



Department of Education Review
Prepared for the Virginia College Partnership Laboratory Schools Committee
of the Board of Education

**Criteria Checklist Worksheet for the
Mason's Patriot Innovation Academy (PIA) Application**

February 2013

Virginia Department of Education Review Criteria Checklist Worksheet

The criteria checklist is a worksheet to assist the Virginia College Partnership Laboratory Schools Committee of the Board of Education in the initial review of the Mason’s Patriot Innovation Academy (PIA) Proposal. A presentation will be made to the Committee by George Mason University. In addition to the proposal and the Department of Education Criteria Checklist Worksheet, the Committee may request additional clarification on any required application components.

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
Cover Page All requested information has been provided and the authorized official has signed and dated the cover page.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient Details	
Applicant Information All applicant information has been provided.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient Details	
<i>I. Executive Summary:</i> The executive summary provides an overview of the proposed college partnership laboratory school and must include the need for the college partnership laboratory school and its goals and objectives.	3-4	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient Details	
<i>II. Mission Statement:</i> State the mission and vision of the proposed college partnership laboratory school, including identification of the targeted student population. The following components are addressed:	5-9	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Insufficient Details	The applicant needs to provide additional clarity on how the college partnership laboratory school will operate as a school, partnering with Fairfax County Public Schools.
1. A description of the college partnership laboratory school’s mission and how it is consistent with the Virginia <i>Standards of Quality</i> , the Virginia <i>Standards of Learning</i> , and the Virginia Board of Education’s	5-7		The proposed student-teacher ratio of 33 to 1 is higher than required in the <i>Standards of Quality</i> (see below). Reference: § 22.1-253.13:2. Standard 2. Instructional,

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
<p><u>Regulations Establishing Standards for Accrediting Public Schools in Virginia.</u> (Reference: <u>§ 23-299.2, Code of Virginia.</u>)</p>			<p>administrative, and support personnel.</p> <p>“...C. Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: ... and (iv) 24 to one in English classes in grades six through 12.</p> <p>Within its regulations governing special education programs, the Board shall seek to set pupil/teacher ratios for pupils with intellectual disability that do not exceed the pupil/teacher ratios for self-contained classes for pupils with specific learning disabilities.</p> <p>Further, school boards shall assign instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools. School divisions shall provide all middle and high school teachers with one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties...”</p>
<p>2. A description of any specific area of academic concentration.</p>	<p>8</p>		<p>Refer to comments in Part III: Educational Program.</p>

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
3. The college partnership laboratory school's core philosophy.	8		Refer to comments in Part III: Educational Program regarding how the self-regulated learning experiences will be monitored, implemented, and assessed.
4. Information about the college partnership laboratory school's anticipated student population.	9		
III. Educational Program: State the goals and objectives to be achieved by the college partnership laboratory school, which must meet or exceed the <i>Standards of Learning</i> . The following components are addressed:	9-26	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Insufficient Details	Additional explanation of the comprehensive curriculum needs to be provided, as well as assurance of compliance with all requirements.
1. A description of the college partnership laboratory school's academic program and how it is aligned with state standards.	10		How mathematics will be addressed for the seventh- and eighth-grade students needs to be described. There is mention that high school mathematics courses will be made available through Fairfax County Public Schools, but it is not clear how students who are not enrolled in a high school mathematics course will receive instruction. The examples of the Problem-Based Learning Units in Appendix A do not address mathematics. Page 19 of the proposal outlines some general concepts in mathematics that will be introduced, such as specialized vocabulary, language patterns, problem solving, etc., but additional information is needed on how/where the actual math content of the grade seven and grade eight mathematics Standards of Learning will be introduced and when the student will take the grade 7 and grade 8 mathematics SOL tests.

