



**BPS Autonomous Schools:
2014-15 Application Process & Deadlines**

**Boston Public Schools
Office of the Superintendent
26 Court Street
Boston, MA 02108**

Boston Public Schools
BPS Autonomous Schools: 2014-15 Application Process & Deadlines
 June 20, 2013

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Overview

This document outlines the application process and deadlines for those seeking to establish an autonomous school for the 2014-15 school year within the Boston Public Schools. The enclosed procedures and deadlines apply to any party submitting proposals for any of the below categories:

- **Innovation Schools** (new and/or conversion)
- **Horace Mann Charter Schools (Type I, II, and III)** (new and/or conversions)

Successful applicants will align their proposals with BPS' priority needs (described below) and follow the proposal submission process, including application requirements, deadlines, and criteria for successful proposals in each category. Additional information regarding the specific proposal requirements for each category is provided below and in the attached appendices. Appendix A provides additional information on Innovation Schools. Appendix B summarizes requirements for Horace Mann Charter school proposals. Appendix C provides an overview of the key dates and deadlines required for each category. Appendix D outlines the process for submitting programmatic change requests as part of the proposal.

BPS Priorities for School Quality in 2014-15

Closing the achievement gap and raising achievement for all students across the city is our number one priority. Serving students with special needs through quality inclusion schools/programs, expansion of dual language schools/programs (see forthcoming RFP from the BPS Office of English Language Learners), and successful turnaround schools/strategies are priority areas of need that have been identified within the city for 2014-15. Expansion of quality programs and seats in Early Childhood Education is also needed in Boston.

Although BPS will give every proposal submitted full consideration, proposals that offer proven strategies to address the above needs will be given priority consideration for implementation in 2014-15. Proposals located in neighborhoods that have a lower overall access to quality schools under the new school choice system will also be prioritized. Additional priority needs may be identified as the district continues its implementation efforts for the new student assignment system.

Key Deadlines and Directions for Submitting Proposals to BPS

Letter of Intent—Due June 28, 2013 (All Categories)

Parties interested in submitting a proposal in both categories (Innovation Schools, Horace Mann Charters) should submit a Letter of Intent to the district by June 1282013. The letter of intent should:

- identify the lead applicant and provide contact information for the applicant,
- identify the category for the application (e.g., Innovation or Horace Mann Charter),
- identify the grade-levels the school expects to serve
- identify any core partners involved in the effort and composition of the applicant group
- provide a brief summary of the core concept for the proposal

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- describe (to the extent possible) any programmatic change requests (e.g., enrollment changes, grade-level expansion, changes to ELL or special education services, implications for facilities, or any other programmatic changes with implications for service delivery that are anticipated).

Letters of Intent should be no more than 2 pages and sent electronically to the Superintendent with a copy to the relevant Assistant Superintendent for Networks (for existing BPS schools), and to Jill Conrad at jconrad@boston.k12.ma.us by 5pm on June 28, 2013. Upon receipt of the letters, Network Superintendents and leaders of other relevant departments (e.g., ELL and SPED) will contact applicants to discuss options for moving forward with a complete application. **No proposal from an existing BPS school will move forward without the approval of the relevant Network Superintendent.**

Letter of Intent for Horace Mann Charters—Due to DESE by July 1, 2013 (Horace Mann Charter Proposals only)

Prospectus (Innovation & Horace Mann) & Programmatic Change Request Form—Due July 10, 2013

A Prospectus that outlines a general proposal for an Innovation School or a Horace Mann Charter should be submitted to the district by July 10, 2013. The Prospectus requirements for Innovation Schools and Horace Mann Charters are both specified by state statute, but are different from one another. Guidance and requirements for submitting a Prospectus for an Innovation School are provided in Appendix A-2. Guidance and requirements for submitting a Prospectus for a Horace Mann Charter School are outlined in Appendix B.

In addition, any applicant that will be seeking a programmatic change request as part of their Innovation School or Horace Mann Charter proposal should also submit a Programmatic Change Request form by July 10, 2013. A copy of this form can be found in Appendix D.

One, un-bound hard copy of the Innovation or Horace Mann Prospectus (with all appropriate attachments and original certification signatures) should be mailed to the address below. One electronic copy should also be sent to the email provided below. Programmatic Change Request Forms may be emailed to the email address provided below. All electronic files should not exceed 10 MB.

Jill Conrad, Sr. Advisor for Human Capital Strategy
Office of the Deputy Superintendent, Boston Public Schools
26 Court Street
Boston, MA 02108
jconrad@boston.k12.ma.us

Between July 10 – August 10, 2013, cross-functional teams of BPS district leaders will conduct a rigorous internal review of all prospectuses, forwarding their recommendations on whether to accept or deny each prospectus to the Superintendent. For Innovation Schools, approval requires a two-thirds vote of the Innovation School Screening Committee (comprised of the Superintendent, School Committee Chair, and BTU President) within 30 days of submission. Details and requirements for forming Innovation Plan Committees and developing Innovation Plans can be found in Appendix A-3.

*Please note that Innovation Prospectus approval means that an applicant may advance to the next stage of developing an Innovation Plan Committee (within 30 days of approval) that will collaborate to develop a more detailed Innovation Plan. **Prospectus approval DOES NOT in any way commit the district to final approval of an Innovation Plan.***

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Final Horace Mann Prospectus—Due to DESE by July 29, 2013 (Horace Mann Charter Proposals only)

BPS hopes to collaborate with Horace Mann Charter applicants whose prospectus has been approved by the district in the final submission of the Horace Mann Prospectus to DESE.

The internal review process for programmatic change requests may take longer than 30 days. With the numerous changes involved in the implementation of the new student assignment plan for 2014-15, BPS greatly appreciates schools' efforts to provide as much advanced notice as possible for any programmatic changes requested for that year.

Initial Draft of Innovation Plans, Horace Mann Charter Proposals & Final Programmatic Change Requests—Due September 24, 2013 (All Categories)

Applicants whose Prospectuses are approved should submit an initial draft of their Innovation Plans for internal BPS review no later than September 24, 2013. Horace Mann Charter Proposals whose prospectuses have been approved and who receive an invitation from the MA Commissioner of Education to submit a final application should submit an initial draft of their final innovation plan to BPS by September 24, 2013.

In addition, any applicant seeking a programmatic change request (e.g., Innovation School whose innovation plans include programmatic changes, and Horace Mann Charter applicants whose charter proposals include programmatic change requests) should also submit a Final Programmatic Change Request form by this date (a copy of the programmatic change request form can be found in Appendix D). Programmatic change requests include items such as requests to adjust a school's calendar, schedule, grade-levels served, programmatic theme, or any changes that have transportation, budget, staffing, enrollment/choice patterns (see Appendix D for more information and examples of programmatic changes).

