

# Osprey Wilds Environmental Learning Center New Charter School Application Guide

## Background

Osprey Wilds Environmental Learning Center (Osprey Wilds) envisions a healthy planet where all people live in balance with the Earth. It is a non-profit, 501(c)(3) residential environmental learning center and green conference/retreat center located near Sandstone, MN. Its mission is to instill a connection and commitment to the environment in people of all communities through experiential learning. To support its mission and vision, Osprey Wilds became an approved authorizer of charter schools in Minnesota. The Osprey Wilds Charter School Division (CSD) carries out Osprey Wilds authorizing activities.

Osprey Wilds authorizes charter schools throughout Minnesota. Our vision is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth. Our authorizing mission is to ensure quality academic and environmental literacy outcomes for Minnesota students through effective charter school authorizing.

## New School Priorities

Osprey Wilds aims to expand learning opportunities for students in Minnesota; therefore, we seek high quality new school applications from individuals and groups who have the skill, capacity, and vision to initiate and sustain high quality, innovative public charter schools. Successful applications will present plans to provide all students, including those with special needs and English learners, with a quality education that develops the whole child, ensure efficient use of public resources, and develop the environmental literacy of children and youth. A successful application will also describe how the proposed school will meet the primary purpose of Minnesota's charter school law, which is to improve all pupil learning and all student achievement.

Osprey Wilds is specifically interested in applications in the following four categories:

- Models that include environmental education as a central component of the educational program, especially those serving students in low income communities, rural communities, Indigenous communities, and / or communities of color.
- School planning teams and start-up boards of directors that include youth.
- Schools that use personalized or individualized learning as a central component of the educational approach, ensuring that students' education is relevant to how they learn, who they are and what they aspire to do in the future.
- Schools that intentionally bring together students of different backgrounds, including but not limited to socioeconomic, ethnic, and cultural.

In addition, Osprey Wilds seeks charter school applications that prioritize the following additional statutory purposes as outlined in MN Stat. §124E.01:

- Encourage the use of different and innovative teaching methods; and / or
- Measure learning outcomes and create different and innovative forms of measuring outcomes.

## Timeline

The chart below represents the timeline for OW’s new school application process. The Notice of Intent to Apply (NOI) should be submitted approximately two years prior to opening. For example, a school wishing to open in the fall of 20xx must submit its NOI in the fall of 20xx. Failure to meet the deadlines may result in disqualification of the application. If a deadline falls on a weekend or non-business day, the deadline moves to the following business day.

Activity	Date
Notice of Intent to Apply (NOI) due to Osprey Wilds.	October 16, 2023
Osprey Wilds provides informal feedback on NOI and reviews full application requirements with applicant.	15-20 days after receiving NOI
Preliminary completeness review (optional)	January 2, 2024
Full application due to Osprey Wilds.	January 16, 2024
Request for additional information, as needed.	Early February 2024
Capacity Interview with application team.	Late February 2024
Final decision by Osprey Wilds Board of Directors and notification to applicant.	April 2024
Osprey Wilds submits New School Affidavit to the Minnesota Department of Education.	No later than May 1, 2024

## Evaluation Process

New School Applications must be reviewed at four levels in order to be approved:

- Osprey Wilds Charter School Division (CSD)
- Osprey Wilds Charter School Committee (CSC)
- Osprey Wilds Board of Directors
- Minnesota Department of Education (MDE)

Osprey Wilds reserves the right to reject any and all applications for any reason.

## Initial Development and Feedback

As you develop your plans and ideas for founding a new charter school, become familiar with Minnesota Statutes [Chapter 124E](#), which governs charter school formation and operation. Also review information available on the [Osprey Wilds website](#) to learn about our authorizing activities and expectations. Please reach out to the CSD to discuss initial plans and ideas for the

new school, as well as Osprey Wilds' application process and requirements at (612) 331-4181 or [csdadmin@ospreywilds.org](mailto:csdadmin@ospreywilds.org)).

### **Notice of Intent**

New school applicants must submit a Notice of Intent to Apply (NOI) to Osprey Wilds in order for a complete application to be considered. The NOI will outline the vision, mission, educational approach, founders, and leadership structure of the school. The NOI must be submitted via e-mail to [csdadmin@ospreywilds.org](mailto:csdadmin@ospreywilds.org). Applicants must use the NOI template found on the [Osprey Wilds website](#) (and as part of this document). The deadline for submission of the NOI is defined above. The NOI is not intended to be an initial exploration of ideas, but rather a competent summary of a plan well underway.

### **Osprey Wilds Informal Feedback on NOI**

Osprey Wilds Charter School Division staff will review the NOI and provide informal feedback indicating the potential mission match and Osprey Wilds' potential interest in authorizing the school. School developers are encouraged to consider this feedback prior to submission of the full application. At this time Osprey Wilds Charter School Division staff will also review the full application requirements with applicants.

### **Application Evaluation**

Applicants must complete all required sections of the New School Application. Applicants are expected to review the application requirements closely. Review the [Osprey Wilds website](#) to ensure you have the most up to date version of the application template.

After receipt of the application, the Osprey Wilds will review the application for completeness and required formatting. If an application is found to be incomplete or incorrectly formatted, Osprey Wilds may disqualify the application and decide not to proceed with the new school application evaluation.

Osprey Wilds staff and external evaluators will evaluate the application using the criteria set forth in Osprey Wilds' New School Application Review Rubric. This evaluation will include a thorough review of the written application, a substantive in-person interview with all qualified applicant groups, and other due diligence to examine the applicant's experience and capacity. To be considered for approval, an application must meet Osprey Wilds' new school application requirements, which will be evidenced by Overall Section Ratings of Meets in all applicable areas of the application review rubric.

The CSD will produce a Summary Report, which compiles the findings from the evaluation. The report will contain a recommendation regarding approval or denial of the New School Application. The CSC will review the Evaluation Report and make a recommendation to the full Osprey Wilds Board, which will make the final decision on the application. Should the Osprey Wilds Board grant approval, it will direct the CSD to use information provided in the application along with additional necessary information to submit a New School Affidavit to MDE for final approval.

The CSC, in consultation with the CSD, may find that an application substantially meets the requirements outlined in the review rubric but that additional information is required or conditions must be met prior to making a recommendation for approval to the full Osprey Wilds Board. In such cases, the applicant will be notified and provided a deadline to submit additional information. If the applicant does not provide additional information that results in the application obtaining Overall Section Ratings of Meets in all applicable areas of the review rubric, the CSC will not make a recommendation for approval to the Osprey Wilds Board.

### **New School Start-Up and Ready to Open Process**

If a charter school application is approved, Osprey Wilds will monitor the start-up group's progress as they lay the foundation for the school's success. Osprey Wilds is committed to working with the developers to ensure the creation of a successful school. To this end, Osprey Wilds will require developers to create and maintain a start-up task table specific to their school which includes at least the elements in the Osprey Wilds Charter School Start-Up Guide and Progress Checklist.

The start-up period for a new charter school is typically quite challenging. The founders may encounter unforeseen difficulties in any of the areas noted in the start-up task list. Osprey Wilds will monitor authorized schools' start-up efforts to ensure the school is ready before it opens. In order to gain Osprey Wilds' final approval for opening, a new charter school must meet certain condition for opening set forth in the Osprey Wilds Charter School Ready-to-Open Checklist.

As the school gets closer to its opening date, the founders will use the checklist in consultation with Osprey Wilds. If the initial school's board is unable to meet one or more of the conditions, it will submit a plan detailing how the condition will be accomplished by June 1. In the event the conditions are not met by the deadline, Osprey Wilds may, at its own discretion, decide to postpone the opening of the school by one year. The developing school may also decide on its own to delay a year to have more time to open successfully.

### **Submission of Application**

An email containing an electronic version of the application must be **received** by Osprey Wilds by the designated deadline. Applicants must send an electronic copy of the application including all attachments in either Microsoft Word or PDF versions via e-mail to [csdadmin@ospreywilds.org](mailto:csdadmin@ospreywilds.org).

### **Application Format and Organization**

- 8 ½" × 11" page orientation
- 0.5-1" margins on all sides
- 11-12 point font
- Page numbers and name of school in footer on each page
- Total page limit is 80 pages (not including Section XII – Early Learning Programs). Page limits do not apply to required attachments. Suggested page length of each section is specified in the guidelines below. Please limit attachments to those that are requested.

## **Required Attachments**

- Articles of Incorporation (if the organization is incorporated)
- Proposed bylaws
- Proposed conflict of interest policy
- Proposed enrollment and lottery policy
- Founder contact list
- Founder résumés
- Proposed organizational chart (if not included in the application narrative) that aligns with the structure described in the application narrative
- Job descriptions for administrative, supervisory, and instructional leadership positions
- Proposed school year calendar
- Proposed school day schedule
- Start-up budget plus a three-year operating budget (four total years)
- Cash flow projection on a monthly basis for the start-up year and the first operational year (two total years)
- The proposed management agreement or other comprehensive service agreement (if applicable)
- Evidence of parent and community interest in the school. This could include but is not limited to letters/emails of support from parents and community organizations, survey information that includes a sample survey and results, and sign-in sheets from community information sessions.

## Osprey Wilds Environmental Learning Center Notice of Intent to Submit New School Application

An applicant must submit a Notice of Intent to Apply (NOI) to Osprey Wilds in order for a complete application to be considered. The NOI will outline the vision, mission, educational approach, founders, and leadership structure of the school. The NOI must be submitted via e-mail to [csdadmin@ospreywilds.org](mailto:csdadmin@ospreywilds.org). Applicants must use the NOI template below. The NOI can be no more than six (6) pages in length (including the cover sheet). The NOI is not intended to be an initial exploration of ideas, but rather a competent summary of a plan well underway.