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
			<p>Clarification of Appendix A is needed. Appendix A appears to repeat the same table of Problem-Based Learning Units twice. Was information inadvertently omitted in the proposal or was the table repeated?</p> <p>The other core content areas are mentioned, but how will students/parents/teachers know if all of the Standards of Learning (SOL) in these subject areas are being addressed. Due to the interdisciplinary nature of the instruction, it is natural that this learning would be integrated across content areas and that the subject area SOL would not be taught in a linear manner, but what process will be used to ensure that all the content in all the subject areas is introduced and reinforced? This seems especially true with regard to the reliance on independent study to address “Virginia SOL not already covered in . . . other fixed learning times such as electives or PBL [Problem-Based Learning].” (page 11 of GMU’s proposal)</p> <p>Additional detail on the alignment between the Problem-Based Learning (PBL) and the Standards of Learning is needed. Perhaps the Standards of Learning could be shown coded to the unit instead of the Unit coded to the Standards in Appendix B.</p> <p>Greater detail is needed on how art, music, and</p>

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
			<p>CTE exploration will be addressed in an interdisciplinary manner (pages 7 and 8). There is mention of the Health/PE <i>elective</i> (page 11), but not of the <i>required</i> program of physical fitness during the school year.</p> <p>Reference: <u>8 VAC 20-131-90. Instructional program in middle schools.</u></p> <p>A. The middle school shall provide each student a program of instruction which corresponds to the Standards of Learning for English, mathematics, science, and history/social science. In addition, <u>each school shall provide instruction in art, music, foreign language, physical education and health, and career and technical exploration and shall require students to participate in a program of physical fitness during the regular school year</u> in accordance with guidelines established by the Board of Education.</p> <p>B. The middle school shall provide a minimum of eight courses to students in the eighth grade. English, mathematics, science, and history/social science shall be required. <u>Four elective courses shall be available: level one of a foreign language, one in health and physical education, one in fine arts, and one in career and technical exploration.</u></p>

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
			<p>C. Level one of a foreign language and an Algebra I course shall be available to all eighth-grade students. For any high school credit-bearing course taken in middle school, parents may request that grades be omitted from the student's transcript and the student not earn high school credit for the course in accordance with policies adopted by the local school board. Notice of this provision must be provided to parents with a deadline and format for making such a request. Nothing in these regulations shall be construed to prevent a middle school from offering any other credit-bearing courses for graduation.</p> <p>D. To provide students a sufficient opportunity to learn, <u>each student shall be provided 140 clock hours per year of instruction in each of the four disciplines of English, mathematics, science, and history/social science.</u> Sixth-grade students may receive an alternative schedule of instruction provided each student receives at least 560 total clock hours of instruction in the four academic disciplines.</p> <p>E. Each school shall ensure that students who are unable to read with comprehension the materials used for instruction receive additional instruction in reading, which may include summer school.</p>

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
<p>2. An overview of the curriculum, teaching methods to be used, 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.</p>	<p>10-12</p>		
<p>3. A plan for using internal and external assessments to measure and report student progress in accordance with the Virginia <i>Standards of Learning</i>.</p>	<p>13</p>		<p>Clarification is needed to explain at what point the students will be taking the required SOL tests in grades seven and eight reading/writing; math, history, and science. Also, science SOL tests are not mentioned in Appendix H among the assessments to be administered.</p> <p>What form of time management will be used to ensure that each student is receiving the required hours of instruction in English, mathematics, science, and history, since presumably the self-regulated form of instruction allows for such variability in instruction for each student? Page 17 of the proposal mentions that the curriculum is “based on self-regulated learning and mastery and not on seat time.”</p> <p>What supervision will be provided for middle school students who are doing independent study, advisory time, flexible group work, etc.?</p> <p>Special education teacher licensure (page 13)</p>

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
			states that at least one of the teachers will be licensed and endorsed in special education. How will you address teacher staffing if that endorsement does not correspond to the disabilities of the students who are enrolled in the school?
4. A description of plans for identifying, evaluating, and serving students who are: 1) students with disabilities, 2) English Language Learners (ELLs), 3) academically at-risk, and 4) gifted and talented. Such plans must comply with state and federal laws and regulations.	13-16		
5. 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 Virginia Board of Education’s Regulations Establishing Standards for Accrediting Public Schools in Virginia , 8 VAC 20-131-310.	16		
6. 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. (Reference: Virginia <i>Standards of Quality</i> - § 22.1-253.13:2 , <i>Code of Virginia</i> .)	16-18		The proposed student-teacher ratio of 33 to 1 is higher than required of the <i>Standards of Quality</i> (see below). Reference: § 22.1-253.13:2 . Standard 2. Instructional, administrative, and support personnel. “...C. Each school board shall assign licensed instructional personnel in a manner that