Requirements for Innovation Plans and Horace Mann Charter Proposals are outlined by state statute, however, they are different from one another. Guidelines for developing Innovation Plans are provided in Appendix A-3. Guidelines for developing Horace Mann Charter Proposals can be found in Appendix B. Programmatic Change Request application guidelines are summarized in Appendix D.

All Innovation Plans, charter proposals, and programmatic change requests should be addressed to the Superintendent and submitted to Jill Conrad at the address provided above. Please submit one unbound hard copy and one electronic copy.

Horace Mann Charter MOU Negotiations (September-October, 2013)

It is at this stage that negotiations related to the Horace Mann Charter applicants that have received an invitation from the Commissioner to submit a final application, should begin. There are two types of Memorandums of Understanding (MOU) that may be required: 1) a Type A MOU that describes the intended relationship between the proposed charter school's board of trustees and the school district; and 2) a Type B MOU that describes any modifications to the collective bargaining agreement(s) between the proposed charter school, the school district, and the collective bargaining unit(s).

The Deputy Superintendent's office, the Superintendent's office, and the Office of Labor Relations will collaborate with each Horace Mann Charter applicant to develop the MOUs to be included in the final

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application to the state. Additional information regarding the specific MOU requirements for each type of Horace Mann Charter School (I, II, or III) is described in the application template (see Appendix B).

BPS Internal Review Process—October-November, 2013 (All Categories)

Upon submission of final Innovation Plans, Horace Mann Charter proposals and programmatic change requests, three forms of internal review may be conducted:

- 1. Application Requirement Review.** First, staff from the Deputy Superintendent's office will conduct a review of each application to make sure that it meets the requirements for each type of application outlined in the statute governing Innovation Schools and Horace Mann charter proposals.
- 2. Cross-Functional Internal Review.** Second, upon receipt of an application that meets all of the statutory requirements, cross-functional teams of BPS leaders will conduct a rigorous review of each plan. Non-BPS professionals with specific areas of expertise relevant to each applicant may also be invited to participate in the internal review process. Successful applicants will submit a complete application that is clear and well-written and thoroughly addresses the application questions and includes all appropriate attachments required. Evaluation of each plan will be based upon the following criteria:
 - Quality in meeting proposal requirements
 - Alignment to district's strategic priorities
 - Effectiveness of closing the achievement gap
 - Feasibility of implementation
 - Capacity of applicant(s)
- 3. Site Visit, Interview and/or Presentation.** In addition to reviewing each written proposal, review teams may schedule site visits, interviews or focus groups with proposal team members, and/or request that applicants give a formal presentation. Additional details regarding the review process will be released in fall 2013.

All applicants should expect to receive feedback from the BPS review team which may request that applicants make and re-submit revisions to their plans and proposals prior to a final review by the Superintendent. Once a final draft has been developed, a final review process will be conducted and a recommendation will be forwarded to the Superintendent.

New Innovation School Negotiations with the BTU (September-November, 2013)

It is at this stage that negotiations with the BTU should be initiated for new Innovation schools. The BPS Office of Labor Relations will work with these applicants to coordinate negotiations with the BTU. If negotiations have not resulted in an agreement within 40 days, the applicant may petition the Division of Labor Relations for a binding arbitration on the matter.

School Committee Vote on Horace Mann Charter MOUs (by October 16, 2013)

MOUs must be approved by the BPS School Committee prior to the deadline for the final Horace Mann Charter proposal application (which is due on October 25, 2013). We anticipate these votes to take place in mid-October, in time to meet this deadline. This means that the final Charter Proposal needs to be submitted to the School Committee for a report during the October 2, 2013 meeting and a vote on October 16, 2013. Staff from the Deputy Superintendent's office will work to coordinate the scheduling of these MOU votes accordingly.

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Final Horace Mann Charter Proposals – Due to DESE by October 25, 2013

Horace Mann Charter applicants who have been invited by the Commissioner must submit their final charter proposals to DESE by October 25, 2013. BPS hopes to work collaboratively with Horace Mann Charter applicants that have been invited to submit final proposals.

Review and Approvals for Programmatic Change Requests –As needed

All programmatic change requests that accompany Innovation and/or Horace Mann Charter proposals will be reviewed by the relevant departments. In some cases, a vote by the School Committee may be required to approve such changes. These reviews and approval processes will be coordinated on a case-by-case basis in the Fall of 2013 for implementation in 2014-15.

Innovation Plan Committee Votes and Final Innovation Plans – Due to BPS no later than November 15, 2013 (Innovation Schools only)

It is important that Innovation School applicants submit the **final** Innovation Plan to their Innovation Plan Committee for a vote. A **final Innovation Plan** is one that contains any language that has been negotiated with the BTU and/or language that has been developed collaboratively with BPS. BPS recommends that Innovation School applicants schedule their Innovation Plan Committee votes once an indication of final approval for the final Innovation Plan has been provided by the district. A *majority* of the IPC must approve the final plan *before* these plans can be forwarded either to the School Committee (new schools) or to the teachers for a faculty vote (conversion schools).

There are no specific requirements in the state law regarding the timeframe for finalizing an Innovation Plan and/or conducting a final vote of the Innovation Plan Committee. Nonetheless, in order to ensure that the full process occurs within BPS' preferred timeframe (aligning with district operational processes and decisions), BPS recommends that IPC votes and submissions of final Innovation Plans take place no later than November 15, 2013.

Please note that Innovation Plan Committees (IPCs) are public bodies under the law and their meetings, and key decisions, such as a vote to approve a final Innovation Plan must be publicly noticed and their individual votes recorded. Directions and guidance on the procedures for publicly noticing IPC meetings and for recording IPC votes are provided in Appendix A-3.

Faculty Votes on Final Innovation Plans—No later than December 3, 2013 (Innovation School Conversions only)

For conversion Innovation School applicants, once an Innovation Plan Committee has approved a final Innovation Plan, they have 30 days to submit the final plan to the current teachers within the school for approval. The vote must take place by secret ballot and two-thirds of the eligible faculty must approve the plan in order for it to be submitted to the School Committee for final approval.

State statute and regulations define who is eligible to vote on an Innovation School conversion plan. Eligible teachers include those working at least half-time at the school (including provisional), including those who are on an approved leave. Teachers who are retiring or otherwise knows that he/she will not be employed at the school the following year **are not eligible** to vote. Educators working under an administrative license at the school are also not eligible to vote. Additional information and guidance regarding the faculty vote eligibility and process, including tools that may be used are provided in Appendix A-4.

