

**COLLEGE PARTNERSHIP LABORATORY SCHOOLS**

## Standing committee process for the

## REVIEW, RECOMMENDATION, AND REPORT on

## college partnership laboratory school APPLICATIONs

## *DRAFT*

VIRGINIA BOARD OF EDUCATION

## Introduction

### College Partnership Laboratory Schools (Lab Schools) have fueled innovation and excellence in preK-12 education across the nation. Some of the nation’s most prestigious schools were started as Lab Schools, and many of the most successful preK-12 institutions serving students with learning disabilities or particular talents and interests are Lab Schools. Virginia has identified Lab Schools as a critical part of ensuring a high-quality, innovative, and diverse educational ecosystem in the Commonwealth.

## BACKGROUND of the college partnership laboratory school fund

### The College Partnership Laboratory Schools Fund (Fund), set out in § [*22.1-349.2*](https://law.lis.virginia.gov/vacode/title22.1/chapter19.1/section22.1-349.2/)of the *Code of Virginia*, was first established in 2010 for the purpose of establishing and supporting College Partnership Laboratory Schools. During its 2022 Session, the General Assembly appropriated $100,000,000 to the Fund.

The Virginia Board of Education (Board) is authorized to award up to $5,000,000 from the Fund for planning grants to entities pursuing the creation of new Lab Schools. Additionally, the Board is authorized to award up to $20,000,000 from the Fund for initial start-up cost funding grants (Start-Up Grants) for entities approved by the Board and awarded a contract to create a new Lab School and to distribute the remaining balance ($75,000,000 or more) in per-pupil operating funding grants (Per-Pupil Funding Operating Grants) from the Fund for entities with approved Lab Schools.

## Section [*22.1-349.2*](https://law.lis.virginia.gov/vacode/title22.1/chapter19.1/section22.1-349.2/)of the *Code of Virginia* and[*Item 137.C.44*](https://budget.lis.virginia.gov/item/2022/2/HB30/Chapter/1/137/)of the 2022 Appropriation Act direct the Board to establish criteria and guidelines for the distribution and award of moneys from the Fund prior to disbursement.

## DEFINITIONS

### college partnership laboratory school

Pursuant to § [22.1-349.1(A)](https://law.lis.virginia.gov/vacodefull/title22.1/chapter19.1/) of the *Code of Virginia*, as amended by Chapter 2 of the 2022 Acts of Assembly, Special Session I, a "College Partnership Laboratory School” means a public, nonsectarian, nonreligious school in the Commonwealth established by a public institution of higher education, public higher education center, institute, or authority; or an eligible private institution of higher education as defined in § [23.1-628](https://law.lis.virginia.gov/vacode/title23.1/chapter6/section23.1-628/) related to the Tuition Assistance Grant Program (Eligible Entities).

Section [22.1-349.1(B)](https://law.lis.virginia.gov/vacodefull/title22.1/chapter19.1/) states that Lab Schools are designed to “(i) stimulate the development of innovative education programs for preschool through grade 12 students; (ii) provide opportunities for innovative instruction and assessment; (iii) provide teachers with a vehicle for establishing schools with alternative innovative instruction and school scheduling, management, and structure; (iv) encourage the use of performance-based educational programs; (v) establish high standards for both teachers and administrators; (vi) encourage greater collaboration between education providers from preschool to the postsecondary level; and (vii) develop models for replication in other public schools.”

### at-risk student

Pursuant to § [22.1-349.1(A)](https://law.lis.virginia.gov/vacodefull/title22.1/chapter19.1/) of the *Code of Virginia*, an “at-risk student” means “a student having a physical, emotional, intellectual, socioeconomic, or cultural risk factor that research indicates may negatively influence educational success.” For the purpose of these guidelines and any planning grant awards, “at-risk students” include (1) students who have experienced learning loss as the result of the COVID-19 pandemic; (2) students served by low-performing schools that are designated as “accredited with conditions” or “accreditation denied” based on the Virginia Board of Education’s accreditation ratings; and (3) students attending schools identified under the Every Student Succeeds Act within three support categories: (i) Comprehensive Support and Improvement, (ii) Targeted Support and Improvement, or (iii) Additional Targeted Support Category.

## PURPOSE of the standing committee

The purpose of the Board’s College Partnership Laboratory Schools Standing Committee (Standing Committee) is to assist the Board in its approval process of College Partnership Laboratory School Applications (Lab School Applications) submitted by Eligible Entities.

This document provides the process for the Board’s Standing Committee to conduct a review, document recommendations, and submit a report on its evaluation of Lab School Applications.

The Standing Committee, appointed by the Board, receives Lab School Applications from the Virginia Department of Education (Department), which conducts an initial review for completeness. The Standing Committee then reviews Lab School Applications, meets with the Eligible Entities (also Applicants), secures technical assistance as needed, provides opportunity for public comment on Lab School Applications, and delivers a report on its recommendation to the Board for their decision.