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
			<p>produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: ... and (iv) 24 to one in English classes in grades six through 12.</p> <p>Within its regulations governing special education programs, the Board shall seek to set pupil/teacher ratios for pupils with intellectual disability that do not exceed the pupil/teacher ratios for self-contained classes for pupils with specific learning disabilities.</p> <p>Further, school boards shall assign instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools. School divisions shall provide all middle and high school teachers with one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties....”</p>
7. The proposed calendar and sample daily schedule.	18		<p>Refer to Section 22.1-98 of the <i>Code of Virginia</i> that requires the school year to be 180 instructional days or 990 instructional hours. There needs to be clarity regarding the proposed calendar to ensure compliance with the <i>Code</i>. The proposal states, in part, “Mason’s PIA will use a 180 day, 990 hour</p>

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
			calendar, particularly in the initial, co-located phase at LBSS [emphasis added]...”
8. A description of the performance-based goals and related measurable educational objectives to be achieved by the school. (Reference: § 22.1-253.13:1.B , paragraph A, <i>Code of Virginia</i> .)	18		
9. For each grade or course in the college partnership laboratory school, please provide a detailed description of how the Virginia <i>Standards of Learning</i> (SOL) and the corresponding <i>Standards of Learning Curriculum Framework</i> 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 Virginia <i>Standards of Learning</i> , address student performance standards, relate to state and federal assessment standards, and include measurable student outcomes. (See http://www.doe.virginia.gov/testing/index.shtm on the Department’s Web site for more information about the SOL.)	18-20		
10. 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	20-23		

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
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 Virginia Board of Education. The benchmark data should address targets for student improvement to be met in each year.			
11. A description of any assessment other than the Virginia <i>Standards of Learning</i> that may be used to measure progress during the academic year.	23		
The following components should be addressed if applicable to the college partnership laboratory school:			
12. A detailed description of any alternative accreditation plan, in accordance with the Virginia Board of Education’s Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131-280), that the college partnership laboratory school will request from the Virginia Board of Education for approval.	24		Not applicable.
13. 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).	24-25		

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
14. 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.	25-26		
IV. Governance: The following components are addressed:	26-28	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient Details	Mason's PIA is proposed as a George Mason University College Laboratory Partnership School operating under contract with Fairfax County Public Schools. The terms of the agreements will become part of the contracts between GMU and Fairfax County Schools and GMU and the Board of Education.
1. Background information on the proposed founding governing board members, and, if identified, the proposed school leadership and management team. (Reference § 22.1-299.2 B, Code of Virginia.)	26-27		
2. A chart that clearly presents the school's organizational structure, including lines of authority and reporting among the governing board, staff, any related bodies (such as advisory bodies or parent and teacher councils), the Virginia Board of Education, and any external organizations that will play a role in managing the school.	27		
3. 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	27		

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
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.			
4. A description of the governing board’s relationship with the affiliated public or private institutions of higher education and its Board of Visitors, any local school boards, parents, and community organizations.	27-28		
V. Management Structure: The following components are addressed:	28-31	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Insufficient Details	
1. A staffing chart for the school’s first year and a staffing plan for the term of the contract.	28-29		<p>Additional information needs to be provided regarding staffing and the contractual agreement with Fairfax County Public Schools. The staffing chart for the first year states that there will be six teachers, one executive director, and hourly/clerical financial/other support. The proposal further states, “The Executive Director will work with the six Mason’s PIA teachers who will provide support for mentoring and induction, facilities, curriculum, and research at Mason’s PIA.”</p> <p>If the Executive Director leaves the position or for some reason cannot perform his/her responsibilities, who will assume the day-to-day operation of the school?</p> <p>Additional information is needed to address staffing needs for children with disabilities and</p>

