



Attachment B Preparations of the Educational Plan for the Initial Review

Preparing the Educational Plan for 2012-2013 involves building and organizing required documents and answering required questions as listed on the following pages for each of eight components:

1. Governance
2. Facilities
3. Administration
4. Teachers/Teacher Aides/Paraprofessionals
5. Curriculum and Instruction
6. Assessment
7. Fiscal Solvency
8. Responsive Educational Environment

When building the documents for the Educational Plan, follow these guidelines:

- a. Documents should provide evidence of planning, policies and practices that will lead to high-quality results.
- b. Preferably, each document will be an original document that addresses the Mission of the Applicant School. **However, documents modified from other schools or agencies may be submitted if the documents contain** (1) complete bibliographic data for the original sources, (2) clarification on how the documents have been modified to meet the needs of the school's specific student population that the Applicant School seeks to serve, and (3) dates the school board approved the documents.
- c. Each required document must contain the school board's approval date; do not attach a general signature page for all of the board-approval dates. Minutes of school board meetings should confirm the board-approval dates for all documents.
- d. All documents must be sequenced and all questions answered in the exact sequence as stated in Attachment B.
- e. Dividers containing the names of the eight components must be inserted appropriately among the required documents and responses for the hard copy and placed in a three-ring binder. Dividers not needed for the copy submitted electronically.
- f. Extra documents should not appear within the sequence of required documents. Extra documents may be included only as appendixes; provide a separate title page for each document.



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When answering the questions for the Educational Plan, follow these guidelines:

- a. All questions must be answered as completely/directly as possible.
- b. Answers should provide evidence of planning, policies and practices that will lead to high-quality results. Citing major authorities or references is encouraged.
- c. Answers should be numbered and presented in the exact sequence as stated.

When submitting the Educational Plan for the Initial Review, follow these guidelines:

- a. Consider the optional pre-check: Each Applicant School may make an appointment with ITL staff up to one week prior to the deadline for the Educational Plan. The purpose of the appointment will be to determine which required documents and responses to questions are/are not present, are/are not in correct sequence, and do/do not contain board-approval dates. Should any required documents and responses not be found, not be in correct sequence, and/or not include board-approval dates, the Applicant School will have until the submission deadline for the Educational Plans to present the final edition of its Educational Plan.

While this pre-check will provide guidance in preparing your Educational Plan, final approval is based on overall content of your submission and approval of the New Schools Approval Board.

- b. Submit one complete copy of the Educational Plan to ITL and submit 1 complete copy electronically on or before the deadline of April 2 (Summer opening date) or May 21 (Fall opening date).
- c. Attach a cashier's check for the \$30.00 nonrefundable fee.
- d. Secure and retain a receipt for both the Educational Plan and the \$30.00 fee.

If you have any questions before submitting the Education Plan, contact Dr. Robert A. Pavlik, Executive Director, to clarify expectations until the due date for the Educational Plan: robert.pavlik@marquette.edu or 414-288-3886.



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New Schools Approval Board

Educational Plan 2012-2013

To be completed by ITL Staff:

Submitted by:	Stamped, Initialed and Received by:
Date:	Time:
	Receipt Number:

GENERAL SCHOOL INFORMATION
Provide information for these headings:

School Name:	Phone(s):
Street Address:	Fax:
Milwaukee, WI ZIP:	School/Contact Person's Email:
Contact person:	Phone(s):
	Email:

GOVERNANCE

Directions:

- a. **Attach the 14 documents listed below, as sequenced, and after this page.**
- b. **Enter the board-approval dates within the parentheses below.**