The overall goal of the Standing Committee is to provide an objective assessment of the Lab School Application and its ability to leverage the resources, expertise, and capacity of the Applicant to provide inventive educational service delivery models to students. The Standing Committee is charged with delivering a written report to the Board with its recommendations.

## general PROCESS FOR STANDING COMMITTEE

The process for reviewing the Lab School Application, developing recommendations, and delivering a report to the Board allows the Standing Committee to:

1. Receive the Lab School Application from the Department after it has been reviewed for completeness by the Department;
2. Review the Lab School Application;
3. Meet with and interview the Applicant.
4. Provide a public comment period on the Lab School Application;
5. Develop and provide a written report of recommendations to the Board based on elements of the Application and any public comment; and
6. Provide a copy of the written report to the Applicant.

The review and recommendation process necessitates a determination by the Standing Committee whether the Lab School Application contains thorough descriptions, and evidence, of the conditions necessary for the proposed Lab School to achieve quality student performance. Organizational effectiveness that supports an educational process which is visionary and promotes a culture of continuous, sustainable learning should be evident.

### SUMMARY of APPLICATION elements to be reviewed

The Standing Committee’s review and consideration of Lab School Applications includes evaluation of the information found in eight elements of the Application, summarized as follows:

1. **Executive Summary:** Does the Applicant provide the summary and address the need for the Lab School, its goals, and objectives?
2. **Mission and Vision:** Does the Applicant clearly communicate a mission and vision, including identification of the targeted student, for the proposed Lab School to succeed?
3. **Educational Program:** Does the curriculum, instructional design, and assessment practices guide ensure teacher effectiveness and student learning?
4. **Governance:** Do the organizational structure and the roles and responsibilities enumerated for the governing board demonstrate clear leadership for the successful management and support of the proposed Lab School?
5. **Management Structure:** Does the Applicant address recruiting, staffing, leadership, licensure, employment policies, and performance evaluations sufficiently to demonstrate success for proposed Lab School? In addition, how does the Applicant address parent and community involvement; student recruitment plan, open enrollment and waiting list; student conduct; start-up plan with tasks, timelines, and responsible individuals; co-curricular and extracurricular programs, and partnerships with school divisions?
6. **Financial Operations Information:** Has the Applicant provided and addressed financial assumptions, start-up and five-year budgets, anticipated fundraising contributions, insurance coverage, a sound facilities plan, transportation services, including for students with disabilities, and food service operations to successfully start and maintain operations?
7. **Placement Plan:** Does the Applicant provide a plan for effective communication and placement of school students, teachers, and employees in the event of termination or revocation of the contract, including a plan for student records, student transfers, assistance to employees, and a close-out plan related to financial obligations and audits?
8. **Other Assurances and Requirement:** Does the Applicant demonstrate processes in place to implement and monitor federal and state compliance with regulations and waivers, including compliance with the federal *Family Educational Rights and Privacy Act*, records retention schedules, and the *Virginia Freedom of Information Act*? Does the Applicant document collaborative partnerships with public school divisions and address conflicts of interest?

**Public Comment:** In addition to the elements found in the Application, the Standing Committee reviews and considers any public comments received when developing its recommendation and report for the Board.

## sTRUCTURE OF THE REPORT

A structure is provided to assist the Standing Committee in developing its report to the Board. The structure for the Standing Committee’s review and evaluation process includes the following for the Application elements:

**Focus Questions**: Focus questions are provided for the Standing Committee to aid in a thorough review and evaluation of the information provided in the Application, guide the discussion during the in-person meeting with the Applicant, and assist in scoring elements of the Application on a rubric. The focus questions also provide an opportunity for the Applicant to describe its ability to meet the factors set forth in the rubric.

**Evidence**: The evidence allows the Standing Committee to evaluate indicators of the Applicant’s proposed practices, policies, partnerships, and financial plan for success and sustainability, and to effectively determine if the Applicant has demonstrated that it will be able to successfully execute the start-up and maintenance of the proposed Lab School.

**Rubric**: The rubric enables the Standing Committee to assess the degree to which the elements have been included in the Application. The Standing Committee should use the rubric as an opportunity to ask challenging questions and determine areas of strength and opportunities for improvement to ascertain to what degree the elements provided demonstrate that the Applicant is ready for implementation. Rubric ratings are as follows:

|  |  |
| --- | --- |
| **Not Evident** | Little or no evidence exists for implementation activities |
| **Emerging/Partial detail** | Evidence indicates preliminary stages of implementation for some practices and procedures |
| **Operational/**  **Ready to implement** | Evidence indicates practices and procedures fully described and ready to implement |

**Overall Element Assessment**: The Overall Element Assessment provides an overview of the impact the elements presented will have on the success of the Lab School.

