attach documentation of evidence of the ESP’s past performance, and the founding group’s capacity for an additional charter school (labeled ***5.E.2. ESP Evidence of Past Performance***) and briefly summarize that evidence below. Note that evidence includes:
   1. Past Performance, which may be demonstrated by:

* Growth on assessment scores over time.
* Curriculum, instruction, and assessment matched to the mission of the charter school.
* Increased student enrollment and attendance.
* Decreased student discipline.
* Exemplary parent and community involvement.
* Financial stability.
* Staff stability.
  1. Capacity for an additional charter school, which may be demonstrated by:
* Sound budget management.
* Proper allocation of resources.
* Fundraising efforts.
* Level of commitment and time for the proposed school.

1. **Staff Performance Evaluation**. Describe the proposed ESP’s staff performance evaluation measures and compensation structure for teachers, administrators, and other staff members.
2. **Contract Oversight & Dispute Resolution**. Describe the proposed ESP’s methods of contract oversight and dispute resolution.
3. **Investment Disclosures & Conflicts of Interest**. Describe the proposed ESP’s investment disclosures and conflicts of interest.

F. Waiver Requests & Support

1. **Waiver Requests**. Select each statute and/or administrative rule for which the proposed charter school is requesting a waiver:

* Requirements of Iowa Code section 256.7, subsection 256.7(21) and the
* educational standards of Iowa Code section 256.11.
* Provision of instruction for at least the number of days or hours required by
* Iowa Code section 279.10, subsection 279.10(1).
* The proposed charter school is not requesting a waiver for any statute and/or
* administrative rule at this time.

1. **Support**. Describe the reasons the charter is requesting a waiver for each selected item in *G.1.*, including how the desired waivers will help achieve the articulated mission, vision, and programming for Iowa students as well as the technical assistance sought from the Department concerning statutes and administrative rules.

Section 6. Assurances, Conditions and Reporting

1. **Assurances**. Please mark the following assurances with **Y** for yes and **N** for no. If the applicant is unable to assure compliance with any of the assurances, the application will not be approved. 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.