Name of proposed school:	
Primary contact person:	
Email:	
Phone:	
Mailing address:	

Names, roles, and current employment of all members of the Founding Team (add lines as needed):

Full Name	Current Job Title and Employer	Position with Proposed School

Grade levels to be served by the proposed school:	
Proposed geographic location of the school:	
Does the school expect to contract with a charter management organization or educational management organization for school management or operation? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, identify the charter management organization:

**Items to address in the Notice of Intent:**

1. Provide an overview of the proposed school. Be sure to include:
  - a. the mission, vision, and goals of the proposed school;
  - b. the ages/grades of students to be served;
  - c. proposed location of the school;
  - d. the estimated number of students to be served at capacity;
  - e. the educational philosophy and instructional approach of the school;
  - f. how the school will meet the primary statutory purpose of charter schools;
  - g. which additional statutory purposes the school will meet and how; and
  - h. the Osprey Wilds priorities that the proposed school addresses.
  
2. Describe how the school will integrate environmental education and sustainability values and strategies into the educational program and operations of the school.
  
3. Identify the persons who will likely be the founding board of the school. The initial board **must** include a licensed teacher **and** a parent of a potential student. Include a brief summary of the résumé of each person. If there are youth on the development team, provide a brief description of their specific interest in developing a charter school. At least one person on the initial board must hold a current teaching license in Minnesota – list the file folder number(s) of the licensed teacher(s).

In addition, identify the persons who will be preparing the full application and describe how costs associated with developing the full new school application (if any) will be financed.

4. Briefly describe both the governance and leadership model to be used at the school.
  
5. (Optional) Provide any other information you deem useful for this Notice of Intent. Do not exceed the six (6) page limit.

Submit to [csdadmin@ospreywilds.org](mailto:csdadmin@ospreywilds.org) by the deadline of October 15. If the deadline falls on a weekend or non-business day, the deadline moves to the following business day. An NOI received after the deadline may result in disqualification.

---

Founder Signature

---

Founder Signature

---

Founder Signature

---

Founder Signature

---

Founder Signature

---

Founder Signature

---

Founder Signature

---

Founder Signature



**Osprey Wilds Environmental Learning Center  
New School Application  
Cover Page**

Name of proposed school:	
Primary contact person:	
Email:	
Phone:	
Mailing address:	

Names, roles, and current employment of all members of the Founding Team (add lines as needed):

Full Name	Current Job Title and Employer	Position with Proposed School

Grade levels to be served by the proposed school:	
Proposed geographic location of the school:	
Does the school expect to contract with a charter management organization or educational management organization for school management or operation? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, identify the charter management organization:

Proposed School Director, Principal, or Lead Administrator information (if already selected):

Name of proposed candidate:	
Current employment:	
Email:	
Phone:	

Submit to [csdadmin@ospreywilds.org](mailto:csdadmin@ospreywilds.org) by the deadline of January 7, 20xx. An application received after the deadline will not be reviewed.

*By approval and submission of this application, the founders agree to the terms of the base charter contract (no exhibits) without modification. The base charter contract is available on the [Osprey Wilds website](#).*

---

Founder Signature

---

Founder Signature

---

Founder Signature

---

Founder Signature

---

Founder Signature

---

Founder Signature

---

Founder Signature

---

Founder Signature

## **Osprey Wilds Environmental Learning Center New School Application**

Directly address each section below. Responses should be concise and comprehensive.

### **Section I. Executive Summary (2-3 pages)**

1. Provide a brief explanation of why you are seeking to open a public charter school and identify what problem you are addressing by starting a school.
2. State the grade levels and number of students to be served by the proposed school.
3. State the proposed location of the school.
4. Briefly describe the educational philosophy, instructional methodology, and key programmatic features the school will implement in order to accomplish its vision and mission.
5. Briefly describe how the school will improve student achievement in the intended community.
6. Briefly describe which, if any, of Osprey Wilds' identified priorities the school will address and how.
7. Summarize the relevant experience of the school's founders.
8. Describe how the school plans to integrate environmental education and sustainability into the program.
9. Explain why the school is seeking to be authorized by the Osprey Wilds Environmental Learning Center.
10. Indicate whether you have submitted or will submit a substantially similar application to another authorizer for this school. If so, provide the name of the authorizer, the date (or intended date) of submission, and the status of the application.

### **Section II. Vision and Mission (2-3 pages)**

1. State the vision of the proposed school. This should be a clear, concise, and compelling vision statement that articulates the long-term change you hope to see as a result of the school's success.

2. State the mission of the proposed school. This should be a clear, concise, and compelling mission statement that articulates the school’s purpose or desired results and how it plans to achieve the desired results.
3. Describe how the school will evaluate whether its mission is being accomplished and its vision realized.
4. Describe how the school intends to use environmental education values and strategies to fulfill its vision and mission. Explain how your mission and vision aligns with the mission and vision of Osprey Wilds.

**Section III. Market Need and Demand Study (6-10 pages)**

1. Provide a description and evidence of the need for a school of this grade configuration in the location identified. Need refers to the reason(s) existing schools are insufficient or inadequate.
2. Provide a description and evidence of the existing demand for a school of this grade configuration in the location identified. Demand refers to the desire from prospective families to attend the proposed school.
  - a. Include, as an attachment, quantifiable evidence of existing demand for the school sufficient to allow the school to reach the anticipated Year 1 enrollment described in Question 3, below. The evidence provided should be from families who are highly likely to enroll their children in the proposed school. This could include but is not limited to letters / emails of support from prospective families, survey information that includes a sample survey and results, and / or sign-in sheets from community information sessions.
3. Complete and include the tables provided below in your response to this section. Identify the number of students expected to attend the school each year by grade level (add additional columns to the table if it will take more than five years to reach full enrollment).

<b>Grades</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>PS / PreK</b>					
<b>K</b>					
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					
<b>6</b>					
<b>7</b>					

<b>8</b>					
<b>9</b>					
<b>10</b>					
<b>11</b>					
<b>12</b>					
<b>Total</b>					

<b>Current demographics of the district where the proposed charter school intends to locate</b>	<b>Percentage of students eligible for free or reduced price lunch</b>	<b>Percentage of students who are English learners</b>	<b>Percentage of students with disabilities</b>

<b>Projected Demographics of the Charter School</b>	<b>Percentage of students eligible for free or reduced price lunch</b>	<b>Percentage of students who are English learners</b>	<b>Percentage of students with disabilities</b>

4. Describe current and projected (at least the next census year) demographic information for the city, county, or Native nation (whichever is most relevant given the school’s geographic location) where the proposed charter school intends to locate.
  - a. Provide an analysis of how demographic projections might impact the enrollment of the proposed charter school.
  
5. Describe student enrollment patterns in the district where the charter school intends to locate.
  - a. Provide an analysis of how student enrollment patterns might impact the enrollment of the proposed charter school.
  
6. Complete the following table to provide information on existing schools and types of education programs currently available, including program model, grades served, and student enrollment. Add lines as needed. Include both district and charter options.

<b>Existing District and Charter Schools in [insert area or district where the charter school intends to locate]</b>				
<b>School Name</b>	<b>District</b>	<b>Grade Levels</b>	<b>Enrollment</b>	<b>Description</b>

7. Provide an analysis of existing district and charter schools in the proposed location based on the information in the table above.
  - a. Include a description of the new and unique characteristics the proposed charter school would provide to students that distinguish it relative to other education options available to students in the area.
8. Based on the evidence presented above (existing demand, identified need, current and projected demographic information, student enrollment patterns, and existing schools and types of educational programs currently available), describe the characteristics of the students and families you anticipate will enroll in the proposed school.
9. Provide a description and evidence of the community support for an additional school in this area.
  - a. Detail the strategies that have been used to engage the community in the development of this school, including youth. Identify key community partners.
  - b. Include as an attachment evidence of community interest in the school. This could include but is not limited to letters / emails of support from community organizations, survey information that includes a sample survey and results, and sign-in sheets from community information sessions.
10. Describe the availability of properly zoned and classified facilities in the neighborhood, town, or township (whichever is most relevant given the school's geographic location) in which the proposed school intends to locate.
  - a. If none, describe the school's plan to identify and seek an appropriate zoning change for a facility for the proposed charter school.

#### **Section IV. Purpose (2-3 pages)**

1. As articulated in MN Stat. 124E.01, Subd. 1, the primary purpose of a charter school is to improve all pupil learning and all student achievement. Describe how the school intends to meet the primary purpose of a charter school as defined in statute, how this aligns to the school's mission and vision, and how the school will measure on its progress towards meeting this purpose.
2. As articulated in MN Stat. 124E.01, Subd. 1, additional purposes of a charter school include to:
  - (1) increase learning opportunities for all pupils;
  - (2) encourage the use of different and innovative teaching methods;
  - (3) measure learning outcomes and create different and innovative forms of measuring outcomes;
  - (4) establish new forms of accountability for schools; and

(5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

Identify the additional purpose(s) that the charter school intends to meet. Describe how the school intends to meet the identified purpose(s), how the identified purpose(s) align(s) to the school's mission and vision, and how the school will report on its progress towards meeting the identified purpose(s).