**Public Comment Assessment**: The Standing Committee reviews, considers, and assesses public comments received on the Application.

Together, the Focus Questions, Evidence, Rubric, Overall Element Assessment, and Public Comment Assessment, along with some concluding overview questions, provide the components for the structure of the Standing Committee’s written report and recommendation to the Board, which the Board will use in its consideration and decision whether to approve a Lab School Application.

## REPORT ELEMENTS

### ELEMENT 1: EXECUTIVE SUMMARY

**STANDARD:** Does the Applicant provide the summary and address the need for the Lab School, its goals, and objectives?

**Impact Statement:** An Applicant is successful in meeting this element provides an executive summary that addresses the need for the Lab School and its goals and objectives.

#### Focus Questions:

1. Has the Applicant provided a succinct description of the need and purpose of the proposed Lab School?
2. Does the Executive Summary indicate a clear description of the goals and objectives of the proposed Lab School?
3. Has the Applicant included a brief description of the broader instructional plan?
4. Does the Executive Summary highlight a plan for the sustainability of the proposed Lab School?

**Rubric:** Please indicate the degree to which the element is evident in the Application. The responses to the rubric should help the Standing Committee determine areas of strength and opportunities for improvement to ascertain to what degree the elements provided demonstrate that the Applicant is ready for implementation, as well as guide and inform responses to the focus questions and examples of evidence.

###### Rubric Rating:

|  |  |
| --- | --- |
| **Not Evident** | Little or no evidence exists for implementation activities |
| **Emerging/Partial detail** | Evidence indicates preliminary stages of implementation for some practices and procedures |
| **Operational/**  **Ready to implement** | Evidence indicates practices and procedures fully described and ready to implement |

**Evidence:** For each Indicator, identify whether there is evidence in the Application that meets the Indicator, provide any comments, and attribute a Rubric Rating.

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| --- | --- | --- |
| **Rubric Rating** | **Indicator** | **Evidence Comments** |
|  | Provided a description of the need and purpose of the Lab School |  |
|  | Indicates a clear description of the goals and objectives of the Lab School |  |
|  | Summarizes the instructional plan for the Lab School. |  |
|  | Overview of the sustainability plan for the Lab School |  |

**OVERALL ELEMENT ASSESSMENT:** An overview of the combined effect the elements presented in the Application will have on the success of the proposed Lab School.

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### ELEMENT 2: MISSION AND VISION

**STANDARD:** Does the Applicant and its constituent institutions clearly communicate a mission and vision that sets up the laboratory school to succeed?

**Impact Statement:** A proposed Lab School is successful in meeting this element when it commits to a shared purpose and direction. The proposed Lab School establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The proposed Lab School’s vision guides allocations of time and human, material, and fiscal resources.

#### Focus Questions:

1. What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders (e.g., school leadership, teachers, parents, students, the community at large)?
2. What communication plans are in place (e.g., website development, parent/student information dissemination, new teacher training of mission and vision, etc.) to fulfill this requirement?
3. What is the school's process for developing a core philosophy and systematically maintaining and using information that describes the school, its students, and their performance?
4. How will the leadership ensure that the school's vision, purpose, and goals guide the teaching and learning process?

**Rubric:** Please indicate the degree to which the element is evident in the Application. The responses to the rubric should help the Standing Committee determine areas of strength and opportunities for improvement to ascertain to what degree the elements provided demonstrate that the Applicant is ready for implementation, as well as guide and inform responses to the focus questions and examples of evidence.

###### Rubric Rating:

|  |  |
| --- | --- |
| **Not Evident** | Little or no evidence exists for implementation activities |
| **Emerging/Partial detail** | Evidence indicates preliminary stages of implementation for some practices and procedures |
| **Operational/**  **Ready to implement** | Evidence indicates practices and procedures fully described and ready to implement |

**Evidence:** For each Indicator, identify whether there is evidence in the Application that meets the Indicator, provide any comments, and attribute a Rubric Rating.

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| **Rubric Rating** | **Indicator** | **Evidence Comments** |
|  | Establishes a vision for the school consistent with Virginia Standard of Quality (SOQ) |  |
|  | Establishes a vision for the school consistent with Virginia Standards of Learning (SOL) |  |
|  | Establishes a vision for the school consistent with Virginia Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA). |  |
|  | A description of any specific area of academic concentration. |  |
|  | The college partnership laboratory school’s core philosophy. |  |
|  | Information about the college partnership laboratory school’s targeted student population. |  |

**OVERALL ELEMENT ASSESSMENT:** An overview of the combined effect the elements presented in the Application will have on the success of the proposed Lab School.

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### ELEMENT 3: EDUCATIONAL PROGRAM

**STANDARD:** The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

**Impact Statement:** A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

#### Focus Questions:

1. How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?
2. How will the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?
3. What processes will be implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?
4. How does the school plan to provide every student access to comprehensive information, instructional technology, and media services?