| Y/N | Assurance |
| --- | --- |
|  | 1. It will meet all applicable federal, state, and local health and safety requirements and laws prohibiting discrimination based on race, creed, color, sex, sexual orientation, national origin, religion, ancestry, or disability. If approved, the charter school will be subject to any court-ordered desegregation in effect for the school district at the time the charter school application is approved, unless otherwise specifically provided for in the desegregation order. |
|  | 1. It will operate as a nonsectarian, nonreligious school. |
|  | 1. It will be free of tuition and application fees to Iowa resident students between the ages of five and 21 years. |
|  | 1. It will comply with Iowa Code chapter 216 and Iowa Code chapter 216A relating to civil and human rights. |
|  | 1. It will provide special education services in accordance with Iowa Code chapter 256B. |
|  | 1. It understands that it is subject to the same financial audits, audit procedures, and audit requirements as a school district. The audit must be consistent with the requirements of Iowa Code section 11.6, Iowa Code section 11.14, Iowa Code section 11.19, and Iowa Code section 279.29, and Iowa Code section 256.9, subsection 256.9(20), except to the extent deviations are necessary because of the program at the school. The Department, the auditor of state, or the Legislative Services Agency may conduct financial, program, or compliance audits. |
|  | 1. It will comply with the requirements of Iowa Code section 256.7, subsection 256.7(21), and the educational standards of Iowa Code 256.11, unless specifically waived by the State Board during the application process. |
|  | 1. It will provide instruction for at least the number of days or hours required by Iowa Code 279.10, subsection 279.10(1), unless specifically waived by the State Board as part of the application process. |
|  | 1. It will comply with Iowa Code sections 279.13 and 279.69 relating to state criminal history checks for teachers and registry checks for school employees in the same manner as a school district. |
|  | 1. It will comply with the requirements of Iowa Code section 279.14B relating to prohibiting retaliation against employees or contractors for disclosing certain specified information in the same manner as a school district. |
|  | 1. It will comply with the requirements of Iowa Code section 279.65 relating to student handbooks in the same manner as a school district. |
|  | 1. It will comply with the requirements of Iowa Code section 279.65A relating to the adoption of policies related to the discipline of a student for making a threat of violence or causing an incident of violence that results in injury or property damage or assault in the same manner as a school district. |
|  | 1. It will comply with Iowa Code section 279.76 relating to physical examinations, health screenings, and formal examinations or surveys designed to assess a student’s mental, emotional, or physical health in the same manner as a school district. |
|  | 1. It will comply with the requirements of Iowa Code section 279.78 relating to prohibitions and requirements related to the gender identity of students in the same manner as a school district. |
|  | 1. It will comply with the requirements of Iowa Code section 279.79 relating to student, employee, and contractor participation in surveys, analyses, activities, or evaluations in the same manner as a school district. |
|  | 1. It will comply with the requirements of Iowa Code section 279.80 relating to sexual orientation and gender identity instruction in kindergarten through grade six in the same manner as a school district. |
|  | 1. It will comply with the requirements of Iowa Code section 279.81 relating to prohibiting students from serving on any committees that determine, or provide recommendations related to, whether a material in a school library should be removed. |
|  | 1. It will comply with the requirements of Iowa Code section 280.34 relating to the reporting and investigation of an incident involving the possible commission of a felony by any person who has been issued a license, endorsement, certification, authorization, or statement of recognition by the board of educational examiners in the same manner as a school district. |
|  | 1. It will comply with the requirements of Iowa Code section 280.35 relating to the requirement to view the board of educational examiners’ public license information prior to hiring an individual who has been issued a license, endorsement, certification, authorization, or statement of recognition by the board of educational examiners in the same manner as a school district. |
|  | 1. It will comply with the requirements of Iowa Code Ch. 256E. |
|  | 1. Its governing board meetings will be conducted in a manner that is open to the public. The governing board will be a governmental body for purposes of Iowa Code chapter 21 relating to open meetings. |
|  | 1. It understands that all records, documents, and electronic data of the charter school and of the governing board, its governing body for purposes of Iowa Code chapter 22, will be public records and are subject to the provisions of Iowa Code Ch. 22 relating to the examination of public records. |
|  | 1. It will employ or contract with teachers as defined in Iowa Code section 256.145, who hold valid licenses with an endorsement for the type of instruction or service for which the teachers are employed or under contract. |
|  | 1. It will have a chief administrator that is one of the following:  * An administrator who holds a valid license under Iowa Code chapter 256, subchapter VII, part 3 * A teacher who holds a valid license under Iowa Code Ch. 256, subchapter VII, part 3 or * An individual who holds an authorization to be a charter school administrator issued by the Board of Educational Examiners under Iowa Code Ch. 256, subchapter VII, part 3. |
|  | 1. It will not discriminate in its student admissions policies or practices based on intellectual or athletic ability, measures of achievement or aptitude, or status as a person with a disability. However, a charter school may limit admission to students who are within a particular range of ages or grade levels or on any other basis that would be legal if initiated by a school district. |
|  | 1. It will give enrollment priority to the siblings of students enrolled in a charter school. |
|  | 1. It will enroll an eligible student who submits a timely application unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, students must be accepted by lot. |
|  | 1. It will, upon enrollment of an eligible student, notify the public school district of residence not later than March 1 of the school year preceding the year of enrollment. |
|  | 1. It will adopt a conflict-of-interest policy and a code of ethics for all board members and employees. |
|  | 1. It will adopt a policy regarding the hiring of family members to avoid nepotism in hiring and supervision. The policy must include but is not limited to a disclosure to the governing board of potential nepotism in hiring and supervision. Any person subject to the policy with a conflict must not be involved in the hiring decision or supervision of a potential employee. |
|  | 1. It will prohibit individuals compensated by an education service provider from serving as a voting member on the governing board unless the State Board waives such prohibition. |
|  | 1. If operated by an education service provider, the governing board of the charter shall assure it has access to all records of the education service provider necessary to evaluate any provision of the contract or evaluate the education service provider’s performance under the contract. |
|  | 1. It will have a majority of the membership of the governing board be residents of the geographic area served by the charter school. Each member of the governing board who is not a resident of the geographic area served by the charter school must be a resident of Iowa. |
|  | 1. It will post the charter school's annual budget on the charter school's website for public viewing within 10 days of approval of the budget. Each posted budget must continue to be accessible to the public on the website for all subsequent budget years [Iowa Code Section 256E.7, subsections 256E.7 (2) through 256E.7(11)]. |