## **Section V. Goals, Student Performance Expectations, and Evaluation Plan (6-10 pages)**

1. Provide student achievement (i.e. proficiency) goals in SMART format for improving all pupil learning and all student achievement in areas including mathematics, reading, and science.
2. Provide goals that measure student growth, knowledge, skill development and accomplishments in other areas related to the school's mission and growth of the whole child. At a minimum, include growth goals for mathematics and reading. If applicable to the school's projected demographic information, include goals for English language acquisition.
3. Provide student performance goals in SMART format for achieving other accountability measures such as attendance, graduation, and other appropriate aspects of the school's proposed program (e.g. writing, music, social studies, etc.). At a minimum, include the following:
  - a. Required for elementary / primary programs: attendance, kindergarten readiness
  - b. Required for middle school programs: attendance
  - c. Required for high school / secondary programs: attendance, graduation, college and / or career readiness
4. Provide rationale for the goals and the expected level of performance, including projected baseline data and how these goals are designed to promote high expectations for all students, including students with special needs and English learners.
5. Describe the school's plans to use assessment data to monitor progress towards meeting academic performance goals and affect teaching and learning to improve student achievement. Include the school's plan to collect and use baseline data (in the fall of the opening year) to evaluate the school's goals and educational program.
6. Describe how the school will assess students' progress in demonstrating the awareness, knowledge, skills, and attitudes to work individually and collectively toward sustaining a healthy natural environment.
7. If you have identified "measure learning outcomes and create different and innovative forms of measuring outcomes" as an additional statutory purpose, explain how the goals and

evaluation tools described in this section are different and innovative forms of measuring outcomes.

## **Section VI. Educational Program (12-15 pages)**

1. Describe the guiding educational philosophy of the proposed school.
2. Describe the key aspects of the school culture that will promote student academic achievement and development of the whole child.
3. Describe the educational program.
  - a. At a minimum, include the instructional methodology and techniques, proposed curricula, and descriptions for how these will be carried out at the varying grade levels. Include information about alignment to Minnesota Academic Standards.
  - b. Include information about the major subject areas of reading, math, science, and social studies, as well as any aspects of individualized learning or different and innovative teaching methods the school plans to implement, as appropriate.
4. Include research that provides evidence that the program will achieve the desired outcomes for the proposed student body. In addition, provide information on innovative aspects of the program that may not have a research base.
5. Describe how students will receive a comprehensive education that includes but is not limited to the arts, physical education, 21st century skills, and physical wellness. Include information about alignment to Minnesota Academic Standards.
6. Identify how the education program is designed to engage students in ways that are culturally and linguistically appropriate, responsive, and relevant. Specifically address the following:
  - a. How the school will support teachers to establish positive, individual relationships with their students.
  - b. How the school will support teachers to create meaningful and engaging connections between students' home and school lives.
  - c. How the school will support teachers to learn about students' cultures in order to make purposeful connections to the curriculum.
  - d. How the school will support students to develop positive ethnic and cultural identities while also helping them achieve academically.
  - e. How the school will help teachers develop an awareness of their own cultural lens and the ways in which it might impact their teaching.
  - f. How the school will support teachers to develop instructional practices and techniques that use cultural knowledge to make learning experiences more relevant and effective for students.





12. Describe the school's plan for teacher professional development and evaluation, including how the quality of instruction will be monitored and improved, and how it will be responsive to students' academic performance.
  - a. Include a plan for providing professional development to staff in support of the school's environmental education approach.
13. Describe the school's environmental education program.
  - a. Describe how the school adapts environmental education to the needs and unique aspects of the school's educational program or the needs of the school community.
  - b. Describe how environmental education is integrated into the core curricula or used as an integrating theme across the curriculum.
  - c. Describe how the school creates a positive social and academic environment to support students in the process of learning, asking questions and thinking critically about environmental issues and solutions.
  - d. Describe how the school will engage students in nature-focused outdoor experiences that enhance in-classroom learning.
14. Describe skills and experiences needed by educational staff to efficiently and effectively carry out the educational program model.
  - a. Include the plan for recruiting, training, and retaining high quality staff.
  - b. If the school identified different and innovative teaching methods as an additional statutory purpose, describe how the plan ensures teachers have the skills to implement these methods.
15. Describe how the calendar and schedule are designed to support the educational program and achievement of academic and environmental education goals.
  - a. Provide a proposed school year calendar and school day schedule (as attachments).
16. State whether the school intends to offer any single-sex programming (classrooms, advisories, etc.). If so, describe how the school will ensure compliance with [Title IX](#) requirements.
17. If the school plans to provide any out-of-school time programs such as before/after school or summer school, describe those programs.

## **Section VII. Governance, Management, and Administration (6-10 pages)**

1. Describe the management and leadership structure at the school, including plans to enter into a management or other comprehensive service agreement/contract (if applicable). Include a rationale for the management and leadership structure.
  - a. Provide an Organizational Chart (either in the application narrative or as an attachment).

- b. If applicable, provide a draft of the school's management agreement or other comprehensive service agreement (as an attachment).
2. Describe the level of authority the governing board will convey to the school's administrator/leader or administrative/leadership team. Include a description of the relationships and separation of duties between the Board of Directors and the School Leadership.
3. Describe how the board will monitor its academic, mission-related, and other goals across the course of the contract.
4. Consistent with MN Statute 124E.12 Subd. 2., describe the qualifications for all persons that hold administrative, supervisory, or instructional leadership roles at the school. (Provide job descriptions for these positions as an attachment.)
5. Consistent with MN Statute 124E.12 Subd. 2., describe the evaluation process to be implemented by the board of directors for all persons that hold administrative, supervisory, or instructional leadership roles at the school.
6. Describe the process for hiring individuals in leadership positions at the school. Include how that will be an open and fair process that reaches out to candidates who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, and disability.
7. Describe the plan to recruit well-qualified board members who are representative of the students and families being served by the school.
8. Describe the plan for initial and ongoing training of board members. Include plans for onboarding of new board members.
9. Explain how the board will comply with Open Meetings and Open Records laws.
10. Explain how the initial and ongoing governing board will create and adopt board policies.

## **Section VIII. Financial Management (2-4 pages)**

1. Describe the process the school will use to do the following, highlighting the role of the board and school administration:
  - a. Develop and approve the annual budget;
  - b. Monitor the school's expenditures and revenues in relation to the budget;
  - c. Develop and implement appropriate financial policies and practices, including but not limited to purchasing, accounting, and payroll;
  - d. Ensure timely and accurate financial reporting;

- e. Select the financial auditor;
  - f. Monitor the near term and long term financial health of the organization;
  - g. Manage the school's finances day-to-day;
  - h. Maintain strong internal controls; and
  - i. Ensure sufficient resources for environmental education.
2. Provide (as an attachment) a start-up budget plus a three-year operating budget (four total years) for the charter school. Use the required [New School Financial Plan Template](#) and reference [UFARS](#) information as you complete the Template. Include:
    - a. A narrative that includes detailed assumptions for all revenue and expenditures for each year;
      - i. Percentage of students eligible for free/reduced price lunch;
      - ii. Percentage of English learners;
      - iii. Percentage of students with IEPs;
      - iv. Sources of grants and/or donations;
      - v. Staffing levels for each Program Dimension (see UFARS Manual);
      - vi. Staff salaries and benefits across various programs;
      - vii. Specific contractor or purchased services costs (including transportation);
      - viii. Capital expenditures;
      - ix. Facilities costs.
    - b. A specific narrative description of line items related to the school's implementation of environmental education programs and activities;
    - c. A specific narrative description of line items related to how the school will support its students' social, emotional, and physical wellness;
    - d. Sources of start-up revenue; and
    - e. Separations of funds (Fund 1, Fund 2, and Fund 4).
  3. Describe how the founding team considered student achievement goals in developing the budget. In other words, how did the board decide where to invest its funding?
  4. Provide (as an attachment) a cash flow projection on a monthly basis for the start-up year and the first operational year (two total years). Include:
    - a. A narrative that includes detailed assumptions; and
    - b. A Year 1 cash flow contingency plan (start-up year), delineating a plan if the school does not receive a CSP grant.

## **Section IX. Operations (6-9 pages)**

### *Start-up Plan*

1. Describe the school's plan to carry out start-up activities at the school, leading up to opening. Specifically address the seven key areas identified in OW's New School Start-up Guide on the Osprey Wilds website, in addition to other ready-to-open activities specific to the school.

2. Discuss potential start-up challenges and how the founding team plans to address these challenges.
3. Indicate how the founding team will translate the vision, mission, and ideals to the operational leader(s) once the school opens.

#### *Facilities*

4. Describe the requirements for the school's facility, including learning spaces and other characteristics that are designed to meet the unique needs of the school and students to be served by the school.
5. Describe the school's plan, including the timeline, process, and milestones to be met, to secure a suitable facility as described above.
6. Indicate any potential facilities that have been identified, and a proposed lease or ownership arrangement of the facility, including any potential conflicts of interest.
7. Describe how the school facility will support implementation of environmental education curriculum and environmentally sustainable practices. Include a plan for the schoolyard and outdoor areas.

#### *Transportation*

8. Describe the school's planned transportation arrangements. Include how the approach will support environmental sustainability. How will the school address transportation issues as they arise, especially during the early part of the first school year? What will the school do if transportation concerns begin to impact student enrollment?

#### *Food Service*

9. Describe the school's planned food service program. Include how the program will support environmental sustainability.

#### *Environmental Sustainability*

10. Describe how the school's purchasing choices and operational decision-making will reflect a commitment to environmental sustainability and how the school will implement waste reduction and recycling programs.

#### *Health Services*

11. Describe the school's plan to provide required health services.

#### *Student Discipline*

12. Describe the school's discipline process and behavior intervention plans.
  - a. Describe the school's proactive, day-to-day discipline philosophy and behavior intervention plan. Indicate if the school has identified a specific approach (e.g.

- PBIS, Restorative Justice, Responsive Classroom, Developmental Design, etc.) and the rationale for choosing this model.
- b. Describe how the school's discipline philosophy contributes to an equitable learning environment.
  - c. Provide how the school will clearly and transparently communicate its plan to students, staff, and families.
  - d. Describe how the school will provide staff professional development to ensure consistent implementation.
  - e. Describe how the school's suspension and expulsion procedures align with the Pupil Fair Dismissal Act (Minnesota Statutes, sections 121A.40 to 121A.56).