**Rubric:** Please indicate the degree to which the element is evident in the Application. The responses to the rubric should help the Standing Committee determine areas of strength and opportunities for improvement to ascertain to what degree the elements provided demonstrate that the Applicant is ready for implementation, as well as guide and inform responses to the focus questions and examples of evidence.

###### Rubric Rating:

|  |  |
| --- | --- |
| **Not Evident** | Little or no evidence exists for implementation activities |
| **Emerging/Partial detail** | Evidence indicates preliminary stages of implementation for some practices and procedures |
| **Operational/**  **Ready to implement** | Evidence indicates practices and procedures fully described and ready to implement |

**Evidence:** For each Indicator, identify whether there is evidence in the Application that meets the Indicator, provide any comments, and attribute a Rubric Rating.

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| --- | --- | --- |
| **Rubric Rating** | **Indicator** | **Evidence Comments** |
|  | A description of the college partnership laboratory school’s academic program and how it is aligned with state standards. |  |
|  | An overview of the curriculum and teaching methods to be used at the college partnership laboratory school and a description of the learning environment and instructional strategies to be used at the college partnership laboratory school, including scientifically research-based instructional strategies to ensure that student engagement and achievement are occurring. |  |
|  | A plan for using internal and external assessments to measure and report student progress in accordance with the SOL. |  |
|  | A description of plans for identifying, evaluating, and successfully serving students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students. Such plans must comply with applicable laws and regulations. |  |
|  | An explanation of the procedures for corrective actions needed in the event that pupil performance at the college partnership laboratory school falls below the standards outlined in the SOA. |  |
|  | Information regarding the minimum and maximum enrollment per grade for the full term of the contract as well as class size and structure for each grade. |  |
|  | The proposed calendar and sample daily schedule. |  |
|  | For each grade or course in the college partnership laboratory school, please provide a detailed description of how the SOL and the corresponding SOL Curriculum Framework will be used as the foundation for curricula to be implemented. Include within the description how the goals and objectives of the curricula will meet or exceed the SOL, address student performance standards, relate to state and federal assessment standards, and include measurable student outcomes. |  |
|  | A description of the school’s assessment plan to obtain student performance data, which would include how these data will be used to monitor and improve achievement and how program effectiveness will be measured. The applicant must also provide benchmark data for how student achievement will be measured over a specified period of time. The applicant must address how these data will be established and documented in the first year of operation and how the data will be measured over the successive four-year period before the contract of such school is renewed by the Board. The benchmark data should address targets for student improvement to be met in each year. |  |
|  | A description of any assessment other than the SOL that may be used to measure progress during the academic year. |  |
|  | A detailed description of any alternative accreditation plan, in accordance with the SOA (8VAC20-131-420), for which the college partnership laboratory school will request approval from the Board. |  |
|  | A general description of any incentives/partnerships that the college partnership laboratory school intends to have with school divisions to enhance both the educational program of the college partnership laboratory school and the partnering school division(s). |  |
|  | If the college partnership laboratory school plans to use virtual learning in its educational program, a description of how virtual learning will be used and estimates of how many students will participate. |  |

**OVERALL ELEMENT ASSESSMENT:** An overview of the combined effect the elements presented in the Application will have on the success of the proposed Lab School.

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### ELEMENT 4: GOVERNANCE

**STANDARD:** The school provides governance and leadership that promote student performance and school effectiveness.

**Impact Statement:** A school is successful in meeting this standard when it has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

#### Focus Questions:

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?
2. What process will the school's leadership use to evaluate school effectiveness and student performance?
3. In what ways will stakeholders, including staff, be given opportunities to provide leadership and to contribute to the decision-making process?
4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

###### Rubric Rating:

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| --- | --- |
| **Not Evident** | Little or no evidence exists for implementation activities |
| **Emerging/Partial detail** | Evidence indicates preliminary stages of implementation for some practices and procedures |
| **Operational/**  **Ready to implement** | Evidence indicates practices and procedures fully described and ready to implement |

**Rubric:** Please indicate the degree to which the element is evident in the Application. The responses to the rubric should help the Standing Committee determine areas of strength and opportunities for improvement to ascertain to what degree the elements provided demonstrate that the Applicant is ready for implementation, as well as guide and inform responses to the focus questions and examples of evidence.

**Evidence:** For each Indicator, identify whether there is evidence in the Application that meets the Indicator, provide any comments, and attribute a Rubric Rating.