- _____ 1. Mission Statement (Board-approval date: _____)
- _____ 2. Chart of planning team members, their phone numbers and email addresses, and a description of their roles in preparing the Educational Plan. (Board-approval date: _____)
- _____ 3. Chart of school board members, their phone numbers and email addresses, their roles on the school board, and current work places (Board-approval date: _____)
- _____ 4. Signed statement for each member of the school board, verifying that the individual is a member of the governing board and understands the major functions of the board. (Board-approval date: _____)
- _____ 5. Conflict of interest policy statement (Board-approval date: _____)
- _____ 6. List of Board functions (Board-approval date: _____)
- _____ 7. Minutes of school board meetings pertaining to preparations of the Educational Plan (Board-approval date: _____)
- _____ 8. Policy for conducting background checks on all school board members and making decisions on their potential service on the school board (Board-approval date: _____)
- _____ 9. School's organizational chart and a narrative explaining who makes what decisions (Board-approval date: _____)
- _____ 10. Operational policies/Bylaws for governance (Board-approval date: _____)
- _____ 11. Goals, objectives and calendar for school board development in 2012-2013 (Board-approval date: _____)
- _____ 12. Goals, objectives and calendar for parent development in 2012-2013 (Board-approval date: _____)
- _____ 13. Statement of status as either a for-profit or nonprofit organization (Board-approval date: _____)
- _____ 14. If the private school is a nonprofit organization, a copy of the 501(c)3 statement from the IRS (Board-approval date: _____)

GOVERNANCE – Part 2

Directions:

With respect to Governance, attach responses to the 10 questions listed below, numbered and sequenced as below, and after this page.

- _____ 1. How was the Mission Statement developed and approved?
(Narrative)
- _____ 2. How will the administration help the school board members, teachers, students and families understand and support the Mission?
(List of strategies)
- _____ 3. How were the criteria for selecting members of the school board implemented?
(List of criteria)
- _____ 4. Who will enforce the conflict of interest policy statement? How often?
(Board member and frequency)
- _____ 5. How will the school board ensure and evaluate that it fulfills such fiduciary responsibilities as establishing and monitoring policies, supervising the administrator, or raising funds?
(Description of practices and frequency)
- _____ 6. How will the administration and teachers inform the board as well as ensure and evaluate that parents/guardians (and students) are involved in appropriate decision-making?
(Description of practices)
- _____ 7. Who will conduct the professional development for the board? How will the professional development be evaluated? How will the evaluations be used to build and refine further professional development? (Person/s responsible and evaluation processes)
- _____ 8. Who will conduct the professional development for the parents? How will the professional development be evaluated? How will the evaluations be used to build and refine further professional development? (Person/s responsible and evaluation processes)
- _____ 9. What is the IRS status of the school?
(Statement)
- _____ 10. What relationship, if any, does the school have to other for-profit and nonprofit organizations?
(Explanation of relationship/s, if applicable)

FACILITIES

Directions:

- a. Attach the three documents listed below, as sequenced, and after this page.**
- b. Enter the board-approval dates within the parentheses below.**

_____ 1. Goals for the facilities (Board-approval date: _____)

_____ 2. Floor plan of the facilities and grounds (Board-approval date: _____)

_____ 3. Policies for health and safety (Board-approval date: _____)

FACILITIES – Part 2

Directions:

With respect to Facilities, attach responses to the four questions listed below, as sequenced, and after this page.

- _____ 1. In what ways do the facilities support the Mission of the school?
(Description of policies/practices)

- _____ 2. How will the school ensure and evaluate that its employees and students avoid safety/health risks within the facility?
(Description of policies/practices)

- _____ 3. How will the school ensure and evaluate that its employees and students avoid safety/health risks on the grounds?
(Description of policies/practices)

- _____ 4. What systems are in place for maintaining the facility and grounds?
(Description of policies/practices)

ADMINISTRATION

Directions:

- a. Attach the six documents listed below, as sequenced, and after this page.
- b. Enter the board-approval dates within the parentheses below.