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
			English Language Learners.
2. Plans for recruiting and developing school leadership and staff.	29		The recruitment of Mason’s PIA staff will be conducted through George Mason University with cooperation of Fairfax County Schools. Clarity is needed regarding what recruitment and policies will be implemented (those of George Mason University or Fairfax County Schools).
3. 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.	29-31		The six teachers (for 200 students) are required to possess a Postgraduate Professional License with at least two endorsements in teaching fields appropriate to the assignment, plus three years’ teaching experience. However, the proposal does not explain how six teachers will be assigned to cover all course content, as well as provide services to children with disabilities and English Language Learners. With the interdisciplinary approach, how will teachers be assigned to ensure compliance with the <i>Standards of Quality</i> and the <i>Standards of Accreditation</i> ?
4. An assurance that the applicant will meet the conditions in § 23-299.8 , <i>Code of Virginia</i> , which state that teachers “ <i>working in a college partnership laboratory school shall hold a license issued by the Board of Education or, in the case of an instructor in the higher education institution's Board-approved teacher education program, be eligible to hold a Virginia teaching license. Teachers working in a college partnership laboratory school shall</i>	32		

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
<i>be subject to the requirements of §§ 22.1-296.1, 22.1-296.2, and 22.1-296.4 applicable to teachers employed by a local school board.”</i>			
5. The school’s leadership and teacher employment policies, including performance evaluation plans. Such performance evaluation plans must be consistent with the policies of the institution of higher education.	32-33		Note: The proposal states that the teacher employment policies, including performance valuations, will adhere to Fairfax County Public Schools’ policies and guidelines. The employment policies and guidelines for the Executive Director and any other full-time and part-time Mason faculty who may be assigned to Mason’s PIA will be consistent with those of George Mason University.
6. A plan that addresses the qualifications of the teachers and administrators at the college partnership laboratory school, including compliance with state law and regulation regarding Virginia Board of Education licenses and endorsements. (Please reference § 22.1-299.2 B , <i>Code of Virginia</i> , for information regarding the employment of professional, licensed personnel.)	33		<p>Special education teacher licensure (Refer to pages 13 and 33 of the proposal) mentions that at least one of the teachers will be endorsed in special education. What if that endorsement does not correspond to the disabilities of the students who are enrolled in the school?</p> <p>Note: The proposal states that one of the six teachers will be licensed and endorsed in mathematics or algebra. If mathematics course work beyond Algebra I will be taught, the mathematics endorsement will be required of the teacher.</p> <p>Teachers working in a college partnership laboratory school shall hold a license issued by the Board of Education or, in the case of an instructor in the higher education institution's Board-approved teacher education program, be</p>

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
			eligible to hold a Virginia teaching license. More clarification is needed on how Mason's faculty will meet this requirement.
7. A plan to provide high quality professional development programs (Reference: § 22.1-253.13:5, Code of Virginia.)	34-35		
8. Provisions for the evaluation of staff at regular intervals.	35		
9. Provisions for a human resource policy for the school that is consistent with state and federal law.	35		The policies and regulations listed in Appendix M for Fairfax County Schools do not appear to cover all human resources policies. For example, it is not clear that fingerprinting and the check of the Department of Social Services registry will be conducted for all employees.
10. 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. Reference: § 23-299.2.C, Code of Virginia.)	35		
11. Notification to all school employees of the terms and conditions of employment.	36		
12. Information and materials indicating how parents, the community, and other stakeholders were involved in developing the application for the college partnership laboratory school. A	36-37		

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
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.			
13. 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. Reference: § 23-299.2, Code of Virginia.)	37-38		Clarification is needed on the timelines for student recruitment. The proposal states that students will apply and be notified of their acceptance to Mason’s PIA by April 5, 2013. This timeline would inform students of acceptance prior to the completion of Board of Education review.
14. 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 § 23-299.2, Code of Virginia , enrollment in a college	38		

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
<p>partnership laboratory school “<i>shall be open to any child who is deemed to reside within the Commonwealth through a lottery process on a space-available basis. 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.</i>”</p>			
<p>15. A model <i>Student Code of Conduct</i> 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 related to students with disabilities.</p>	38		
<p>16. A detailed school start-up plan, identifying tasks, timelines, and responsible individuals.</p>	38-39		<p>The milestones in Appendix B need modification and clarification. For example, Phase 2 indicates that school staff will be employed between January-March 2013.</p>
<p>17. A description of co-curricular and extracurricular programs and how these programs will be funded and delivered.</p>	39		
<p>18. 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</p>	39-40		