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| **Rubric Rating** | **Indicator** | **Evidence Comments** |
|  | Background information on the proposed founding governing board members and, if identified, the proposed school leadership and management team. |  |
|  | A chart that clearly presents the school’s organizational structure, including lines of authority and reporting between the governing board, staff, any related bodies such as advisory bodies or parent and teacher councils, the Board, and any external organizations that will play a role in managing the school. |  |
|  | A clear description of the roles and responsibilities for the governing board, the school’s leadership and management team, and any other entities shown in the organization chart. This includes a description of the functions, roles, and duties of the governing board and its proposed composition and bylaws. The description must detail the specific role of the governing board in the operation and oversight of the college partnership laboratory school. |  |
|  | A description of the governing board’s relationship with the affiliated public or private institution of higher education and its Board of Visitors, any local school boards, parents, and community organizations. |  |

**OVERALL ELEMENT ASSESSMENT:** An overview of the combined effect the elements presented in the Application will have on the success of the proposed Lab School.

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### ELEMENT 5: MANAGEMENT STRUCTURE

**STANDARD:** The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

**Impact Statement:** A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

#### Focus Questions:

1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?
2. What is the process for student recruitment and open enrollment processes and how will special enrollment related policies be addressed?
3. How will the leadership ensure that the allocation of financial resources is supportive of the school's vision, educational programs, extracurricular activities, food services, transportation, and related school services?
4. How will the leadership ensure a safe and orderly environment for students and staff?
5. What process will be used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?
6. What process will be used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?
7. How will the leadership ensure that the improvement plan is implemented, monitored, achieved and communicated to stakeholders?

**Rubric:** Please indicate the degree to which the element is evident in the Application. The responses to the rubric should help the Standing Committee determine areas of strength and opportunities for improvement to ascertain to what degree the elements provided demonstrate that the Applicant is ready for implementation, as well as guide and inform responses to the focus questions and examples of evidence.

###### Rubric Rating:

|  |  |
| --- | --- |
| **Not Evident** | Little or no evidence exists for implementation activities |
| **Emerging/Partial detail** | Evidence indicates preliminary stages of implementation for some practices and procedures |
| **Operational/**  **Ready to implement** | Evidence indicates practices and procedures fully described and ready to implement |

**Evidence:** For each Indicator, identify whether there is evidence in the Application that meets the Indicator, provide any comments, and attribute a Rubric Rating.

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| **Rubric Rating** | **Indicator** | **Evidence Comments** |
|  | A staffing chart for the school’s first year and a staffing plan for the term of the contract. |  |
|  | Plans for recruiting and developing school leadership and staff. |  |
|  | A description of the academic/professional experience/qualifications of the college partnership laboratory school’s leadership and proposed faculty who will teach at the school. |  |
|  | An assurance that the applicant will meet the conditions in § [22.1-349.9](https://law.lis.virginia.gov/vacode/title22.1/chapter19.1/section22.1-349.9/) of the *Code of Virginia*, which states that “teachers who work in a college partnership laboratory school shall hold a license issued by the Board or, in the case of an instructor in the Board-approved teacher education program of the institution of higher education, be eligible to hold a Virginia teaching license. Teachers working in a college partnership laboratory school shall be subject to the requirements of §§ [22.1-296.1](https://law.lis.virginia.gov/vacode/title22.1/chapter15/section22.1-296.1/), [22.1-296.2](https://law.lis.virginia.gov/vacode/title22.1/chapter15/section22.1-296.2/), and [22.1-296.4](https://law.lis.virginia.gov/vacode/title22.1/chapter15/section22.1-296.4/) that are applicable to teachers employed by a local school board.” |  |
|  | An explanation of any partnerships or contractual relationships central to the college partnership laboratory school’s operations or mission, including information regarding any partnerships with school divisions to provide educational or ancillary services. Contractual relationships include procuring the services of an education management organization, food services, transportation, school health services, custodial services, and security services. (See § 22.1-349.3 C of the Code of Virginia.) |  |
|  | Notification to all school employees of the terms and conditions of employment*.* |  |
|  | Information and materials indicating how parents, the community, and other stakeholders were involved in developing the application for the college partnership laboratory school. A description of how parental involvement will be used to support the educational needs of the students, the school’s mission and philosophy, and its educational focus. |  |
|  | Plans and timelines for student recruitment and an open enrollment process for any child who is a resident of the Commonwealth, including lottery procedures if sufficient space is unavailable. Please include a description of the lottery process to be used to determine school enrollment on a space-available basis and a timeline for when the lottery process will begin for the first academic year of enrollment and when parents will be notified of the outcome of the lottery process. (See § 22.1-349.3 of the Code of Virginia.) |  |
|  | Any enrollment-related policies and procedures that address special situations, such as the enrollment of siblings and children of faculty and founders and the enrollment of nonresident students, if applicable. Consistent with a college partnership laboratory school’s mission and purpose that may address special populations of students, the applicant must indicate how to ensure that community outreach has been undertaken so that special populations are aware of the formation of the college partnership laboratory school and that enrollment is open to all students residing in the Commonwealth. Pursuant to § 22.1-349.3 B of the Code of Virginia, enrollment in a college partnership laboratory school “shall be open through a lottery process on a space-available basis to any student who is deemed to reside within the Commonwealth. A waiting list shall be established if adequate space is not available to accommodate all students whose parents have requested to be entered in the lottery process. Such waiting list shall also be prioritized through a lottery process, and parents shall be informed of their student's position on the list.” |  |
|  | A model Student Code of Conduct policy that addresses student behavior, discipline, and participation in school activities. The plan should identify the role of teachers and administrators in discipline and mentoring. The plan must also identify disciplinary policies for special education students. |  |
|  | A detailed school start-up plan that identifies tasks, timelines, and responsible individuals. |  |
|  | A description of co-curricular and extracurricular programs and how these programs will be funded and delivered. |  |
|  | A general description of any operational incentives/partnerships that the college partnership laboratory school intends to have with school divisions to enhance both the educational program of the college partnership laboratory school and the partnering school division(s). |  |