- _____ 1. Chart for all administrators, containing their names, titles and academic credentials
(Board-approval date: _____)
- _____ 2. Official photo copies including a seal or stamp of all degrees (and licenses) for all administrators
(Board-approval date: _____)
- _____ 3. Job descriptions for all administrators
(Board-approval date: _____)
- _____ 4. Policy for conducting background checks on all administrators and making decisions on their potential employment
(Board-approval date: _____)
- _____ 5. Goals, objectives and calendar for the professional development of all administrators in 2012-2013
(Board-approval date: _____)
- _____ 6. Succession Plan for the founder/administrators
(Board-approval date: _____)

Notes: *Administrator* is defined as the superintendent, supervising principal, executive director or other person who acts as the administrative head of a school. All administrators must have a bachelor's degree from a four-year accredited college/university.

ADMINISTRATION – Part 2

Directions:

With respect to Administration, attach responses to the four questions listed below, as sequenced, and after this page.

- _____ 1. What are the criteria for hiring members of the administration? Who developed the criteria?
(List and explanation)

- _____ 2. How were the job descriptions developed? By whom? How will they be updated?
(Narrative and explanation)

- _____ 3. How will the school board supervise – not just evaluate – and support all administrators for implementing the Mission and fulfilling their job descriptions?
(Description of policies and practices)

- _____ 4. How will the school board ensure the effective implementation of a succession plan for the founder/administrators?
(Description of policies and practices)

TEACHERS/TEACHER AIDES/PARAPROFESSIONALS

Directions:

- a. **Attach the five documents listed below, as sequenced, and after this page.**
- b. **Enter the board-approval dates within the parentheses below.**

- _____ 1. Chart of teachers/teacher aides/paraprofessionals, containing their names, teaching assignments and academic credentials (Board-approval date: _____)
- _____ 2. Official photo copies including a seal or stamp of all degrees (and licenses) for teacher/paraprofessionals (Board-approval date: _____)
- _____ 3. Job descriptions for teachers/teacher aides/paraprofessionals (Board-approval date: _____)
- _____ 4. Policy for conducting background checks on all teachers/teacher aides/paraprofessionals and making decisions on their potential employment (Board-approval date: _____)
- _____ 5. Goals, objectives and calendar for the professional development of teachers/teacher aides/paraprofessionals related to the Mission and the curriculum (Board-approval date: _____)

Notes: Teachers must have a bachelor's degree from a four-year accredited college/university. Teacher aides/Paraprofessionals must have at least a high school diploma.

TEACHERS/TEACHER AIDES/PARAPROFESSIONALS – Part 2

Directions:

With respect to Teachers/Teacher Aides/Paraprofessionals, attach responses to the three questions listed below, as sequenced, and after this page.

- _____ 1. What are the criteria for teachers/teacher aides/professionals? Who developed the criteria?
(List and explanation of criteria)

- _____ 2. How were the job descriptions developed? By whom? How will they be updated?
(Narrative and explanation)

- _____ 3. How will the administration supervise – not just evaluate – and support all teachers/teacher aides/paraprofessionals for implementing the Mission and the curriculum and fulfilling their job descriptions?
(Description of policies and practices)

CURRICULUM AND INSTRUCTION

Directions:

- a. Attach the eight documents listed below, as sequenced, and after this page.
- b. Enter the board-approval dates within the parentheses below.

- | | | |
|-------|--|------------------------------|
| _____ | 1. Reading/Language Arts/English curriculum* | (Board-approval date: _____) |
| _____ | 2. Mathematics curriculum* | (Board-approval date: _____) |
| _____ | 3. Science curriculum* | (Board-approval date: _____) |
| _____ | 4. Health curriculum* | (Board-approval date: _____) |
| _____ | 5. Social studies curriculum* | (Board-approval date: _____) |
| _____ | 6. Plan for special needs identification, intervention, and instruction | (Board-approval date: _____) |
| _____ | 7. Lesson plan template/s | (Board-approval date: _____) |
| _____ | 8. List of partnerships, their potential benefits for the Mission, and goals for 2011-2012 | (Board-approval date: _____) |

Notes: *Curriculum* refers to the following components which would be developed and presented for each subject and grade level:

- List of standards
- List of planned goals by month or grading period
- Scope and sequence of topics for the academic year
- Methods of instruction
- Resource materials, e.g., textbook series, online sites, trade books, periodicals
- Methods of formative and summative assessment

Textbook series and/or online programs are only considered resource materials for the curriculum. Such resources are not the curriculum.