#### *Community and Parent Involvement*

13. Describe how prospective families and other members of the community have been involved in the planning and program design of the charter school.
14. Describe how prospective families and other members of the community will be involved in the implementation of the charter school program.

### **Section X. Marketing and Outreach Plan (3-5 pages)**

1. Describe how students in the community will be informed about this charter school and will be given an equal opportunity to attend this charter school. Include how the school will reach out to families that reflect the diversity of Minnesota's population and low-income families and communities, students of color, and students who are at risk of academic failure.
2. Describe how the school will conduct an open admissions process including the use of a lottery to provide equal access to all students who apply.
  - a. Provide a proposed enrollment and lottery policy as an attachment.
3. Describe how the school will intentionally and specifically conduct outreach to educationally and economically disadvantaged and hard-to-reach populations, including students with special needs and emergent multilingual learners.
4. Describe the plan for ongoing outreach and dissemination of information about the school's offerings and enrollment procedure to families that reflect the diversity of Minnesota's population and low-income families and communities, students of color, and students who are at risk of academic failure.

### **Section XI. School Founders (3-5 pages)**

1. For each member of the applicant team identified on the Application Cover Page describe: their experience/involvement with K-12 education, environmental education, and the design and operation of a charter school; other relevant experience in areas of

management, finance, human resources, legal compliance, etc.; expected role and responsibilities during the pre-operational planning period; whether they intend to become a member of the board; whether they intend to apply for employment at the new school; and affiliations/relationships with other founders and current/potential consultants and vendor organizations. If the school includes youth on its founding team or initial board, describe their specific contributions to the planning process.

2. List the proposed members of the initial board of directors for the charter school, indicating any ex-officio members and if any seat is proposed to be nonvoting. Also indicate any vacant positions expected to be filled. Describe the process for appointing or electing the initial board of directors.
3. Provide a contact list for all members of the founding team (as an attachment).
4. Provide résumés of all members of the founding team (as an attachment).
5. Identify the date of the most recent criminal history background check obtained for school founders and whether adverse information was identified, pursuant to MN Stat. 124E.06 Subd. 1(b).
6. Identify the date of the most recent bankruptcy background check obtained for the school founders and whether adverse information was identified, pursuant to MN Stat. 124E.06 Subd. 1(b).

## Section XII. Early Learning Program (if applicable)

Check the box(es) that relate to the proposed early learning program:

- Early childhood health and developmental screening
- Preschool instructional program (not prekindergarten) for children ages 3-5 years  
Anticipated size of preschool instructional program: \_\_\_\_\_
- Prekindergarten instructional program for four-year-olds to prepare children for entry into kindergarten the following year  
Anticipated size of prekindergarten instructional program: \_\_\_\_\_

### Part A. Early Learning Program Description, Need, and Demand

1. If not addressed above, provide the following information regarding the school's proposed early learning program(s):
  - a. A brief description of the early learning program(s).
  - b. Whether the program(s) will be free to all participants or fee-based.
    - i. If fee-based, include the fee structure that will be used.
    - ii. If applicable, describe the school's intent to pursue a Minnesota Parent Aware rating through the Accelerated Pathway for the early learning program, as well as other possible funding sources to sustain the program if available, such as Early Learning Scholarships, Voluntary Prekindergarten or School Readiness Plus, and Title I.
  - c. Describe the school's plans to fund the early learning program(s).
  - d. Describe how the proposed early learning program(s) will include environmental education programming consistent with Osprey Wilds expectations.
  - e. Provide a description and evidence of the need for an early learning program in this community. Need refers to the reason(s) existing schools are insufficient or inadequate.
  - f. Provide a description and evidence of the existing demand for an early learning program in this community. Demand refers to the desire from prospective families to attend the proposed school.
    - i. Include as an attachment quantifiable evidence of existing demand for the early learning program. The evidence provided should be from families who are highly likely to enroll their children in the proposed early learning program. This could include but is not limited to letters / emails of support from prospective families, survey information that includes a sample survey and results, and sign-in sheets from community information sessions.
  - g. Provide a description and evidence of the community support for an additional early learning program in this area.



- i. Include as an attachment evidence of community interest in the school. This could include but is not limited to letters / emails of support from community organizations, survey information that includes a sample survey and results, and sign-in sheets from community information sessions.
- ii.

## **Part B. Prekindergarten and/or Preschool Instructional Program**

**Intentional Instructional Practice:** Provide intentional instructional practice aligned with [Minnesota's Early Childhood Indicators of Progress \(ECIPs\) – Minnesota's Early Learning Standards](#). Instructional practices must be based on early childhood research and professional practice focused on children's cognitive, social, emotional and physical skills and development that prepare children for the transition to kindergarten, including early literacy skills.

1. Provide a brief overview of the program's early learning approaches (such as use of project-based learning, inquiry-based learning, learning centers, interactive learning, and play-based learning).
2. Include a brief description of the curriculum used in the early learning program.
  - a. The school should consider using [Minnesota Parent Aware aligned curricula](#).
3. Indicate how the *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards (ECIPs)* are used to inform instruction and support the development of each child.
4. Provide an overview of instructional practice to support children's early literacy skills development.
5. Describe how the instructional practice is responsive to the cultural and linguistic needs of children in the school's early learning program.

**Comprehensive Child Assessment:** Assess each child's cognitive skills with a comprehensive child assessment instrument when the child enters and again before the child leaves the program to inform program planning and promote kindergarten readiness.

1. Describe the assessment process used to measure individual child progress in all the prekindergarten and preschool instructional classes that includes the use of a standardized child assessment instrument, such as *High Scope Child Observation Record (COR)*, *Teaching Strategies Gold* or *Work Sampling System*.
  - The assessment must be used at least at program entrance and program exit.
  - At a minimum, the comprehensive assessment should measure children's progress in the domains of language, literacy, and mathematical thinking. Other

domains may include approaches to learning, general cognitive development, physical and motor development, social and emotional development, creativity and the arts.

- The child assessment should be one [approved by Minnesota Parent Aware](#). It must be a valid and reliable child assessment instrument that is developmentally appropriate and comprehensive.
  - The comprehensive child assessment must align with [Minnesota's Early Childhood Indicators of Progress – Minnesota's Early Learning Standards](#).
2. Describe how the child assessment results are used to inform curricula and instruction throughout the school year.
  3. Indicate how families are involved in the assessment process throughout the year.
  4. Describe how assessment results are shared between the early learning and kindergarten staff, including kindergarten staff at other schools, to maximize the building of a coherent system between early learning and kindergarten,.
  5. Describe how the child assessment process is responsive to the cultural and linguistic needs of children in the school's early learning program.

**Kindergarten Transition:** Coordinate appropriate kindergarten transition with parents and kindergarten teachers.

1. Briefly describe the program's plan for transition to kindergarten that includes meaningful coordination and planning with kindergarten teachers, and engages families in a variety of ways to support children's learning and successful transition to kindergarten.
2. Describe how the transition plan is responsive to the cultural and linguistic diversity of children and their families participating in the early learning program and school.
3. Describe how the curriculum, instruction, and assessment practices between the early learning program and kindergarten program are aligned.
4. Describe strategies to engage families in meaningful ways to support their children's learning throughout the transition into the kindergarten year beyond one-time events.
5. Describe a plan for providing guidance to families not enrolling their child in the charter school kindergarten program.

6. If a free program, indicate if the school will provide enrollment preference to kindergarten for students participating in the school's early learning program as allowed by MN §124E.11(c).

**Coordinate with Relevant Community-Based Services:** Coordinate relevant services and programs with community organizations.

1. Provide a brief description of how the program coordinates with community organizations and how those resources are shared with families.
  - Coordination may include referrals to community programs based on child needs, such as local public health, social services, mental health services, or other early learning or child care programs.
2. Describe how coordination with community-based services reflects the needs of the children participating in the early learning program, and is responsive to the cultural and linguistic diversity of children and their families participating in the early learning program and school.
3. Describe how information about community-based services can be made available to families using a variety of strategies, such as family advocates, school-home liaisons, parenting educators, social media, and informal school events.

**Staff Ratios and Licensure:** Ensure staff-child ratios of one-to-ten and maximum group size of 20 children led by qualified early childhood teachers.

1. Briefly describe program staffing, class size, and ratios designed to ensure a high-quality early learning program.
2. For each prekindergarten and preschool instructional class, identify staff licensure area and MN teaching license file folder number and other credentials, as appropriate. If this information is not available at the time of submission, please indicate anticipated staffing licensure areas.
  - It is the responsibility of the school to submit staff licensure areas and MN teaching license folder numbers and other credentials when staff is hired to MDE Early Learning Services at [mde.els@state.mn.us](mailto:mde.els@state.mn.us).
3. If qualified early learning teaching staff are supervised by a licensed early childhood teacher, please describe the supervision process (e.g., weekly early learning team meetings, monthly observations by licensed teacher, etc.).

**Teacher Content Knowledge:** Ensure teachers are knowledgeable in early childhood curriculum content, assessment, and instruction.

1. Describe plans for staff training and professional development specific to early learning development, curriculum, instructional practices and assessment.
  - Schools are encouraged to use the [Knowledge and Competency Framework](#) as a guide in supporting the professional growth of early learning teachers.

**Completion of Early Childhood Health and Developmental Screening:** Ensure participating children have completed health and developmental screening within 90 days of program enrollment under MN §121A.16 to 121A.19 and Minnesota Rules, parts 3530.3000 to 3530.4310.