**OVERALL ELEMENT ASSESSMENT:** An overview of the combined effect the elements presented in the Application will have on the success of the proposed Lab School.

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### ELEMENT 6: FINANCIAL AND OPERATIONS INFORMATION

**STANDARD:** The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

**Impact Statement:** A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

#### Focus Questions:

1. What is the process for managing the financial and audit aspects of the school and school administration policies?
2. How will the leadership ensure that the allocation of financial resources is supportive of the school's vision, educational programs, and ongoing plans for school improvement?
3. How will the leadership ensure a safe learning environment in compliance with local, state and federal requirements?
4. What process and procedures, if any, will be used to provide fundraising activities for the school’s vision and mission?

**Rubric:** Please indicate the degree to which the element is evident in the Application. The responses to the rubric should help the Standing Committee determine areas of strength and opportunities for improvement to ascertain to what degree the elements provided demonstrate that the Applicant is ready for implementation, as well as guide and inform responses to the focus questions and examples of evidence.

###### Rubric Rating:

|  |  |
| --- | --- |
| **Not Evident** | Little or no evidence exists for implementation activities |
| **Emerging/Partial detail** | Evidence indicates preliminary stages of implementation for some practices and procedures |
| **Operational/**  **Ready to implement** | Evidence indicates practices and procedures fully described and ready to implement |

**Evidence:** For each Indicator, identify whether there is evidence in the Application that meets the Indicator, provide any comments, and attribute a Rubric Rating.

|  |  |  |
| --- | --- | --- |
| **Rubric Rating** | **Indicator** | **Evidence Comments** |
|  | A description of the college partnership laboratory school’s financial plan and policies, including financial controls and audit requirements in accordance with generally accepted accounting principles. |  |
|  | Start-up and five-year budgets with clearly stated assumptions and information regarding projected revenues and expenditures*.* |  |
|  | Start-up and five-year cash flow projections with clearly stated assumptions and indications of short- and long-term sources of revenue. |  |
|  | Evidence of anticipated fundraising contributions, if applicable*.* |  |
|  | A description of the insurance coverage that the school will obtain. Types of insurance include general liability, health, and property. |  |
|  | A justification for each type of insurance coverage sought and evidence that the applicant has consulted with the affiliated public or private institution of higher education to ensure that the level of coverage is satisfactory. |  |
|  | A sound facilities plan, including backup or contingency plans. Facilities information includes (1) the provision of suitable instructional space; (2) provisions for library services; (3) provisions for the safe administration and storage of student records and medications; (4) information regarding compliance with building and fire codes and compliance with the federal Americans with Disabilities Act; (5) general information on emergency evacuation plans; (6) information regarding site location and preparation; (7) the structure of operation and maintenance services; and (8) financial arrangements for facilities, including any lease arrangements with school divisions or other entities and whether debt will be incurred. |  |
|  | A description of whether transportation services will be provided. If transportation is to be provided, please indicate whether the school will contract for transportation with the local education agency or another entity. Please indicate whether transportation will be provided to all students attending the school. |  |
|  | A description of food service operations and all other significant operational or ancillary services to be provided. |  |

**OVERALL ELEMENT ASSESSMENT:** An overview of the combined effect the elements presented in the Application will have on the success of the proposed Lab School.

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### ELEMENT 7: PLACEMENT PLAN

**STANDARD:** The school fosters effective communications and relationships with and among its stakeholders in the event the school closes in the future.

**Impact Statement:** A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders to commit to a smooth transition to alternative schooling within a set time period from the date of termination or revocation of the contract.

#### Focus Questions:

1. What avenues will be used to communicate information to stakeholders about students, their performance, and school effectiveness?
2. How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction in the event of school closure?
3. What is the process for notifying and transitioning teachers in the event of school closure?
4. What is the process for transitioning school records in the event of school closure?

**Rubric:** Please indicate the degree to which the element is evident in the Application. The responses to the rubric should help the Standing Committee determine areas of strength and opportunities for improvement to ascertain to what degree the elements provided demonstrate that the Applicant is ready for implementation, as well as guide and inform responses to the focus questions and examples of evidence.

