

281—19.7(256E) School board-state board model. A school board may create a founding group to apply to the state board for approval to establish and operate a charter school within and as a part of the school district by establishing a new attendance center, creating a new school within an existing attendance center, or converting an existing attendance center. The application shall demonstrate the founding group's academic and operational vision and plans for the proposed charter school, demonstrate the founding group's capacity to execute the vision and plans, and provide the state board a clear basis for assessing the founding group's plans and capacity.

19.7(1) School board-state board model application. An application submitted under this rule shall include all of the following items related to the proposed charter school:

- a. An executive summary.
- b. The mission and vision of the proposed charter school, including identification of the targeted student population and the community the charter school intends to serve.
- c. The location of the proposed charter school or the proposed geographic area within the school district where the school is proposed to be located.
- 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.
- f. Evidence of need and community support for the proposed charter school.
- 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 (if any or all of this information is not available, a projected date by which it will be available).
- h. The charter school's proposed operations calendar and sample daily schedule.
- i. A description of the academic program and identification of ways the program aligns with state academic standards.
- 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.
- 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 Iowa Code section 256E.9.
- l. Plans for identifying and serving students with disabilities, students who are English learners, students who are academically failing or below grade level, and gifted students, including but not limited to compliance with applicable laws and regulations.
- m. A description of cocurricular and extracurricular programs and how the programs will be funded and delivered.
- n. Plans and timelines for student recruitment, enrollment and transfers, including enrollment preferences and procedures for conducting transparent admissions selections, including admissions lotteries.
- o. The proposed code of student conduct, including applicable procedures and disciplinary sanctions for both general students and special education students.
- 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, administration, staff, and any related bodies or external organizations that have a role in managing the charter school.
- q. A staffing chart for the charter school's first year and a staffing plan for the duration of the charter school contract.
- 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.
- t. Identification and explanation of any partnerships or contractual relationships with the founding group or any of the founding group or school board's members that are related to the charter school's operations or mission.

u. The charter school's plans for providing transportation services, food service, and all other operational or ancillary services (including compliance with any requirement imposed by federal law on public charter schools).

v. Proposed opportunities and expectations for parent involvement.

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.

x. Evidence of anticipated fundraising contributions, if any.

y. Evidence of the founding group's success in serving student populations similar to that which is proposed in the application and if the founding group operates other charter schools, evidence of past performance of such other charter schools and evidence of the founding group's capacity for an additional charter school.

z. A description of the proposed charter school's staff performance evaluation measures and compensation structure, methods of contract oversight and dispute resolution, investment disclosures, and conflicts of interest.

aa. A proposed duration and outline of the charter school contract, including designation of roles, authority, and duties of the governing board and the charter school staff.

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 concerning statutes and administrative rules that may be waived under the charter school contract in order to facilitate the goals of the charter school.

19.7(2) Conversion of existing attendance center. If the founding group proposes to establish a charter school by converting an existing attendance center of the school district, the state board shall not approve the application unless the founding group submits evidence that the attendance center's teachers and parents or guardians of students enrolled at the existing attendance center voted in favor of the conversion. A vote in favor of conversion under this subrule requires the support of a majority of the teachers employed at the school on the date of the vote and a majority of the parents or guardians voting whose children are enrolled at the school, provided that a majority of the parents or guardians eligible to vote participate in the ballot process. Voting could include the following: signing a petition, a ballot, etc. Electronic voting is permitted, provided that it is secure and creates an auditable record. Voting methods must be accessible, including accessible to individuals with a disability. Regardless of the method, documentation is required and must be maintained for inspection by the state board or the department. A parent or guardian voting in accordance with this subrule must be a resident of this state. [ARC 6078C, IAB 12/15/21, effective 1/19/22; ARC 6724C, IAB 12/14/22, effective 1/18/23]