1. Provide a description of how and where participating children receive health and developmental screening either through a traditional school district or comparable screening from health care provider (such as Head Start, Child and Teen Checkups, clinics, or through local public health organizations) if the charter school is not providing the early childhood health and developmental screening program.
  - Parents may conscientiously object to the screening requirement if they submit a statement in writing, per MN §121A.17, subdivision 3(e).
  - It is not necessary for the charter school to provide the early childhood health and developmental screening, but must describe how children receive the comprehensive health and developmental screening to identify possible concerns that may interfere with children’s learning.
2. Provide a plan for those children who do not successfully complete early childhood screening including how medical (vision and hearing) and developmental referrals will be made.

i.

### **Part C. Early Childhood Health and Developmental Screening**

1. Describe the school’s plan and capacity to provide an early childhood screening program in accordance with MN §121A.16 to 121A.19 and Minnesota Rules, parts 3530.3000 to 3530.4310.
2. Identify the observational developmental screening instrument and the parent report social-emotional screening instrument the school will use, as required by Minnesota Rules, part 3530.3400.
  - The [Minnesota Department of Health website](#) lists the recommended screening instruments.

3. Describe how the school will ensure screening of each required component including vision, hearing, immunization review, review of risk factors that may impact learning, developmental screening (cognitive, fine/gross motor, speech/language, social-emotional), health care provider coverage, height, and weight.
  - More information, including screening standards, is available on [MDE's Early Childhood Screening webpage](#).
4. Describe how the school will provide screening for English learners, including use of interpreters, translated forms, and translated screening instruments.
  - Resources are available on [MDE's Early Childhood Screening Administration Forms webpage for educators](#) and [MDE's Early Childhood Screening webpage for parents](#). Translated screening instruments are available in Spanish, Somali and Hmong.
5. Provide the school's plan to ensure all enrolled kindergarten students who have not previously been screened will receive the screening within 30 days after the first day of attendance.
6. Describe how the school will meet MDE accountability requirements for data submission in accordance with MN §121A.17
  - This includes the establishment of the Minnesota Automated Reporting Student System (MARSS) Preschool Screening (PS) Record and the annual data submission of the Early Childhood Education Outcomes Screening report for children receiving the early childhood screening program directly from the school or through a contracted service provider with a comparable screening program, such as a local public health organization, Head Start, Child and Teen Checkups, or a clinic.

**Osprey Wilds Environmental Learning Center  
New School Application  
Review Rubric**

<b>School Name:</b>	<b>Reviewer Name:</b>		
<b>Strengths:</b>			
<b>Concerns / Questions:</b>			
<p><b>Osprey Wilds priorities identified in the application:</b> <i>(Select all that apply.)</i></p> <p><input type="checkbox"/> Educational program includes EE as a central component of the educational program;</p> <p><input type="checkbox"/> School planning team and / or start-up board includes youth members;</p> <p><input type="checkbox"/> Educational approach includes individualized or personalized learning as a central component;</p> <p><input type="checkbox"/> School intentionally brings together students and founding teams of different backgrounds;</p> <p><input type="checkbox"/> Encourage the use of different and innovative teaching methods; and / or</p> <p><input type="checkbox"/> Measure learning outcomes and create different and innovative forms of measuring outcomes.</p>			
<b>Final Recommendation</b>	<b>Denial</b>	<b>Additional Information Required</b>	<b>Approval</b>
<b>Narrative Justification of Recommendation:</b>			

	Overall Section Ratings		
	Inadequate	Approaches	Meets
<b>I. Executive Summary</b>			
<b>II. Vision and Mission</b>			
<b>III. Market Need and Demand Study</b>			
<b>IV. Purpose</b>			
<b>V. Goals, Student Performance Expectations, and Evaluation Plan</b>			
<b>VI. Educational Program</b>			
<b>VII. Governance, Management, and Administration</b>			
<b>VIII. Financial Management</b>			
<b>IX. Operations</b>			
<b>X. Marketing and Outreach Plan</b>			
<b>XI. School Founders</b>			
<b>XII. Early Learning Program</b>			

**Performance Rating Key:**

- **Inadequate:** Lacks significant detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issues, concepts, and/or ability to open and maintain a quality charter school.
- **Approaches:** Addresses some of the criteria, or lacks meaningful detail and requires important additional information in order to be reasonably comprehensive.
- **Meets:** Address most of the criteria, is reasonably comprehensive, and indicates the applicant’s understanding of the issues, concepts, and/or ability to open and maintain a quality charter school.

***I. Executive Summary***

		<b>Inadequate</b>	<b>Approaches</b>	<b>Meets</b>
<ul style="list-style-type: none"> <li>A clear, concise overview explains the key elements of the proposed charter school including: origins; grade levels and number of students to be served; proposed location; educational philosophy, instructional methodology and key programmatic features; how the school will improve student achievement; experience of founders; and plans to integrate environmental education and sustainability.</li> </ul>				
<b>INITIAL SECTION RATING</b>				
<b>Strengths</b>				
<b>Concerns / Questions</b>				
<b>AFTER CAPACITY INTERVIEW / REQUEST FOR ADDITIONAL INFORMATION</b>				
<b>Comments</b>				

- **Inadequate:** Lacks significant detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issues, concepts, and/or ability to open and maintain a quality charter school.
- **Approaches:** Addresses some of the criteria, or lacks meaningful detail and requires important additional information in order to be reasonably comprehensive.
- **Meets:** Addresses most of the criteria, is reasonably comprehensive, and indicates the applicant’s understanding of the issues, concepts, and/or ability to open and maintain a quality charter school.



## II. Vision and Mission

Question	Criteria	Inadequate	Approaches	Meets
1	<ul style="list-style-type: none"> <li>Clear, concise, and compelling vision statement that articulates the desired long-term changes.</li> </ul>			
2	<ul style="list-style-type: none"> <li>Clear, concise, and compelling mission statement that articulates the school's purpose or desired results and how it places to achieve the desired results.</li> </ul>			
3	<ul style="list-style-type: none"> <li>A clear description of how the school will know if its mission is being accomplished and its vision realized.</li> </ul>			
4	<ul style="list-style-type: none"> <li>Compelling plans to use environmental education values and strategies to fulfill its vision and mission.</li> </ul>			
<b>INITIAL SECTION RATING</b>				
<b>Strengths</b>				
<b>Concerns</b>				
<b>Questions</b>				
<b>AFTER CAPACITY INTERVIEW / REQUEST FOR ADDITIONAL INFORMATION</b>				
<b>Comments</b>				

- **Inadequate:** Lacks significant detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issues, concepts, and/or ability to open and maintain a quality charter school.
- **Approaches:** Addresses some of the criteria, or lacks meaningful detail and requires important additional information in order to be reasonably comprehensive.
- **Meets:** Addresses most of the criteria, is reasonably comprehensive, and indicates the applicant's understanding of the issues,

concepts, and/or ability to open and maintain a quality charter school.

### III. Market Need and Demand Study

Question	Criteria	Inadequate	Approaches	Meets
1	<ul style="list-style-type: none"> <li>Provides a description and evidence of the need for a school of this grade configuration in the location identified.</li> </ul>			
2	<ul style="list-style-type: none"> <li>Provide a description and quantifiable evidence of the existing demand for a school of this grade configuration in the location identified.</li> </ul>			
3	<ul style="list-style-type: none"> <li>Identifies enrollment of the proposed school by grade level and year.</li> </ul>			
3	<ul style="list-style-type: none"> <li>Identifies current demographics of the district where the proposed charter intends to locate.</li> </ul>			
3	<ul style="list-style-type: none"> <li>Projected demographics of the proposed charter school seem reasonable given current district demographics.</li> </ul>			
4	<ul style="list-style-type: none"> <li>Provides a realistic and reasonable analysis of how demographic projections might impact the enrollment of the proposed charter school.</li> </ul>			
5	<ul style="list-style-type: none"> <li>Provides a realistic and reasonable analysis of how enrollment patterns might impact the enrollment of the proposed charter school.</li> </ul>			
6	<ul style="list-style-type: none"> <li>Provides reasonably complete data on existing district and charter schools in the area where the proposed charter school intends to locate.</li> </ul>			
7	<ul style="list-style-type: none"> <li>Provides an analysis of existing district and charter schools in the proposed location.</li> </ul>			
7	<ul style="list-style-type: none"> <li>Includes description of the new and unique characteristics the proposed charter school would provide to students that distinguish it relative to other education options in the area.</li> </ul>			

8	<ul style="list-style-type: none"> <li>Describes the characteristics of the students and families that are anticipated to enroll in the proposed school.</li> </ul>			
9	<ul style="list-style-type: none"> <li>Provides a description and evidence of the community support for an additional school in this geographic area.</li> </ul>			
9	<ul style="list-style-type: none"> <li>Details the strategies that have been used to engage the community in the development of the proposed school.</li> </ul>			
9	<ul style="list-style-type: none"> <li>Identifies key community partners.</li> </ul>			
10	<ul style="list-style-type: none"> <li>Describes the availability of properly zoned and classified facilities in the area in which the proposed school intends to locate.</li> </ul>			
10	<ul style="list-style-type: none"> <li>If none, describes the school’s plan to identify a facility for the proposed charter school.</li> </ul>			
<b>INITIAL SECTION RATING</b>				
<b>Strengths</b>				
<b>Concerns</b>				
<b>Questions</b>				
<b>AFTER CAPACITY INTERVIEW / REQUEST FOR ADDITIONAL INFORMATION</b>				
<b>Comments</b>				

- **Inadequate:** Lacks significant detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issues, concepts, and/or ability to open and maintain a quality charter school.
- **Approaches:** Addresses some of the criteria, or lacks meaningful detail and requires important additional information in order to be reasonably comprehensive.

- **Meets:** Addresses most of the criteria, is reasonably comprehensive, and indicates the applicant's understanding of the issues, concepts, and/or ability to open and maintain a quality charter school.