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In order to ensure that final decisions on Innovation Schools are made in alignment with the student choice, budgeting, and staffing processes, it is important to **make sure that any faculty vote on an Innovation School conversion plan takes place no later than December 3, 2013.** Applicants should plan and schedule their faculty votes accordingly.

All Innovation Plans that receive the support of two-thirds of the faculty vote must be submitted to BPS as soon as possible for consideration by the School Committee. According to the statute, applicants have up to seven days to submit their final approved plan to the school committee.

School Committee Public Hearing and Votes on Innovation Plans-- December 4, 2013 and December 18, 2013¹ (Innovation School Conversions only)

Local school committees have the authority to approve or deny all Innovation School proposals. According to the law, a School Committee must hold at least one public hearing on each plan and schedule a vote within 60 days of receiving the final Innovation Plan that has either received support from 2/3 of the faculty (in the case of a conversion school) or includes final language negotiated with the BTU (in the case of a new school).

For Innovation Schools to start in the 2014-15 school year, a two-step process is planned for consideration by the Boston School Committee. Applicants with successful proposals at this stage should plan to attend both School Committee meetings and coordinate a brief presentation and/or delegate who can be available to answer any questions about the plan with staff from the Deputy Superintendent's office.

1. Superintendent Report to the School Committee—December 4, 2013

During this School Committee meeting the Superintendent will share her recommendation regarding each Innovation School with the members. Staff from the Deputy Superintendent's office may also provide information regarding the review and selection process and be available to answer any questions that members may have. Applicants may also be asked to give a brief presentation during the meeting and should also be available to answer any specific questions about their proposal that may arise. A copy of the final approved Innovation Plans will be sent to School Committee members the week before this meeting for their review.

2. Public Hearing & School Committee Vote—December 18, 2013

During the December 18, 2013 meeting, the School Committee will hold a public hearing enabling any member of the public to sign up to speak in support or against the action items for the meeting. The action items for this meeting will include the final vote on Innovation Plans for 2014-15. Applicants should attend this meeting and may be called upon to answer any final questions that members may have before they vote.

Approval of Innovation Plans requires **a majority vote** of the School Committee.

Please note that the above School Committee meeting dates are estimates, based on the proposed timeline. They may be subject to change depending on the School Committees' agenda during that time. Applicants will be notified of any changes.

¹ These dates are based on the 2013 School Committee calendar and are subject to change

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APPENDIX A: GUIDELINES AND REQUIREMENTS FOR INNOVATION SCHOOL APPLICANTS

Appendix A-1: General Information about Innovation Schools in BPS

About Innovation Schools in Boston

Boston Public Schools (BPS) has participated in the state's Innovation School initiative since its inception in January 2010. A key part of *An Act Relative to the Achievement Gap*, the state law provides educators and other stakeholders the opportunity to convert or create new schools that can implement innovative strategies to raise achievement and close the achievement gap by operating with increased autonomy and flexibility in six key areas: 1) curriculum, instruction, and assessment; 2) schedule and calendar; 3) staffing; 4) professional development; 5) district policies and procedures; and 6) budget.

The law enables any stakeholder group, including teachers, school and district administrators, superintendents, union leaders, school committees, parents, colleges and universities, non-profit entities, and others, to create and/or establish Innovation Schools. The schools may serve students from any grade level and are frequently organized around a specific theme or educational program. Groups interested in opening or converting a school to Innovation status must outline the focus and goals for the school in a detailed Innovation Plan. Successful innovation plans require a rigorous planning process, the sustained commitment of a core "Innovation Plan Committee," support from the school district, as well as a vote confirming faculty support (if a conversion school) or successful negotiation on working conditions with the BTU (if a new school).

The law requires several steps in the review process for district consideration of innovation school proposals. BPS requires additional steps to ensure a quality review process and alignment with key district decision-making processes. A brief overview of these steps includes:

- Step 1: Submission of a Letter of Interest
- Step 2: Submission of Innovation School Prospectus
- Step 3: Formation of Innovation Plan Committee (if prospectus approved)
- Step 4: Development of Innovation Plan-Draft 1 (internal review and feedback, may be several drafts)
- Step 5: Submission to BPS for Internal Review of Draft 1 of Innovation Plan (may include site visit)
- Step 6: Revise and submit Final Innovation Plan
- Step 7: Innovation Plan Committee votes on the Final Innovation Plan
- Step 8: Faculty vote (for conversions) or BTU negotiations (for new schools)
- Step 9: Submission of Final Innovation Plan (internal review and final recommendation to Supt)
- Step 10: School Committee vote on final Innovation Plan

Management and Oversight of Innovation Schools in BPS

In general, authorization and oversight of Innovation Schools is delegated to local school districts via school committees. Local school districts may authorize Innovation Schools for up to five years and evaluate, amend, extend, limit, suspend, or terminate a school's Innovation status based on its performance. Ultimately, local school committees are given the power to authorize innovation schools and to hold them accountable for results.

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In Boston, Innovation Schools are managed by the Office of the Deputy Superintendent for Operations. Questions and submission of all documentation pertaining to Innovation Schools should be directed to Jill Conrad, Senior Advisor for Human Capital Strategy at jconrad@boston.k12.ma.us or 617-635-6878.

Approved Innovation Schools in Boston

To date, 46 Innovation Schools have been approved in 25 different districts and municipalities across the Commonwealth.² Worcester Public Schools has eight Innovation Schools, the most of any district in the state. BPS has the second-most, with six Innovation Schools to date (two are new, and four are conversions).

Innovation School Name	New or Conversion	Grades Served	School Committee Authorization	Opening Date
Roger Clap Innovation School	New	K-5	June 2011	September 2011
Eliot K-8 Innovation School	Conversion	K-8	June 2012	September 2012
Margarita Muniz Academy	New	9-12	June 2012	September 2012
Madison Park Innovation School	Conversion	9-12	June 2012	September 2012
Blackstone Innovation School	Conversion	K-8	February 2013	September 2013
Trotter Innovation School	Conversion	K-8	February 2013	September 2013

Autonomies and Flexibilities of Innovation Schools

Per the state statute, Innovation Schools may seek autonomies and flexibilities in six possible areas: 1) curriculum, instruction, and assessment; 2) schedule and calendar; 3) staffing; 4) professional development; 5) district policies and procedures; and 6) budget. An Innovation School may have autonomy in one of these areas, or it may, based on the language written and approved in its final Innovation Plan, have autonomies in all six areas. Each Innovation Plan and request for autonomy should reflect the strategies that the applicant feels will most benefit the school's ability to achieve the best results for its students. The state website has a good overview of the six possible autonomies: <http://www.mass.gov/edu/docs/innovation-schools/20101020-autonomy-flexibility.pdf>.