1. **Conditions**. Each condition must be met and followed for the duration of the charter school contract. Failure to maintain any of these conditions could result in the revocation of the charter by the State Board [Iowa Code Section 256E.10, subsection 256E.10(3)].
2. **Reporting**. To meet the data reporting requirements, including student enrollment and performance information needed for the performance framework, charter schools must use a student information system that will transmit information to the Department that is compliant with the School Interoperability Framework (SIF) education data standard [Iowa Administrative Code rule 281—19.10, subrule 281—19.10(3)].
3. **Non-Discrimination**. Iowa Code section 256E.7, 256E.7(4), states that a charter school cannot discriminate in its student admissions policies or practices based on intellectual or athletic ability, measures of achievement or aptitude, or status as a person with a disability. However, a charter school may limit admission to students who are within a particular range of age or grade level or on any other basis that would be legal if initiated by a school district. Enrollment priority must be given to the siblings of students enrolled in a charter school.

Section 7. Certification

**WE, THE UNDERSIGNED**, do hereby submit an Iowa public charter school program application and agree to the conditions and assurances contained therein.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Founding Group Authorized Representative Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Proposed Governing Board President Signature\* Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Education Service Provider Authorized Representative Signature\* Date

\*If identified

List of Attachments (Appendices)

Please include all identified attachments and 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.

|  |  |  |  |
| --- | --- | --- | --- |
| # | Attachment Label | Description | Pg |
| 1 | 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. | 9 |
| 2 | 4.A.1. Founding Group Vitae | Labeled curriculum vitae of each listed Founding Group member. | 13 |
| 3 | 4.B.1. Administrator-Staff Vitae | Labeled curriculum vitae of each listed Administrator-Staff indicated. | 13 |
| 4 | 4.C.1. Governing Board Vitae | Labeled curriculum vitae of each listed Governing Board member | 14 |
| 5 | 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. | 15 |
| 6 | 4.D.2. Staffing Plan | Copy of the proposed charter school’s staffing plan, | 15 |
| 7 | 4.D.3.a. Employment Policies | Copy of Employment Policies | 15 |
| 8 | 4.D.3.b. Hiring Policies | Copy of Hiring Policies | 15 |
| 9 | 4.D.3.c. Governing bylaws | Copy of Governing bylaws | 15 |
| 10 | 4.F.a. Calendar | Copy of full-year calendar | 16 |
| 11 | 4.F.b. Daily Schedule | Copy of daily schedule | 16 |
| 12 | \*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+) | 16 |
| 13 | 5.C. Five Year Budget Plan | Copy of the completed budget template across the five years of the established charter school contract | 19 |
| 14 | \*5.D. Evidence of Contributions | Copy of evidence of contributions if the proposed charter school has anticipated fundraising contributions. | 20 |
| 15 | \*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. | 20 |
| 16 | \*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 | 20 |

\*Required only if specific circumstances are met.

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 section 256E.2, subsections 256E.2(4)- through 256E.2(5)]. [↑](#footnote-ref-1)
2. Governing board means the independent board of a charter school whose members are elected or selected pursuant to the charter school contract [Iowa Code section 256E.2, subsection 256E.2(6)]. [↑](#footnote-ref-2)
3. Environmental scan includes data review of current publicly available data, such as student assessment results and local educational context/programs offered. [↑](#footnote-ref-3)
4. 100% face-to-face includes options such as work-based learning. [↑](#footnote-ref-4)
5. Governing board means the independent board of a charter school whose members are elected or selected pursuant to the charter school contract" [Iowa Code 256E.2, subsection 6]. [↑](#footnote-ref-5)
6. Education service provider means an education management organization, charter school management organization, or other person with whom a charter school contracts for educational program implementation or comprehensive management" [Iowa Code 256E.2, subsection 256E.2(4)]. [↑](#footnote-ref-6)