**IV. Purpose**

Question	Criteria	Inadequate	Approaches	Meets
1	<ul style="list-style-type: none"> <li>Presents a clear description of how the school intends to meet and measure its progress toward fulfilling the primary purpose of a charter school as defined in statute.</li> </ul>			
2	<ul style="list-style-type: none"> <li>Presents a clear description of how the school intends to meet and measure its progress toward fulfilling one or more additional purposes of a charter school as defined in statute.</li> </ul>			
2	<ul style="list-style-type: none"> <li>Identified additional purposes align with one or more of Osprey Wilds' prioritized purposes:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourage the use of different and innovative teaching methods;</li> <li><input type="checkbox"/> Measure learning outcomes and create different and innovative forms of measuring outcomes.</li> </ul> </li> </ul>			
<b>INITIAL SECTION RATING</b>				
<b>Strengths</b>				
<b>Concerns</b>				
<b>Questions</b>				
<b>AFTER CAPACITY INTERVIEW / REQUEST FOR ADDITIONAL INFORMATION</b>				
<b>Comments</b>				

- **Inadequate:** Lacks significant detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issues, concepts, and/or ability to open and maintain a quality charter school.
- **Approaches:** Addresses some of the criteria, or lacks meaningful detail and requires important additional information in order

to be reasonably comprehensive.

- **Meets:** Addresses most of the criteria, is reasonably comprehensive, and indicates the applicant's understanding of the issues, concepts, and/or ability to open and maintain a quality charter school.

## ***V. Goals, Student Performance Expectations, and Evaluation Plan***

<b>Question</b>	<b>Criteria</b>	<b>Inadequate</b>	<b>Approaches</b>	<b>Meets</b>
1	<ul style="list-style-type: none"> <li>Provides student achievement (i.e. proficiency) goals in SMART format for mathematics, reading, and science.</li> </ul>			
2	<ul style="list-style-type: none"> <li>Provides goals that measure student growth in mathematics and reading.</li> </ul>			
2	<ul style="list-style-type: none"> <li>If applicable to the school's projected demographics, includes goals for English language acquisition.</li> </ul>			
2	<ul style="list-style-type: none"> <li>Includes other achievement or growth goals relevant to the school's mission.</li> </ul>			
3	<ul style="list-style-type: none"> <li>Required for elementary / primary programs: Includes student performance goals for attendance and kindergarten readiness.</li> </ul>			
3	<ul style="list-style-type: none"> <li>Required for middle school programs: Includes student performance goal(s) for attendance.</li> </ul>			
3	<ul style="list-style-type: none"> <li>Required for high school / secondary programs: Includes student performance goals for attendance, graduation, and college / career readiness.</li> </ul>			
4	<ul style="list-style-type: none"> <li>Provides rationale for the goals and the expected level of performance, including projected baseline data and how these goals are designed to promote high expectations for all students, including students with special needs and English learners.</li> </ul>			
5	<ul style="list-style-type: none"> <li>Describes the school's plans to use assessment data to monitor progress towards meeting academic performance goals and affect teaching and learning to improve student achievement.</li> </ul>			
6	<ul style="list-style-type: none"> <li>Describes how the school will assess students' progress in demonstrating progress toward its environmental education goals.</li> </ul>			



7	<ul style="list-style-type: none"> <li>Explains how the goals and evaluation tools described in this section are different and innovative forms of measuring outcomes (if the school has identified “measure learning outcomes and create different and innovative forms of measuring outcomes” as an additional statutory purpose).</li> </ul>			
<b>INITIAL SECTION RATING</b>				
<b>Strengths</b>				
<b>Concerns</b>				
<b>Questions</b>				
<b>AFTER CAPACITY INTERVIEW / REQUEST FOR ADDITIONAL INFORMATION</b>				
<b>Comments</b>				

- **Inadequate:** Lacks significant detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issues, concepts, and/or ability to open and maintain a quality charter school.
- **Approaches:** Addresses some of the criteria, or lacks meaningful detail and requires important additional information in order to be reasonably comprehensive.
- **Meets:** Addresses most of the criteria, is reasonably comprehensive, and indicates the applicant’s understanding of the issues, concepts, and/or ability to open and maintain a quality charter school.

## VI. Educational Program

Question	Criteria	Inadequate	Approaches	Meets
1	<ul style="list-style-type: none"> <li>The school's philosophical approach is aligned to the school mission and is focused on improving student outcomes.</li> </ul>			
2	<ul style="list-style-type: none"> <li>The school culture described is likely to promote student achievement and development of the whole child.</li> </ul>			
3	<ul style="list-style-type: none"> <li>Describes the educational program, including the instructional methodology and techniques, proposed curricula, and how these will be carried out at the varying grade levels served by the school.</li> </ul>			
3	<ul style="list-style-type: none"> <li>Description of the educational program includes information about the major subject areas of reading, math, science, and social studies, including alignment to state standards.</li> </ul>			
3	<ul style="list-style-type: none"> <li>Description of the educational program includes any aspects of individualized learning or different and innovative teaching methods the school plans to implement, as appropriate.</li> </ul>			
4	<ul style="list-style-type: none"> <li>Includes research that provides evidence that the program will achieve the desired outcomes for the proposed student body.</li> </ul>			
4	<ul style="list-style-type: none"> <li>Provides information on innovative aspects of the program that may not have a research base.</li> </ul>			
5	<ul style="list-style-type: none"> <li>Describes how students will receipt a comprehensive education that includes, at least, the arts, physical education, 21<sup>st</sup> century skills, and physical wellness.</li> </ul>			
6	<ul style="list-style-type: none"> <li>Identifies how the educational program is designed to engage students in ways that are culturally and linguistically appropriate, responsive, and relevant.</li> </ul>			
7	<ul style="list-style-type: none"> <li>Provides a clear plan for offering both remediation and acceleration that is based on student need.</li> </ul>			

8	<ul style="list-style-type: none"> <li>Describes how the school will address the social and emotional learning needs of students and provide student support services.</li> </ul>			
9	<ul style="list-style-type: none"> <li>Includes a plan to provide access to students with disabilities to a free appropriate education in the least restrictive environment in compliance with all laws.</li> </ul>			
10	<ul style="list-style-type: none"> <li>Describes how the school will develop, implement, and evaluate language instruction education programs for English learners.</li> </ul>			
11	<ul style="list-style-type: none"> <li>Clearly identifies instructional leadership roles and responsibilities.</li> </ul>			
12	<ul style="list-style-type: none"> <li>Describes professional development and teacher evaluation plans that are responsive to students' academic performance.</li> </ul>			
12	<ul style="list-style-type: none"> <li>Includes a plan for providing professional development to staff in support of the school's environmental education approach.</li> </ul>			
13	<ul style="list-style-type: none"> <li>Provides a description of the school's environmental education program that is likely to produce the environmental literacy outcomes described in the previous sections.</li> </ul>			
14	<ul style="list-style-type: none"> <li>The school has a plan for recruiting, training, and retaining high quality staff to meet the unique needs of the school's educational program.</li> </ul>			
15	<ul style="list-style-type: none"> <li>The proposed school year calendar and school day schedule are designed to support the educational program and achievement of the academic and environmental education goals.</li> </ul>			
16	<ul style="list-style-type: none"> <li>Single-sex programming will comply with Title IX requirements.</li> </ul>			
17	<ul style="list-style-type: none"> <li>Out-of-school or extracurricular programs are described clearly and completely.</li> </ul>			
<b>INITIAL SECTION RATING</b>				

<b>Strengths</b>			
<b>Concerns</b>			
<b>Questions</b>			
<b>AFTER CAPACITY INTERVIEW / REQUEST FOR ADDITIONAL INFORMATION</b>			
<b>Comments</b>			

- **Inadequate:** Lacks significant detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issues, concepts, and/or ability to open and maintain a quality charter school.
- **Approaches:** Addresses some of the criteria, or lacks meaningful detail and requires important additional information in order to be reasonably comprehensive.
- **Meets:** Addresses most of the criteria, is reasonably comprehensive, and indicates the applicant’s understanding of the issues, concepts, and/or ability to open and maintain a quality charter school.

**VII. Governance, Management, and Administration**

Question	Criteria	Inadequate	Approaches	Meets
1	<ul style="list-style-type: none"> <li>Management plans are sufficient to deliver the proposed educational program.</li> </ul>			
1	<ul style="list-style-type: none"> <li>Organizational, management, and financial plans demonstrate operational effectiveness and fiscal viability.</li> </ul>			
1	<ul style="list-style-type: none"> <li>Includes a rationale for the management and leadership structure.</li> </ul>			
1	<ul style="list-style-type: none"> <li>If applicable, discusses the school’s plan to contract with a management organization or other comprehensive service provider; provides specific evidence demonstrating the provider’s successful track record in academic, operational, and financial performance.</li> </ul>			
1	<ul style="list-style-type: none"> <li>Organizational chart clearly distinguishes between governance (board) and management (school leadership) and provides key roles and responsibilities of each.</li> </ul>			
1	<ul style="list-style-type: none"> <li>If applicable, provides a draft of the school’s management agreement or other comprehensive service agreement.</li> </ul>			
2	<ul style="list-style-type: none"> <li>Demonstrates a clear understanding of the roles and responsibilities of a charter school board, including oversight of a management organization or comprehensive service provider (if applicable).</li> </ul>			
3	<ul style="list-style-type: none"> <li>Indicates an understanding of the board’s role in monitoring contractual obligations, including academic and non-academic related goals.</li> </ul>			
4	<ul style="list-style-type: none"> <li>Fully describes qualifications, job descriptions and evaluation processes for persons who hold administrative, supervisory, or instructional leadership roles.</li> </ul>			