###### Rubric Rating:

|  |  |
| --- | --- |
| **Not Evident** | Little or no evidence exists for implementation activities |
| **Emerging/Partial detail** | Evidence indicates preliminary stages of implementation for some practices and procedures |
| **Operational/**  **Ready to implement** | Evidence indicates practices and procedures fully described and ready to implement |

**Evidence:** For each Indicator, identify whether there is evidence in the Application that meets the Indicator, provide any comments, and attribute a Rubric Rating.

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| **Rubric Rating** | **Indicator** | **Evidence Comments** |
|  | Identification of a member of the school’s leadership who will serve as a single point of contact for all activities that may need to take place in order for the school to close, including but not limited to the transfer of students to another school, the management of student records, and the settlement of financial obligations. Please include contact’s name, title, email address, and phone number. |  |
|  | A notification process for parents/guardians of students attending the school and teachers and administrators of the termination or revocation of the contract. |  |
|  | A notification process to parents/guardians of students attending the college partnership laboratory school of alternative public school placements within a set time period from the date of termination or revocation of the contract. |  |
|  | Provisions for ensuring that student records are provided to the parent or guardian or another school identified by the parent or guardian within a set time period. If the student transfers to another school division, provisions for the transfer of the student’s record to the school division to which the student transfers upon the request of that school division. (*See* § [22.1-289](https://law.lis.virginia.gov/vacode/title22.1/chapter14/section22.1-289/) of the *Code of Virginia*). |  |
|  | A placement plan for school employees that details the level of assistance to be provided within a set period of time from the termination or revocation of the contract. |  |
|  | A close-out plan related to financial obligations and audits, the termination of contracts and leases, and the sale and disposition of assets within a set period of time from the termination or revocation of the contract. The plan shall include the disposition of the schools’ records and financial accounts upon closure. |  |

**OVERALL ELEMENT ASSESSMENT:** An overview of the combined effect the elements presented in the Application will have on the success of the proposed Lab School.

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### ELEMENT 8: OTHER ASSURANCES AND REQUIREMENTS

**STANDARD:** The school establishes, implements, and monitors a continuous process of improvement that focuses federal and state compliance as well as on communication of student performance.

**Impact Statement:** A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

#### Focus Questions:

1. What is the process for the school’s initial and ongoing compliance with federal and state laws concerning Educational Privacy Rights, FOIA, records retention requirements and other regulations?
2. What steps are being considered to ensure that any collaborative partnerships reflect student learning needs that are aligned with the vision and purpose of the school?
3. What process will be used to identify agreements, contracts and any potential conflict of interests with the school and/or the governing board?

**Rubric:** Please indicate the degree to which the element is evident in the Application. The responses to the rubric should help the Standing Committee determine areas of strength and opportunities for improvement to ascertain to what degree the elements provided demonstrate that the Applicant is ready for implementation, as well as guide and inform responses to the focus questions and examples of evidence.

###### Rubric Rating:

|  |  |
| --- | --- |
| **Not Evident** | Little or no evidence exists for implementation activities |
| **Emerging/Partial detail** | Evidence indicates preliminary stages of implementation for some practices and procedures |
| **Operational/**  **Ready to implement** | Evidence indicates practices and procedures fully described and ready to implement |

**Evidence:** For each Indicator, identify whether there is evidence in the Application that meets the Indicator, provide any comments, and attribute a Rubric Rating.

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| **Rubric Rating** | **Indicator** | **Evidence Comments** |
|  | A description of the college partnership laboratory school’s policies and procedures for compliance with the federal *Family Educational Rights and Privacy Act* and records retention schedules consistent with guidance issued by the Library of Virginia. |  |
|  | Evidence that the proposed college partnership laboratory school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations, including the *Virginia Freedom of Information Act*. |  |
|  | A listing of all waivers to state regulations needed for the college partnership laboratory school at the time of its opening. This does not preclude a college partnership laboratory school from requesting additional waivers once the school is operational. |  |
|  | A description of any collaborative partnerships that may be made with public school divisions to enhance opportunities for all Virginia students, from preschool to postsecondary. An educational program provided to students enrolled in a public school division pursuant to a collaborative partnership between the college partnership laboratory school and the public school division shall be considered to be the educational program of the public school division for purposes of the SOA. (*See* § [22.1-349.3](https://law.lis.virginia.gov/vacode/title22.1/chapter19.1/section22.1-349.3/) G of the *Code of Virginia*.) |  |
|  | A description of all agreements that the applicant may need in the contract with the Board related to the release of the college partnership laboratory school from state regulations, consistent with the requirements in § [22.1-349.3](https://law.lis.virginia.gov/vacode/title22.1/chapter19.1/section22.1-349.3/) B of the *Code of Virginia*, including the approval of an Individual School Accreditation Plan*.* Section [22.1-349.4](https://law.lis.virginia.gov/vacode/title22.1/chapter19.1/section22.1-349.4/) of the *Code of Virginia* states that “[i]f the college partnership laboratory school application proposes a program to increase the educational opportunities for at-risk students, the Board of Education may approve an Individual School Accreditation Plan for the evaluation of the performance of the school.” |  |
|  | A description of how the applicant and members of the governing board will disclose any conflicts of interest, which would include a personal interest in any transactions involving the college partnership laboratory school, including information regarding the frequency with which such disclosures will be made. (*See* § [2.2-3114](https://law.lis.virginia.gov/vacode/title2.2/chapter31/section2.2-3114/) of the *Code of Virginia*.) |  |
|  | Conflict of interest disclosure(s) by the applicant and/or members of the governing board in the proposed school. This includes any relationships that parties may have with vendors performing services at the school. |  |