Accountability for Innovation Schools in BPS

Final Innovation Plans that are approved by the School Committee are the governing document for the term of each Innovation School. As such, the language and terms specified in each approved Innovation Plan represents the shared agreements between the school's leadership, faculty, and the Boston School Committee. Schools that are granted additional autonomies and flexibilities based on an approved Innovation Plan are held accountable for the implementation of their Plan and for achieving the outcomes to which they have committed themselves.

BPS is currently in the process of establishing a rigorous and comprehensive accountability, progress monitoring, and reporting process for all of its Innovation Schools. This process may involve up to two site visits per year, interviews with school leaders and staff, and a rigorous review of student and other data for the school. In January of each year, an annual report to the School Committee and State Commissioner will summarize the progress of each BPS Innovation School that has had at least one year of operation. Any amendments to a school's Innovation Plan should also be documented in this report.

² See <http://www.mass.gov/edu/docs/innovation-schools/20120827-approved-innovation-schools.pdf>

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The first Annual Accountability Report on Innovation Schools was submitted to the Boston School Committee and Commissioner Chester in February 2013 and was focused on the first year of operations (2011-12) at the Roger Clap Innovation School. Contact Jill Conrad at jconrad@boston.k12.ma.us to see a copy of this report or to learn more about the accountability processes being planned.

Overview of the Innovation School Application Process in BPS

The application process to become an Innovation School, whether a new school or a conversion school, involves several required steps, and can be complex to navigate. Below is a description of each step and additional details are provided in the appendices that follow.

Step 1: Submitting a Letter of Interest

Although not required by the state statute, BPS asks that all parties interested in pursuing an Innovation School (whether a new school or a conversion school) submit a Letter of Interest to the Superintendent. The contents of this letter should identify the lead applicant, who is the key person in charge of coordinating the Innovation School application process, any relevant partners, the type of school to be proposed (new or conversion), possible grade level(s) to be served, and any other descriptive information about the innovation school idea or plans that are available to share. The letter should also include a statement regarding the timeframe for opening the potential Innovation School.

Step 2: Preparing and Submitting an Innovation School Prospectus

The Innovation School Prospectus is required by statute and should provide a 10-15 page summary of key partners and individuals involved, the primary concepts for the Innovation School, and a description of the specific autonomies that will be sought by the Innovation School. By law, the Prospectus must include, but is not limited to a description of:

- i. whether the school will be a new school or a conversion of an existing school;
- ii. if the school is a new school, the proposed location of the school;
- iii. if the school is a conversion school, the school that is being proposed for conversion;
- iv. the external partners, if any, that will be involved in the school;
- v. the number of students the school is anticipated to serve and the number of staff expected to be employed at the school;
- vi. the overall vision for the school, including improving school performance and student achievement;
- vii. specific needs or challenges the school will be designed to address;
- viii. a preliminary assessment of the autonomies flexibilities that the school will seek;
- ix. why each of the flexibilities sought is desirable to carry out the objectives of the school;
- x. anticipated components of the school's innovation plan;
- xi. a preliminary description of the process that will be used to involve appropriate stakeholders in the development of the innovation plan; and
- xii. a proposed timetable for development and establishment of the proposed school.

In addition, each prospectus should include a section that explains how this proposal will help BPS to achieve the goals and academic targets of the Acceleration Agenda.

Applicants are encouraged to use the Prospectus Template provided by the state and found at: <http://www.mass.gov/edu/docs/innovation-schools/20120910-innovation-school-prospectus-guidance.pdf>. Sample Prospectuses can be viewed online at: <http://www.mass.gov/edu/selected-initial-prospectuses.html>. Additional samples of approved BPS Prospectuses can be shared upon request.

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Upon submission, a cross-functional team of BPS internal representatives will review each Prospectus and collectively forward a recommendation to the Superintendent and School Committee Chair. Within 30 days of submission, the Screening Committee will vote to either accept or deny any Prospectuses that have been submitted.

Step 3: Forming an Innovation Plan Committee

If a Prospectus is accepted by a majority of the BPS Screening Committee (comprised of the Superintendent, School Committee Chair, and the BTU President), the next step for an applicant is to form an 11-member Innovation Plan Committee (IPC) whose membership is governed by statute. Applicants should pay careful attention to the number of members on the IPC, representation by key stakeholder groups, and the process of selecting IPC members. In addition, the MA Attorney General has ruled that Innovation Plan Committees are public bodies subject to the Open Meetings Law. As such, all meetings of the IPC, especially those involving key decisions (such as the final vote on the Innovation Plan) must be publicly noticed. Additional details and guidance on formation of an Innovation Plan Committee, including steps to provide notice of IPC meetings can be found in Appendix A-3.

Step 4: Developing a Draft Innovation Plan

Once established, your Innovation Plan Committee should develop the Innovation Plan for your school. The Innovation Plan should contain far more detail and specific language governing each of the autonomies you seek as well as detailed measurable annual goals (see Appendix A-4 for a summary of the key differences between an Innovation Prospectus and an Innovation Plan). The Innovation Plan should include:

Details pertaining to the areas of autonomy and flexibility sought
Measurable Annual Goals (MAGs) for the proposed school. MAGs must be proposed in at least seven areas, outlined in the statute.

The following template outlines the specific requirements for an Innovation Plan:

<http://www.mass.gov/edu/docs/innovation-schools/20120910-innovation-school-plan-guidance.pdf>

In addition, the state has posted some sample Innovation Plans that you may wish to view as examples. These can be found at: <http://www.mass.gov/edu/selected-innovation-plans.html>. Additional Innovation Plans of approved schools in Boston are available upon request. Additional details regarding the requirements for an Innovation Plan can be found in Appendix A-4.

Step 5a: Submitting Draft #1 of Innovation Plan for Internal BPS Review

In addition to the statutory requirements for Innovation Plans described above, BPS requires that all Innovation School applicants submit an initial draft of their Innovation Plans for internal review by relevant departments (e.g., budget, HR, curriculum, etc.) prior to completion of a final Innovation Plan. A review will be conducted and possible revisions requested. Final Innovation Plans will be reviewed again and recommendations to the superintendent made on the basis of the final plans.

Step 5b: Scheduling a Possible Site Visit, Interview(s), Presentation, or Other

The BPS Internal Review Team may, from time to time, require an additional step in the review process. This may involve scheduling a site visit, conducting interviews with key applicants or partners, or requiring that a presentation be made to BPS staff, the Superintendent, and/or others. Applicants should be prepared to respond if such a request is made.