5	<ul style="list-style-type: none"> <li>Describes an evaluation process for all persons who holds administrative, supervisory, or instructional leadership roles at the school that is consistent with statute.</li> </ul>			
6	<ul style="list-style-type: none"> <li>Demonstrates intent to use a fair and open process to select a well-qualified school leadership team including: <ul style="list-style-type: none"> <li>Recruitment and hiring timeline(s); and</li> <li>Plans to recruit candidates who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.</li> </ul> </li> </ul>			
7	<ul style="list-style-type: none"> <li>Describes a plan to recruit well-qualified individuals to serve on the board who are representative of the students and families being served by the school</li> </ul>			
8	<ul style="list-style-type: none"> <li>Provides a training plan that indicates board members will have the required knowledge and skills to govern a MN charter school in compliance with statute and the charter.</li> </ul>			
9	<ul style="list-style-type: none"> <li>Demonstrates an understanding of key statutory requirements of MN charter school boards, including data practices and open meeting law requirements.</li> </ul>			
10	<ul style="list-style-type: none"> <li>Indicates the governing board will provide strong financial and policy oversight.</li> </ul>			
<b>INITIAL SECTION RATING</b>				
<b>Strengths</b>				
<b>Concerns</b>				
<b>Questions</b>				
<b>AFTER CAPACITY INTERVIEW / REQUEST FOR ADDITIONAL INFORMATION</b>				

Comments	
----------	--

- **Inadequate:** Lacks significant detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issues, concepts, and/or ability to open and maintain a quality charter school.
- **Approaches:** Addresses some of the criteria, or lacks meaningful detail and requires important additional information in order to be reasonably comprehensive.
- **Meets:** Addresses most of the criteria, is reasonably comprehensive, and indicates the applicant’s understanding of the issues, concepts, and/or ability to open and maintain a quality charter school.

### VIII. Financial Management

Question	Criteria	Inadequate	Approaches	Meets
1	<ul style="list-style-type: none"> <li>The financial management plan is described completely, demonstrates a strong understanding of charter school finance, and is likely to be successful.</li> </ul>			
2	<ul style="list-style-type: none"> <li>The comprehensive start-up plus three-year operating budget is reasonable.</li> </ul>			
2	<ul style="list-style-type: none"> <li>The budget narrative is complete and aligned with the projections in the rest of the application.</li> </ul>			
3	<ul style="list-style-type: none"> <li>The primary statutory purpose of charter schools (“to improve all pupil learning and all student achievement”) is evident in budget allocations.</li> </ul>			
4	<ul style="list-style-type: none"> <li>The monthly cash flow projection for the start-up year and first operational year is reasonable.</li> </ul>			
<b>INITIAL SECTION RATING</b>				
<b>Strengths</b>				
<b>Concerns</b>				
<b>Questions</b>				
<b>AFTER CAPACITY INTERVIEW / REQUEST FOR ADDITIONAL INFORMATION</b>				
<b>Comments</b>				

- Inadequate:** Lacks significant detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issues, concepts, and/or ability to open and maintain a quality charter school.



- **Approaches:** Addresses some of the criteria, or lacks meaningful detail and requires important additional information in order to be reasonably comprehensive.
- **Meets:** Addresses most of the criteria, is reasonably comprehensive, and indicates the applicant's understanding of the issues, concepts, and/or ability to open and maintain a quality charter school.

## IX. Operations

Question	Criteria	Inadequate	Approaches	Meets
1	<ul style="list-style-type: none"> <li>Start-up plans are aligned to OW's ready-to-open activities and are likely to lead to a successful school opening.</li> </ul>			
2	<ul style="list-style-type: none"> <li>Identifies potential challenges related to the proposed new school and possible solutions.</li> </ul>			
3	<ul style="list-style-type: none"> <li>Indicates how the founding team will translate the vision, mission, and ideals to the operational leader(s) once the school opens.</li> </ul>			
4	<ul style="list-style-type: none"> <li>Describes the requirements for the school's facility that meet the unique needs of the school.</li> </ul>			
5	<ul style="list-style-type: none"> <li>Facilities plan is described completely and likely to lead to the school securing a suitable facility that meets the unique needs of the school and complies with health and safety and building code requirements.</li> </ul>			
6	<ul style="list-style-type: none"> <li>Indicates any potential facilities or site locations that have been identified.</li> </ul>			
6	<ul style="list-style-type: none"> <li>Potential conflicts of interest related to facilities are identified.</li> </ul>			
7	<ul style="list-style-type: none"> <li>The proposed facility will effectively support implementation of environmental education curriculum and environmentally sustainable practices.</li> </ul>			
8	<ul style="list-style-type: none"> <li>The school's planned transportation arrangements are reasonable.</li> </ul>			
9	<ul style="list-style-type: none"> <li>The school's planned food service program is reasonable and will effectively promote healthy eating and decision-making and sustainable practices.</li> </ul>			

10	<ul style="list-style-type: none"> <li>The school’s plan for purchasing and operational decision-making reflects a commitment to environmental sustainability, including the implementation of school wide waste reduction and recycling programs.</li> </ul>			
11	<ul style="list-style-type: none"> <li>The health services plan is reasonable.</li> </ul>			
12	<ul style="list-style-type: none"> <li>The discipline process and behavior intervention plans are likely to create a safe and healthy environment for students and staff, is equitable for all student groups, and is consistent with Minnesota Pupil Fair Dismissal Act.</li> </ul>			
13	<ul style="list-style-type: none"> <li>Founders have initiated parent and community engagement in the planning and design stage in substantive ways.</li> </ul>			
14	<ul style="list-style-type: none"> <li>Presents a vision and strategy for meaningful parent and community support and engagement during charter school implementation.</li> </ul>			
<b>INITIAL SECTION RATING</b>				
<b>Strengths</b>				
<b>Concerns</b>				
<b>Questions</b>				
<b>AFTER CAPACITY INTERVIEW / REQUEST FOR ADDITIONAL INFORMATION</b>				
<b>Comments</b>				

- Inadequate:** Lacks significant detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issues, concepts, and/or ability to open and maintain a quality charter school.

- **Approaches:** Addresses some of the criteria, or lacks meaningful detail and requires important additional information in order to be reasonably comprehensive.
- **Meets:** Addresses most of the criteria, is reasonably comprehensive, and indicates the applicant's understanding of the issues, concepts, and/or ability to open and maintain a quality charter school.

## ***X. Marketing and Outreach Plan***

<b>Question</b>	<b>Criteria</b>	<b>Inadequate</b>	<b>Approaches</b>	<b>Meets</b>
1	<ul style="list-style-type: none"> <li>Outreach and recruitment plan demonstrates understanding of the community to be served and is likely to be effective.</li> </ul>			
1	<ul style="list-style-type: none"> <li>Plan addresses how students in the community will be informed about the proposed school and given an equal opportunity to attend this charter school.</li> </ul>			
1	<ul style="list-style-type: none"> <li>Plan addresses how the proposed school will reach out to families that reflect the diversity of Minnesota’s population and low-income families and communities, students of color, and students who are at risk of academic failure.</li> </ul>			
2	<ul style="list-style-type: none"> <li>Describes how the school will conduct an open admissions process, including the use of a lottery as required by state law.</li> </ul>			
2	<ul style="list-style-type: none"> <li>Provides an enrollment and lottery policy that is consistent with statutory requirements and indicate that the school will not limit admission beyond grade level and class size capacity and will only exempt prospective students from the lottery that are provided preference in federal guidance and state law.</li> </ul>			
3	<ul style="list-style-type: none"> <li>Plan addresses how the proposed school will intentionally and specifically conduct outreach to hard-to-reach populations, including students with special needs and English learners.</li> </ul>			
4	<ul style="list-style-type: none"> <li>Plan addresses ongoing outreach and dissemination of information about the school’s offerings and enrollment procedure.</li> </ul>			
<b>INITIAL SECTION RATING</b>				
<b>Strengths</b>				
<b>Concerns</b>				

<b>Questions</b>			
<b>AFTER CAPACITY INTERVIEW / REQUEST FOR ADDITIONAL INFORMATION</b>			
<b>Comments</b>			

- **Inadequate:** Lacks significant detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issues, concepts, and/or ability to open and maintain a quality charter school.
- **Approaches:** Addresses some of the criteria, or lacks meaningful detail and requires important additional information in order to be reasonably comprehensive.
- **Meets:** Addresses most of the criteria, is reasonably comprehensive, and indicates the applicant’s understanding of the issues, concepts, and/or ability to open and maintain a quality charter school.

***XI. School Founders***

Question	Criteria	Inadequate	Approaches	Meets
1	<ul style="list-style-type: none"> <li>• Primary school founders are well-positioned to develop, plan, and implement a new high-performing charter school. The founding group:               <ul style="list-style-type: none"> <li>○ Has capacity to oversee the successful development and implementation of the educational program presented in the application;</li> <li>○ Has capacity to oversee the effective and responsible management of public funds;</li> <li>○ Has capacity to oversee and be responsible for the school’s compliance with its legal obligations; and</li> <li>○ Has experience and expertise that includes K-12 education, environmental education, legal compliance, real estate and facilities, school financial management, human resources, fundraising and development, community engagement, and parent involvement.</li> <li>○ Incorporates youth members or student perspectives and adequately describes their participation in a meaningful way, as applicable</li> </ul> </li> </ul>			
2	<ul style="list-style-type: none"> <li>• Describes a process for appointing or electing the initial board of directors.</li> </ul>			
3	<ul style="list-style-type: none"> <li>• Provides a contact list for all members of the founding team.</li> </ul>			
4	<ul style="list-style-type: none"> <li>• Provides résumés of all members of the founding team.</li> </ul>			

5	<ul style="list-style-type: none"> <li>Criminal history background checks on school founders have been conducted recently and contain no adverse information that may negatively impact the development of a successful school.</li> </ul>			
6	<ul style="list-style-type: none"> <li>Bankruptcy history background checks on school founders have been conducted recently and contain no adverse information that may negatively impact the development of a successful school.</li> </ul>			
<b>INITIAL SECTION RATING</b>				
<b>Strengths</b>				
<b>Concerns</b>				
<b>Questions</b>				
<b>AFTER CAPACITY INTERVIEW / REQUEST FOR ADDITIONAL INFORMATION</b>				
<b>Comments</b>				

- **Inadequate:** Lacks significant detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issues, concepts, and/or ability to open and maintain a quality charter school.
- **Approaches:** Addresses some of the criteria, or lacks meaningful detail and requires important additional information in order to be reasonably comprehensive.
- **Meets:** Addresses most of the criteria, is reasonably comprehensive, and indicates the applicant’s understanding of the issues, concepts, and/or ability to open and maintain a quality charter school.