**OVERALL ELEMENT ASSESSMENT:** An overview of the combined effect the elements presented in the Application will have on the success of the proposed Lab School.

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### CONCLUding report comments

**PUBLIC COMMENT ASSESSMENT AND OVERVIEW QUESTIONS:**

1. **Public Comment Assessment**: Review, consider, and assess public comments received on the Application

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1. What major trends, themes, or areas of focus emerge across the elements of the Application?

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1. Is there specific feedback that can be offered to ensure the Applicant can successfully launch and sustain the proposed Lab School?

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1. What are the proposed Lab School’s greatest strengths and greatest challenges?

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## GENERAL INSTRUCTIONS

1. **Organization:** The Standing Committee may organize leadership structure to facilitate its work.
2. **Meetings:** The Standing Committee should schedule regular meetings at intervals conducive to the schedules and work of the Standing Committee. Additional meetings may be required based on submission dates of Lab School Applications. All meetings of the Standing Committee are publicly noticed at [http://www.doe.virginia.gov/boe/committees\_standing/index.shtml#lab](http://www.doe.virginia.gov/boe/committees_standing/index.shtml%23lab), and all interested parties are invited to attend.
3. **Receipt of Applications:** The Department will conduct an initial review of Lab School Applications and determine whether an Application is complete. The Department will provide Applications which are complete to the Office of Board Relations for submission to the Standing Committee.
4. **Public Comment:** The Standing Committee shall request public comment or schedule public hearings on the application to provide appropriate opportunity for input from parents, teachers, and other interested parties and to obtain information to assist the Board in its evaluation of the application. The Office of Board Relations will post Applications to Town Hall to receive public comment for the Standing Committee or schedule a public hearing.
5. **Technical Assistance:** The Standing Committee may request individuals with subject matter expertise, which may include Department personnel, or may convene an advisory work group to assist with the review of the application and provide the Standing Committee with technical expertise. Such individuals or work group could include those with experience in the operation of similar schools located in other states.
6. **Applicant:** The Standing Committee shall meet with an Applicant’s representatives. At the meeting with the Standing Committee, these representatives will be asked to discuss the contents of the Application and address the Standing Committee’s questions.
7. **Report Development:** Following the public comment or public hearing conducted by the Standing Committee and the meeting with the Applicant, the Standing Committee will prepare a report to the Board with the Standing Committee’s recommendation. A copy of the report will be provided to the Applicant upon provision of the report to the Board. The work of the Standing Committee concludes on each Application with submission of the report to the Board.
8. **Board Review:** The Standing Committee report will normally be considered for first review at the next regularly scheduled full Board meeting.

## DETERMINATION OF APPROVAL OF LAB SCHOOLS

The Board may review the Application multiple times before receiving the Application for final review. The Applicant should attend each meeting at which the Board considers the Application to answer questions or make comments regarding the Application.

The Board will take one of the following actions upon final review of the Application:

*Action 1*: The Board will decide that the application meets the Board’s approval criteria.

Following action by the Board, the Applicant will be formally notified by the Department of the Board’s action within five (5) business days.

*Action 2*: The Board will render a decision that the Application does not meet the Board’s approval criteria.

The Board will provide the Applicant with an opportunity to address any deficiencies in the Application within a time frame agreed to by both the Board and the Applicant. The Applicant may resubmit the Application at a later date. The Applicant may also withdraw the Application at any time and resubmit it at a later date.

Following action by the Board, the Applicant will be formally notified by the Department of the Board’s action within five (5) business days.

## deparTment contact for LAB SCHOOL APPLICATIONS

Questions about the Lab School Application process should be directed to [labschools@doe.virginia.gov](mailto:labschools@doe.virginia.gov).

## deparTment contact for BOARD RELATIONS

Questions pertaining to Standing Committee support should be directed to Office of Board Relations at [board@doe.virginia.gov](mailto:board@doe.virginia.gov).