Instruction refers to the methods the teachers will use to direct and guide student learning for stimulating thinking and meeting high academic standards.

CURRICULUM AND INSTRUCTION – Part 2

Directions:

With respect to Curriculum and Instruction, attach responses to the eight questions listed below, as sequenced, and after this page.

- _____ 1. In what ways does the curriculum support the Mission?
(Description of practices with examples)
- _____ 2. In what ways does the curriculum address the needs of diverse learners?
(Description of practices with examples)
- _____ 3. In what ways do the instructional approaches support the Mission and address the needs of diverse learners?
(Description of practices)
- _____ 4. What professional development will the administration provide for implementing, evaluating and refining the curriculum?
(Description of practices)
- _____ 5. How will the administration support teachers and families to implement the plan for special needs identification, intervention, and instruction?
(Description of practices)
- _____ 6. How was the lesson plan template selected/developed? By whom? How will it be revised?
(Explanation)
- _____ 7. What were the criteria for identifying potential partners?
(List of criteria)
- _____ 8. How will the partnerships be evaluated? By whom? How often?
(Explanation of processes)

ASSESSMENT

Directions:

- a. Attach the six documents listed below, as sequenced, and after this page.**
- b. Enter the board-approval dates within the parentheses below.**

- _____ 1. List of standardized tests for the 2012-2013 school year
(Board-approval date: _____)
- _____ 2. Calendar of administration dates for standardized tests and steps for reporting and discussing gathered data in order to refine curriculum and instruction
(Board-approval date: _____)
- _____ 3. Template for the report card/progress report
(Board-approval date: _____)
- _____ 4. Promotion policy
(Board-approval date: _____)
- _____ 5. Graduation policy
(Board-approval date: _____)
- _____ 6. Retention policy
(Board-approval date: _____)

ASSESSMENT – PART 2

Directions:

With respect to Assessment, attach responses to the two questions listed below, as sequenced, and after this page.

- _____ 1. How will the administration and teachers inform students and families about the policies for assessment, promotion, graduation and retention?
(Descriptions of practices)

- _____ 2. How do the assessment plan and policies relate to the Mission?
(Explanation of relationships)

FISCAL SOLVENCY

Directions:

- a. Attach the four documents listed below, as sequenced, and after this page.**
- b. Enter the board-approval dates within the parentheses below.**

- _____ 1. Two balanced budgets for 2012-2013
- a. Budget for the desired number of students (Board-approval date: _____)
 - b. Budget for the minimum number of students for opening the school
(Board-approval date: _____)
- _____ 2. Financial policies and procedures, including debt reduction policies
(Board-approval date: _____)
- _____ 3. Fund raising strategies and calendar (Board-approval date: _____)
- [If applicable, the most recent approved financial audit (Board-approval date: _____)]

FISCAL SOLVENCY – Part 2

Directions:

With respect to Fiscal Solvency, attach responses to the four questions listed below, as sequenced, and after this page.

- _____ 1. What criteria and policies will the school board and administration use to ensure fiscal solvency?
(Description of criteria and policies)
- _____ 2. What are the goals for fund raising?
(List of goals)
- _____ 3. How do the goals relate to the Mission?
(Explanation of relationships)
- _____ 4. How will the school board develop the capacity of the school to meet the fund raising goals?
(Description of strategies)

RESPONSIVE EDUCATIONAL ENVIRONMENT

Directions:

- a. Attach the 12 documents listed below, as sequenced, and after this page.
- b. Enter the board-approval dates within the parentheses below.