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Step 6: Revising and Submitting a Final Innovation Plan to BPS

The BPS Internal Review Team will conclude their review with both a recommendation to the Superintendent regarding the degree of support for the Plan as well as feedback to the applicant in the form of questions for clarification or requested revisions to the plan. The Internal Review process may take anywhere from two to four weeks, depending on the timeframe and other priorities involved.

Applicants should expect to receive written feedback on their proposal and are strongly encouraged to include revisions that align to these recommendations in the final version of their plan. Applicants may, and indeed are encouraged to submit subsequent drafts, as they develop, requesting additional feedback from the district. Indeed, several drafts may be needed, especially in cases where negotiations regarding working conditions for teachers, or other operational matters are not yet finalized.

Ultimately, the final Innovation Plan should reflect the precise language that would governs the operations and policies for the school, should it be approved. BPS is committed to working with applicants at this stage to ensure that the language within each final Plan reflects the shared agreements of all stakeholders involved.

Step 7: Scheduling and Documenting the Innovation Plan Committee Vote on the Final Plan

Once BPS and the lead applicant (representing the IPC) have reached mutual agreement on the final language of the Innovation Plan, the members of the IPC must schedule a formal vote on the final plan. As a public body, it is important that the meeting during which the IPC members vote on this plan is publicly noticed following the procedures outlined in Appendix A-3. The lead applicant should document the results of this vote on the Innovation Plan Committee Certification page of the application, which requires a notation of their vote as well as each of their signatures. This documentation should be submitted to BPS with the final Innovation Plan.

Step 8a: Coordinating a Faculty Vote on the Final Innovation Plan (for conversion schools)

The next step for a conversion school is within 7 days of the Innovation Plan Committee vote, a faculty vote must be held. In order for the Innovation Plan to move forward in the authorization process, it must receive a vote of two-thirds of the school's faculty. The state statute provides specific guidelines regarding voting eligibility. These guidelines as well as a recommended process and tools for the faculty vote can be found in Appendix A-5.

Step 8b: Coordinating Negotiations with the BTU on an Innovation Plan (for new schools)

The next step for a new school is to, in partnership with the BPS Office of Labor Relations, initiate negotiations with the BTU on the key terms and working conditions for teachers and other staff in the newly proposed school.

Step 9: Submitting the Final Innovation Plan to BPS

Once negotiations and/or faculty vote has been completed, the final copy of the Innovation Plan, including all other relevant documentation (e.g., IPC vote documentation, faculty vote documentation, Memorandums of Agreement with the BTU or other parties, appendices, etc.) should all be submitted to Jill Conrad at jconrad@boston.k12.ma.us.

Step 10: Preparing for the School Committee Vote on the Final Innovation Plan

The final step in the process is for the BPS School Committee to vote on the Innovation Plan. Typically, this would involve a series of two SC meetings. In the first meeting, the Superintendent or her

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representative would present a report on the matter, summarizing the proposed school and any other relevant contextual information. This meeting is an opportunity for members of the School Committee to ask any questions regarding the proposals. Representatives from each Innovation Plan under consideration may be asked to attend the meeting and be available to answer any questions that may arise. The second SC meeting would include a public hearing on the matter and a final vote on the Innovation Plans.

Additional Resources to Learn More

Additional information about the Innovation Schools statute and other resources regarding innovation schools can be found on the MA Executive Office of Education website. Below are links to several resources:

- General information about Innovation Schools (and state guidance documents), <http://www.mass.gov/edu/innovation-schools-guidance-documents.html>.
- Approval process, <http://www.mass.gov/edu/docs/innovation-schools/20101020-approval-process.pdf>
- General FAQ, : <http://www.mass.gov/edu/docs/innovation-schools/20120801-innovation-schools-faq.pdf>

Appendix A-2: Innovation Prospectus Requirements

The first step to create an Innovation School is to submit a prospectus to BPS. The prospectus must follow the DESE template, including the Innovation School Information Sheet – please click here for the template:

<http://www.mass.gov/edu/docs/innovation-schools/20120910-innovation-school-prospectus-guidance.pdf>

The prospectus must include the following elements required by the DESE:

“The prospectus must include, but is not limited to, a description of:

- (i) whether the school will be a new school or a conversion of an existing school;*
- (ii) if the school is a new school, the proposed location of the school;*
- (iii) if the school is a conversion of an existing school, the school that is being proposed for conversion;*
- (iv) the external partners, if any, that will be involved in the school;*
- (v) the number of students the school is anticipated to serve and the number of staff expected to be employed at the school;*
- (vi) the overall vision for the school, including improving school performance and student achievement;*
- (vii) specific needs or challenges the school will be designed to address;*
- (viii) a preliminary assessment of the autonomy and flexibility under subsection (b) that the school will seek;*
- (ix) why the flexibility described under (viii) (above) is desirable to carry out the objectives of the school;*
- (x) anticipated components of the school’s innovation plan;*
- (xi) a preliminary description of the process that will be used to involve appropriate stakeholders in the development of the innovation plan; and*
- (xii) a proposed timetable for development and establishment of the proposed school.”*

In addition, each prospectus must include a section that explains how this proposal will help BPS to achieve the goals and academic targets of the Acceleration Agenda.

Page Limits: Applicant groups should limit their prospectus to 10 pages, excluding the Innovation School Information Sheet and any attachments. Applicants may provide more detailed information in the full Innovation Plan, if the prospectus is approved.

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Appendix A-3: Requirements for Formation of Innovation Plan Committees

a. Selection of Members

i) **Composition.**

Your next is to form an Innovation Plan Committee which should be not more than 11 members and must include:

- The applicant
- Superintendent's designee
- School Committee designee
- Parent with 1 child enrolled in the school
- A principal employed by the district (may be the same as the applicant)
- Two teachers employed by the district

G.L. Chapter 71, Section 92 (i)... *"The size and composition of the innovation plan committee shall be determined by the applicant; provided, however, that the committee shall include: (i) the applicant; (ii) the superintendent or a designee; (iii) a school committee member or a designee; (iv) a parent who has 1 or more children enrolled in the school, or in the case of a new school, from the district; (v) a principal employed by the district; and (vi) 2 teachers employed by the district.*

The Superintendent and School Committee Chair will assign two representatives to serve on your Innovation Plan Committee and will notify you of these assignments as soon as possible. Once assigned, it is expected that you will include these individuals in all planning meetings.

ii) **Selection Requirements for Parents on the Innovation Plan Committee**

"The applicant shall select the parent from among nominees submitted by parent-teacher organizations in the district. If the district does not contain a parent-teacher organization or if the organization does not submit nominees, the applicant shall select the parent from among volunteers in the area or community the proposed school is expected to serve."

iii) **Selection Requirements for Teachers on the Innovation Plan Committee**

"The applicant shall select the principal and 1 teacher from among volunteers in the district and 1 teacher from among nominees submitted by the local teacher's union."

b. Notification of Innovation Plan Committee Meetings

Based on guidance from the state Attorney General's Division of Open Government, Innovation Plan Committees are public bodies subject to the state Open Meeting law. Therefore, Innovation Plan Committees must follow the procedures laid out by the Open Meeting law, including posting notice of meetings and taking minutes of meetings. For more information on the Open Meeting law, please review the Attorney General's Open Meeting Law Guide, available at <http://www.mass.gov/ago/government-resources/open-meeting-law/attorney-generals-open-meeting-law-guide.html>.