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
division(s).			
VI. Financial and Operations Information: The following components are addressed:	40-45	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Insufficient Details	Overall, more detail needs to be provided regarding the financial plan and operations. Even though there will be a contract for services with Fairfax County Schools, more clarity is needed to understand the finances and operation of the laboratory school.
1. A description of the college partnership laboratory school's financial plan, including financial controls and audit requirements in accordance with generally accepted accounting principles.	40		
2. Start-up and five-year budgets with clearly stated assumptions and information regarding projected revenues and expenditures.	40-43		The proposal states that the budget assumes that Mason will receive annual funding from the state to cover the cost of the Executive Director position. What assurances does George Mason University have that these funds will be available? What is the plan if state funds are not available.
3. Start-up and five-year cash flow projections with clearly stated assumptions and indications of short- and long-term sources of revenue.	43		
4. A description of anticipated fundraising contributions, if applicable.	43		
5. The types of insurance and the levels of coverage sought. Types of insurance include, but are not limited to: 1) general liability, 2) health, and 3) property.	43		
6. A justification for each type of insurance coverage sought and evidence that the	43-44		Additional detail is needed regarding the types of insurance coverage that will be provided for

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
applicant has consulted with the affiliated public or private institution of higher education to ensure that the level of coverage is satisfactory.			the school.
7. A sound facilities plan, including backup or contingency plans. Facilities information includes, but is not limited to: 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 (ADA), 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.	44		
8. 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.	44-45		

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
9. A description of transportation services for students with disabilities. (Section 22.1-221 , <i>Code of Virginia</i> , states: each “disabled child enrolled in and attending a special education program provided by the school division pursuant to any of the provisions of § 22.1-216 or § 22.1-218 shall be entitled to transportation to and from such school or class at no cost if such transportation is necessary to enable such child to obtain the benefit of educational programs and opportunities.”)	45		
10. A description of food service operations and all other operational or ancillary services to be provided.	45		
VII. Placement Plan: The following components are addressed:	45-48	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Insufficient Details	
1. 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.	45		The Mason’s PIA Executive Director has been noted as the responsible party as the point of contact if the school closes. If the Executive Director resigns, who will oversee this process?
2. A notification process for parents/guardians of students attending the school and teachers and administrators of the closure date.	47		
3. A notification process to parents/guardians of students attending the college partnership laboratory school of alternative public school	47-48		

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
placements within a set time period from the date that the closure is announced.			
4. 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. (Reference: § 22.1-289 of the <i>Code of Virginia</i> .)	48		
5. A placement plan for school employees that details the level of assistance to be provided within a set period of time from the date of closure.	48		
6. 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 date of closure. The plan shall include the disposition of the schools’ records and financial accounts upon closure.	45-47		
VIII. Other Assurances and Requirements: The following components are addressed:	48-50	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Insufficient Details	GMU has agreed to the assurances. Additional information is needed from the applicant regarding meeting all requirements referenced in other sections of the application.

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
1. A description of the college partnership laboratory school's policies and procedures for compliance with the federal <i>Family Educational Rights and Privacy Act</i> (FERPA) and records retention schedules consistent with guidance issued by the Library of Virginia.	48		
2. 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.	49		
3. 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.	48		
4. 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 <i>Standards of Accreditation</i> . (Reference: § 23-299.2 F, Code of Virginia.)	49-50		

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
<p>5. A description of all agreements that the applicant may need in the contract with the Virginia Board of Education related to the release of the college partnership laboratory school from state regulations, consistent with the requirements in § 23-299.2 B, <i>Code of Virginia</i>, including the approval of an Individual School Accreditation Plan. Section 23-299.3, <i>Code of Virginia</i> states:... <i>“If 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.”</i></p>	50		
<p>6. 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. Information must be provided regarding the frequency by which such disclosures will be made. (Reference: § 2.2-3114, <i>Code of Virginia</i>.)</p>	50		
<p>7. Conflict of interest disclosure 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.</p>	50		

Required Application Components	Reference Page(s) in Proposal	Does the Response Appear to Meet the Criterion?	Comments
Assurances The certification statement has been signed.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The assurances document was received; however, additional information will need to be provided regarding timelines included in the assurances.