- _____ 1. Daily Class Schedule for 2012-2013 (Board-approval date: _____)
- _____ 2. Annual School Calendar for 2012-2013, including a plan for make-up days (Board-approval date: _____)
- _____ 3. Policy for rejecting a MPCP applicant, including procedures for appealing the rejection/denial (Board-approval date: _____)
- _____ 4. Policy for accepting or deny transfer of credits for coursework completed at another school (Board-approval date: _____)
- _____ 5. Policies for managing student data and records and protecting student privacy (Board-approval date: _____)
- _____ 6. Policy for non-harassment, including procedures for reporting and obtaining relief from harassment. (Board-approval date: _____)
- _____ 7. Policy governing visitors and visits to the school (Board-approval date: _____)
- _____ 8. Policy for addressing concerns for child abuse proactively (Board-approval date: _____)
- _____ 9. Policy for suspending or expelling students, including procedures for appealing the suspension or expulsion. (Board-approval date: _____)
- _____ 10. Policies for hearing and acting on parent/guardian concerns (Board-approval date: _____)
- _____ 11. Plan for organizing and making student records available should the school close. (Board-approval date: _____)
- _____ 12. Plan for building a positive school culture (Board-approval date: _____)

RESPONSIVE EDUCATIONAL ENVIRONMENT – Part 2

Directions:

With respect to Responsive Educational Environment, attach responses to the 15 questions listed below, as sequenced, and after this page.

- _____ 1. For the Daily Class Schedule,
 - a. How and when will the school inform parents and students about the schedule?
(Description of practices)
 - b. Does the school provide at least the required number of minutes for each of the core subject areas?
(Statement of number of minutes scheduled)
 - c. How will the administration communicate with staff, students, families and vendors about needed changes in the schedule?
(Description of practices)
- _____ 2. For the Annual School Calendar,
 - a. How and when will the school inform parents and students about the calendar?
(Description of practices)
 - b. Does the school provide at least the required numbers of hours and days for the school year? And a plan for make-up days?
(Statement of numbers of hours and days scheduled)
 - c. How will the administration communicate with staff, students, families and vendors about needed changes in the calendar?
(Description of practices)
- _____ 3. How will the school evaluate its appeals process for rejecting/denying a MPCP applicant?
(List of criteria and description of practices)
- _____ 4. How will the school evaluate its policy for accepting/denying the transfer of credits earned by a pupil attending the school for satisfactory completion of coursework at another school?
(List of criteria and description of practices)
- _____ 5. How will the administration, support staff and teachers evaluate its policies for managing student records? For protecting student privacy?
(List of criteria and description of practices)
- _____ 6. How will the school evaluate its non-harassment policy, including procedures for reporting and obtaining relief from harassment?
(List of criteria and description of practices)

- _____ 7. How will the administration, support staff and teachers evaluate the opportunities they provide for visiting the school?
(List of criteria and description of practices)
- _____ 8. How will the board and administration evaluate its policy for addressing the concerns for child abuse?
(List of criteria and description of practices)
- _____ 9. How will the school evaluate its policy for suspending or expelling students, including procedures for appealing a suspension or expulsion?
(List of criteria and description of practices)
- _____ 10. How will the school evaluate how well it hears and acts on parent/guardian concerns?
(List of criteria and description of practices)
- _____ 11. How will the school make student records available to parents and schools for at least five years should the school close?
(Description of practices)
- _____ 12. How will the school assess and evaluate the quality of its culture?
(List of criteria and policies)
- _____ 13. What concerns do the board and administration anticipate that parents/guardians might have about enrolling their child/children in the school?
(List of potential concerns)
- How will the school address the concerns?
(List of steps)
- _____ 14. How will the board and administration evaluate the effectiveness of its communications with students, staff, families and vendors about needed changes in policies?
(List of criteria and description of practices)
- _____ 15. How will the board and administration know how well the business operations of the school reflect the Mission?
(List of criteria and description of practices)