***XII. Early Learning Program (if applicable)***

***A. Early Learning Program Description, Need, and Demand***

<b>Question</b>	<b>Criteria</b>	<b>Inadequate</b>	<b>Approaches</b>	<b>Meets</b>
a.	<ul style="list-style-type: none"> <li>Provides a brief description of the early learning program.</li> </ul>			
b.	<ul style="list-style-type: none"> <li>Adequately describes the program’s fee structure that is likely to be viable and in line with budget projections.</li> </ul>			
c.	<ul style="list-style-type: none"> <li>Describes funding sources for the early learning program.</li> </ul>			
d.	<ul style="list-style-type: none"> <li>Describes how the early learning program will include environmental education programming.</li> </ul>			
e.	<ul style="list-style-type: none"> <li>Provides a description and evidence of the need for an early learning program in this community.</li> </ul>			
f.	<ul style="list-style-type: none"> <li>Provides a description and quantifiable evidence of the existing demand for an early learning program in this community.</li> </ul>			
g.	<ul style="list-style-type: none"> <li>Provides a description and evidence of the community support for an early learning program in this community.</li> </ul>			
<b>INITIAL SECTION RATING</b>				
<b>Strengths</b>				
<b>Concerns</b>				

<b>Questions</b>			
<b>AFTER CAPACITY INTERVIEW / REQUEST FOR ADDITIONAL INFORMATION</b>			
<b>Comments</b>			

- **Inadequate:** Lacks significant detail; demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issues, concepts, and/or ability to implement the proposed early learning program(s).
- **Approaches:** Addresses some of the criteria, or lacks meaningful detail and requires important additional information in order to be reasonably comprehensive.
- **Meets:** Addresses most of the criteria, is reasonably comprehensive, and indicates the applicant’s understanding of the issues, concepts, and/or ability to implement the proposed early learning program(s).

## ***B. Prekindergarten and/or Preschool Instructional Program***

<b>Question</b>	<b>Criteria</b>	<b>Inadequate</b>	<b>Approaches</b>	<b>Meets</b>
<b>Intentional Instructional Practice</b>				
1	<ul style="list-style-type: none"> <li>The application provides a brief overview of the program's early learning approaches.</li> </ul>			
2	<ul style="list-style-type: none"> <li>The application provides a brief description of the curriculum used in the early learning program.</li> </ul>			
3	<ul style="list-style-type: none"> <li>The application indicates how the Early Childhood Indicators of Progress: Minnesota's Early Learning Standards (ECIPs) are used to inform instruction and support the development of each child.</li> </ul>			
4	<ul style="list-style-type: none"> <li>The application provides an overview of instructional practice to support children's early literacy skills development.</li> </ul>			
5	<ul style="list-style-type: none"> <li>The application describes how the instructional practice is responsive to the cultural and linguistic needs of children in the school's early learning program.</li> </ul>			
<b>Comprehensive Child Assessment</b>				
1	<ul style="list-style-type: none"> <li>The application describes the assessment process used to measure individual child progress in all the prekindergarten and preschool instructional classes.</li> </ul>			
1	<ul style="list-style-type: none"> <li>The assessment process includes the use of a standardized child assessment instrument.</li> </ul>			
2	<ul style="list-style-type: none"> <li>The application describes how the child assessment results are used to inform curricula and instruction throughout the school year.</li> </ul>			
3	<ul style="list-style-type: none"> <li>The application indicates how families are involved in the assessment process throughout the year.</li> </ul>			

4	<ul style="list-style-type: none"> <li>The application describes how assessment results are shared between early learning and kindergarten staff, including kindergarten staff at other schools</li> </ul>			
5	<ul style="list-style-type: none"> <li>The application describes how the child assessment process is responsive to the cultural and linguistic needs of children in the school's early learning program.</li> </ul>			
<b>Kindergarten Transition</b>				
1	<ul style="list-style-type: none"> <li>The application describes the program's transition plan that includes meaningful teacher coordination and family engagement.</li> </ul>			
2	<ul style="list-style-type: none"> <li>The application describes how the transition plan is responsive to the cultural and linguistic diversity of children and their families in the school and early learning program.</li> </ul>			
3	<ul style="list-style-type: none"> <li>The application describes how the curriculum, instruction, and assessment practices between the early learning program and kindergarten program are aligned.</li> </ul>			
4	<ul style="list-style-type: none"> <li>The application describes meaningful family engagement strategies throughout the transition.</li> </ul>			
5	<ul style="list-style-type: none"> <li>The application describes a plan for providing guidance to families not enrolling their child in the charter school kindergarten program.</li> </ul>			
6	<ul style="list-style-type: none"> <li>If a free program, the application indicates if the school will provide enrollment preference to kindergarten for students participating in the school's early learning program.</li> </ul>			
<b>Coordinate with Relevant Community-Based Services</b>				
1	<ul style="list-style-type: none"> <li>The application provides a brief description of how the program coordinates with community organizations and how those resources are shared with families</li> </ul>			
2	<ul style="list-style-type: none"> <li>The application describes how coordination with community-based services is responsive to the cultural and linguistic diversity of children and their families in the school and early learning program.</li> </ul>			

3	<ul style="list-style-type: none"> <li>The application describes how information about community-based services can be made available to families using a variety of strategies</li> </ul>			
<b>Staff Ratios and Licensure</b>				
1	<ul style="list-style-type: none"> <li>The application describes program staffing, class size, and ratios designed to ensure a high-quality early learning program.</li> </ul>			
2	<ul style="list-style-type: none"> <li>The application identifies staff licensure areas and MN teaching license file folder numbers or anticipated licensure areas.</li> </ul>			
2	<ul style="list-style-type: none"> <li>If not provided in the application, the school affirms it will submit staff licensure areas and MN teaching license file folder numbers to MDE when staff is hired.</li> </ul>			
3	<ul style="list-style-type: none"> <li>If qualified early learning teaching staff are supervised by a licensed early childhood teacher, the application describes the supervision process.</li> </ul>			
<b>Teacher Content Knowledge</b>				
1	<ul style="list-style-type: none"> <li>The application describes plans for staff training and professional development specific to early learning development, curriculum, instructional practices and assessment.</li> </ul>			
<b>Completion of Early Childhood Health and Development Screening</b>				
1	<ul style="list-style-type: none"> <li>The application provides a description of how and where participating children receive health and developmental screening.</li> </ul>			
2	<ul style="list-style-type: none"> <li>The application provides a plan for those children who do not successfully complete early childhood screening.</li> </ul>			
<b>INITIAL SECTION RATING</b>				
<b>Strengths</b>				
<b>Concerns</b>				

<b>Questions</b>			
<b>AFTER CAPACITY INTERVIEW / REQUEST FOR ADDITIONAL INFORMATION</b>			
<b>Comments</b>			

- **Inadequate:** Lacks significant detail; demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issues, concepts, and/or ability to implement the proposed early learning program(s).
- **Approaches:** Addresses some of the criteria, or lacks meaningful detail and requires important additional information in order to be reasonably comprehensive.
- **Meets:** Addresses most of the criteria, is reasonably comprehensive, and indicates the applicant’s understanding of the issues, concepts, and/or ability to implement the proposed early learning program(s).

### ***C. Early Childhood Health and Development Screening***

<b>Question</b>	<b>Criteria</b>	<b>Inadequate</b>	<b>Approaches</b>	<b>Meets</b>
1	<ul style="list-style-type: none"> <li>The application includes a description of the school’s plan and capacity to provide an Early Childhood Screening program in accordance with applicable law and regulations.</li> </ul>			
2	<ul style="list-style-type: none"> <li>The application identifies the observational developmental screening instrument and the parent report social-emotional screening instrument the school will use.</li> </ul>			
3	<ul style="list-style-type: none"> <li>The application describes how the school will ensure screening of each required component.</li> </ul>			
4	<ul style="list-style-type: none"> <li>The application describes how the school will provide screening for English learners.</li> </ul>			
5	<ul style="list-style-type: none"> <li>The application provides the school’s plan to ensure all enrolled kindergarten students who have not previously been screened will receive the screening within 30 days after the first day of attendance</li> </ul>			
6	<ul style="list-style-type: none"> <li>The application includes a description of how the school will meet MDE accountability requirements for data submission.</li> </ul>			
<b>OVERALL SECTION RATING</b>				
<b>Strengths</b>				
<b>Concerns</b>				
<b>Questions</b>				
<b>AFTER CAPACITY INTERVIEW / REQUEST FOR ADDITIONAL INFORMATION</b>				

Comments	
----------	--

- **Inadequate:** Lacks significant detail; demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issues, concepts, and/or ability to implement the proposed early learning program(s).
- **Approaches:** Addresses some of the criteria, or lacks meaningful detail and requires important additional information in order to be reasonably comprehensive.
- **Meets:** Addresses most of the criteria, is reasonably comprehensive, and indicates the applicant's understanding of the issues, concepts, and/or ability to implement the proposed early learning program(s).