In Boston, public meetings must be notified with more than 48 hours-notice (weekends and holidays not included). To submit a meeting notification, you should prepare a document that specifies the:

- Meeting date
- Meeting time

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- Meeting location
- Agenda to be discussed (as specifically as possible)

Once this document is prepared, you should submit the notification to the Boston City Clerk via email or in person. Notifications may be emailed to: Maureen.E.Feeney@cityofboston.gov, Alex.Geourntas@cityofboston.gov, or Darlene.Bryant@cityofboston.gov. Additional information can be found at: <http://www.cityofboston.gov/cityclerk/meetingnotices.asp>
The following agenda and notice of public meeting may serve as a guide:
http://bostonpublicschools.org/files/notice_draft_agenda_11-7-12.pdf

In addition to submission of your public notice of the meetings, please ensure that Jill Conrad in the Office of Strategic Planning is notified of all Innovation Plan Committee meetings. You may cc her on the notifications at jconrad@boston.k12.ma.us.

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Appendix A-4: Requirements of Innovation Plans

1. Developing an Innovation Plan

Once established, your Innovation Plan Committee should develop the Innovation Plan for your school. The Innovation Plan should contain far more detail and specific language governing each of the autonomies you seek as well as detailed measurable annual goals.

a. Details pertaining to the areas of autonomy and flexibility

The statute requires that final Innovation Plans contain several details pertaining to each of the autonomies requested as well as the inclusion of measurable annual goals for specified in the statute. A copy of the statutory requirements pertaining to the details needed for areas of autonomy and flexibility requested is below.

***G.L. Chapter 71, Section 92 (j)...**"The purpose of the innovation plan shall be to comprehensively articulate the areas of autonomy and flexibility under subsection (b) that the proposed school will use. The innovation plan shall include, but not be limited to: (i) a curriculum plan, which shall include a detailed description of the curriculum and related programs for the proposed school and how the curriculum is expected to improve school performance and student achievement; (ii) a budget plan, which shall include a detailed description of how funds shall be used differently in the proposed school to support school performance and student achievement; (iii) a school schedule plan, which shall include a detailed description of the ways, if any, the program or calendar of the proposed school will be enhanced or expanded; (iv) a staffing plan, which shall include a detailed description of how the school principal, administrators, faculty and staff will be recruited, employed, evaluated and compensated in the proposed school and any proposed waivers or modifications of collective bargaining agreements; (v) a policy and procedures plan, which shall include a detailed description of the unique operational policies and procedures to be used by the proposed school and how the procedures shall support school performance and student achievement; and (vi) a professional development plan, which shall include a detailed description of how the school may provide high-quality professional development to its administrators, teachers and staff.*

Although ultimately, the Superintendent will give her final approval of any Innovation Plan, each section of the Plan must be carefully reviewed and vetted by the relevant departmental staff. The table, below, outlines the requirements for this review.

Innovation Plan Section	Conditions for Approval
<i>Curriculum, Instruction, and Assessment</i>	All autonomies pertaining to curriculum and instruction must be vetted by the Office of Teaching and Learning. All autonomies pertaining to assessments must be vetted by the Office of Research, Assessment, and Evaluation.
<i>Staffing</i>	All autonomies pertaining to staffing must be vetted by the Office of Human Resources and Labor Relations.
<i>Schedule and Calendar</i>	All autonomies pertaining to schedule and calendar must be vetted by the Office of Transportation, the Office of Human Resources and Labor Relations, and the Office of Budget and Finance.
<i>Professional Development</i>	All autonomies pertaining to professional development must be vetted by the Office of Teaching & Learning, the Office of Educator Effectiveness, and the Office of Human Resources.

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District Policies	All autonomies pertaining to district policies and procedures must be vetted by the relevant departments within BPS. For attendance policy, the Office of Accountability and the Office of Research, Assessment, and Evaluation must review the proposed policy.
Budget	All autonomies pertaining to budget must be vetted by the Office of Budget and Finance.
Measurable Annual Goals	All Measurable Annual Goals must be vetted by the Office of Accountability and Research, Evaluation, and Assessment.

b. Measurable Annual Goals

The statute requires that all approved Innovation Plans include Measurable Annual Goals in at least seven areas: 1) student attendance; 2) student safety and discipline; 3) student promotion and graduation and dropout rates; 4) student achievement in MCAS; 5) progress in areas of academic underperformance; 6) progress among subgroups of students; and 7) reducing achievement gaps. A copy of the statutory requirements pertaining to MAGs are in the box below.

G.L. Chapter 71, Section 92 (j)...

In order to assess the proposed school across multiple measures of school performance and student success, the innovation plan shall include measurable annual goals including, but not limited to, the following: (i) student attendance; (ii) student safety and discipline; (iii) student promotion and graduation and dropout rates; (iv) student achievement on the Massachusetts Comprehensive Assessment System; (v) progress in areas of academic underperformance; and (vi) progress among subgroups of students, including low-income students as defined by chapter 70, limited English-proficient students and students receiving special education; (7) reduction of achievement gaps among different groups of students.

The following template outlines the specific requirements for an Innovation Plan:

<http://www.mass.gov/edu/docs/innovation-schools/20120910-innovation-school-plan-guidance.pdf>

In addition, the state has posted some sample Innovation Plans that you may wish to view as examples.

These can be found at: <http://www.mass.gov/edu/selected-innovation-plans.html>. Additional

Innovation Plans of approved schools in Boston are available upon request.

Differences between a Prospectus and Innovation Plan (At-A-Glance)

Requirements for Innovation Prospectus	Additional Requirements of Innovation Plans
Page Limit <ul style="list-style-type: none"> 10 pages, excluding attachments Forms and Certifications <ul style="list-style-type: none"> Prospectus Certification Statement Page (completed and signed) Cover Page <ul style="list-style-type: none"> ✓ Information Form ✓ Certification Statement ✓ Executive Summary – no more than two pages Summarize the proposed school’s mission and	Page Limit <ul style="list-style-type: none"> Up to 50 pages of text, excluding attachments Forms and Certifications <ul style="list-style-type: none"> Innovation Plan Certification Page, which includes a list and affiliation for each Innovation Plan Committee member, their final vote on the plan, and their signature (completed and signed) Other <ul style="list-style-type: none"> Innovation Plans should include all information submitted in the Prospectus AND specific additions to each section describing the autonomies sought (see below), plus: Measurable Annual Goals in <i>at least 7 areas</i> described in the statute (see below)

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educational program, the community's need for this school, and the applicant group's capacity to make the school a success.

✓ Public Statement Include a statement of 100 words or less summarizing your proposed school. This statement will be shared with the media. Please be sure to include the school's proposed location, projected grade span, projected enrollment, and districts served.

I. Innovation School Mission, Vision, and Statement of Need

✓ A. Mission Statement

✓ B. Vision Statement

✓ C. Statement of Need

✓ D. Proposed Partnership(s)

II. How Will Autonomy and Flexibility Be Used?

✓ A. Curriculum, Instruction, and Assessment

✓ B. Schedule and Calendar

✓ C. Staffing Policies and Procedures

✓ D. Professional Development

✓ E. District Policies and Procedures

✓ F. Budget

III. Capacity of Applicant Group

IV. Proposed Timetable for Development and Establishment of the Innovation School

V. **IP:** Measurable Annual Goals

VI. Required Attachments

✓ Statements of commitment and resumes from each applicant group member.

✓ School Improvement Plan, for conversion schools

Additions to the Curriculum Section:

✓ **IP:** Describe the proposed exit or graduation requirements and how the school will measure student progress to determine whether they are ready for graduation.

✓ **IP:** Describe how the chosen curriculum, instructional methods, and assessments are expected to improve school performance

Additions to the Schedule and Calendar Section

✓ **IP:** Specifically identify collective bargaining provisions related to schedule and calendar that are proposed to be waived or modified.

Additions to the Staffing Section

✓ **IP:** Describe how the school principal, administrators, faculty, and staff will be recruited, employed, evaluated and compensated in the proposed school and any proposed waivers or modifications of district policies or collective bargaining agreements.

✓ **IP:** Specifically identify provisions for which working conditions will diverge from collective bargaining agreements. Be sure to note whether the school will hire staff regardless of their current status and how the school will deal with excessing staff (into the district pool) that do not fulfill the needs of the school.

✓ **IP:** Describe how the approved working conditions will be communicated to all current and prospective staff in a manner that ensures understanding and commitment by all staff within the school.

Additions to the Professional Dev. Section

✓ **IP:** Describe the school's plan to provide high-quality professional development and support/resources to its administrators, teachers and staff to assist in the implementation of new curriculum, instructional methods, assessments, and other programmatic structures.

✓ **IP:** For conversions, explain how plans for professional development differ from the school's current practice (or district requirements) and why these changes are necessary.

Additions to the District Policy Section

✓ **IP:** Provide a draft of the particular policy or procedure for which autonomy from the district is proposed.

✓ **IP:** Provide an organizational chart.

✓ **IP:** Describe the role of the school council as it relates to governance and the decision-making process.

Additions to the Budget Section

✓ **IP:** Explain the proposed financial arrangement with the local district that ensures the Innovation School's autonomy over its operations and ensures that the school receives district funds equitably. Please be sure to discuss the following:

o How funds will be allocated to the Innovation School (e.g., weighted lump sum per-pupil formula).

o If and how the Innovation School will be able to access central district services (e.g., district instructional coaches, textbooks, professional development) in exchange for an equivalent adjustment in the funding they receive from the district.

o How the Innovation School will access funds and procure goods and services.

✓ **IP:** Provide a three-year school-level budget which includes a detailed description of how funds will be used differently in the school to support school performance and student achievement.

Additions to the Capacity Section

✓ **IP:** Describe the planning process utilized by the innovation plan committee to develop the proposal.

✓ **IP:** Attach letters of support from key partner organizations (these attachments are not counted toward the page limit).

- **Measurable Annual Goals**

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IP: In order to assess the proposed school across multiple measures of school performance and student success, the innovation plan must include measurable annual goals in at least the following areas: (i) student attendance; (ii) student safety and discipline; (iii) student promotion and graduation and dropout rates; (iv) student achievement on the Massachusetts Comprehensive Assessment System MCAS; (v) progress in areas of academic underperformance; and (vi) progress among subgroups of students, including low-income students as defined by chapter 70, limited English-proficient students and students receiving special education; (vii) reduction of achievement gaps among different groups of students.¹⁷ This is a working document developed collaboratively by the Department of Elementary and Secondary Education, the Executive Office of Education, and the Center for Collaborative Education. Updated October 2011

Goals that are particular to a school's Innovation Plan should also be included. Parent involvement or school climate goals are some possible examples.

These measurable annual goals will provide the basis for renewing or modifying the innovation plan at the end of the period of authorization. Please see the Measurable Annual Goals (MAGs) guidance document (see appendix) which contains recommendations for how to determine useful measures. Baseline data should also be included, as well as a timeline for when goals will be achieved.

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Appendix A-5: Guidance on Conducting a Faculty Vote to Convert to an Innovation School

Last Updated 4/9/13

This document contains information and guidance for conducting a faculty vote to convert to an Innovation School.

What the Statute Says

According to the statute, *“upon completion of the innovation plan... the applicant shall submit the innovation plan to teachers in the school that is proposed for conversion for approval by secret ballot within 30 days. A two-thirds vote of the teachers shall be required to approve the plan. Upon approval of an innovation plan by the applicable union members the plan shall, within 7 days, be submitted to the school committee. If a two-thirds vote is not achieved, the innovation plan committee may revise the innovation plan as necessary and submit the revised plan to the teachers for a subsequent vote.”*

Who is Eligible to Vote?

State regulations define which educators are teachers who are eligible to vote and the conditions that must be met in order to maintain that eligibility. Here is a link to the full language of the state regulations, <http://www.doe.mass.edu/lawsregs/603cmr48.html?section=all>

- **Teacher.** For the purposes of a vote to approve conversion to an innovation school or academy, any person *working half-time or more* in a school or school district under a license listed in 603 CMR 7.04(3)(a), (b), or (d).
 - This means that any teacher **currently working half-time or more in one of the DESE licensed roles listed in Appendix A.** This includes both provisional (those who have a preliminary and/or an initial license) and permanent (those who have a professional license) as well as those who have a temporary license. A complete list of eligible DESE licenses are defined by 603 CMR 7.04 (3)(a) and found in Appendix A-5(1). The list can also be found at www.doe.mass.edu/lawsregs/603cmr7.html?section=04 .
 - *Note: the current law focuses ONLY on teachers with those licenses listed in 603 CMR 7.04 (3) (a), (b), or (d), above. **It does NOT include** those with licenses listed in 603 CMR 7.04 (c). See Appendix A for a list of those eligible and those who are not, according to this statute.*
- **Teachers on Approved Leave.** According to the new regulations, “A teacher on approved leave from the school at the time of the election may vote in such election.”
- **Teachers who are Retiring or Leaving the School.** The new regulations also state that “a teacher who is retiring or who knows that he/she will not be employed at the school the following year **shall not vote** in such election.”

Description of the Faculty Vote and Process in the Innovation Plan

New state regulations require that final Innovation Plans for conversion or academy schools include a detailed description of the process and schedule for seeking approval of the innovation plan by the teachers who must approve the plan. According to the statute, “The innovation plan shall describe the process for conducting the vote, including absentee voting. The innovation plan shall ensure that the process allows the teachers sufficient time to review and consider the plan before the vote. The applicant,

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the school district, and the local teacher's union shall coordinate to carry out the process described in the innovation plan.”

How Should the Vote Take Place?

- According to the statute, the vote should take place by secret ballot.
- While there is no specific method or process for conducting the vote in the law, BPS requires that the following procedure be followed for schools wishing to convert to Innovation status.

STEP ONE: Notify Faculty of Vote Plans

1. Submit a complete copy of the final Innovation Plan to the school’s faculty. The final Innovation Plan is the version that a majority of the Innovation Plan Committee has voted to approve. All eligible teachers, will need sufficient time to review the contents of the plan before the faculty vote. While there is no established amount of time that is “sufficient,” it is recommended that teachers have at least 48 hours to review the contents of an Innovation Plan prior to voting. Be sure that all eligible teachers receive the information, including those teachers who are out on an approved leave.
2. Notify faculty of the time, place, and location of the vote. Notification may take place through email, posting of a notice, distribution of flyers, etc. Faculty should be notified of the vote at least 48 hours before the vote is scheduled to take place.
3. Ensure that all faculty are informed about who is eligible to vote, the rules, process, and expectations pertaining to the faculty vote. A sample one-page overview is available in Appendix A-5(2). These expectations should be communicated to faculty at least 48 hours before the vote is scheduled.

STEP TWO: Confirm Eligibility of Voters

1. Approximately one week prior to the scheduled vote, the BPS Office of Human Resources (HR) will generate a roster of teachers within the school who, according to the statute, are eligible to participate in a faculty vote.
2. HR will share this roster with the current school leader to ensure that it accurately reflects all eligible individuals and their current roles in the school.
 - a. Questions regarding the eligibility of staff and/or the finalization of the roster are to be directed to the Office of Labor Relations
 - b. In addition to verifying the eligibility of voters, HR/Labor Relations will determine the TOTAL NUMBER OF POSSIBLE VOTERS.
3. Once the roster is finalized, HR will share with the lead applicant (in most cases, the school leader) an official roster that will serve as a “sign-in” sheet for the day of voting. The roster will include space to confirm attendance on the day of voting and for the signatures of faculty members who actually vote.
4. The lead applicant should inform school staff who is eligible to vote and who is not.
 - a. **Attendance/Participation in the Vote**: All teachers, both provisional and permanent, working at least half-time at the school, in licensed roles identified in Appendix A-5(1) are eligible to participate in the vote.
 - i. **Teachers who are on an approved leave**: Eligible teachers who are on an approved leave should have an opportunity to cast a vote.
 - ii. **Teachers who will not be working in the school during the proposed term of the Innovation Plan** are NOT eligible to vote. This includes any teacher who has given notice of retirement, participation in the PTPP or excess/transfer pools, or resignation prior to the date of the vote.

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STEP THREE: Create Secret Ballots

1. Once the roster has been finalized, a secret ballot should be developed that includes all relevant information, including a clear description of the policy to be voted on. A sample ballot for approving Innovation Plans is included in Appendix A-5(3).
2. Print enough ballots for faculty members who are eligible to vote.
3. Distribute the ballots to those who are eligible and who sign in according to the below procedures. Make sure that only one ballot is distributed to each eligible teacher.

STEP FOUR: Conduct the Faculty Vote

1. Assign at least two members of your Innovation Plan Committee to coordinate the voting process. One person will coordinate the check-in/sign-in process and the other will coordinate the collection of ballots and signing out process.
2. **Sign-In:**
 - a. Establish a "sign-in" table. Have all eligible faculty members sign in and verify their attendance on the master roster. Have faculty show identification if your election coordinators do not know all of your faculty members.
 - b. Distribute one ballot per person.
3. **Voting:**
 - a. Provide time and space for teachers to review the ballot and complete it to cast their vote.
4. **Sign-Out:**
 - a. Once teachers have cast their votes, they should turn in their ballots and check-out.
 - b. A second roster should be used to verify that those turning in ballots are eligible voters.
 - c. Have teachers sign out as they turn in their ballots (or, check-off their names on the roster).

STEP FIVE: Calculating the Results

1. Once the vote has taken place, it's time to determine the results. The first step is to determine how many eligible voters participated. To do this, refer to the sign-in roster and identify how many voters signed in.. This will be your TOTAL ACTUAL VOTERS.
2. Second, determine how many YES votes would need to be cast in order to pass the measure. To do this, multiply your TOTAL ACTUAL VOTERS number by 0.66. For example, if your TOTAL VOTERS figure is 25, the total number of YES votes you would need to approve the Innovation Plan would be 15. This figure is your APPROVAL THRESHOLD.
3. Second, review each of the ballots collected and create two piles, one for those who voted YES and another for those who voted NO. Be sure that you are counting only the ballots cast by eligible voters.
4. Tally the total YES votes and the total NO votes. It's a good idea to have at least two different people count the votes in order to verify the results.
5. If the total number of YES votes is equal to or higher than your APPROVAL THRESHOLD then the Innovation Plan passes. If the total YES votes is less than your APPROVAL THRESHOLD then the Innovation Plan was not approved.

STEP SIX: Documenting and Reporting the Results of the Faculty Vote

1. It will be important to keep good records of the final vote for the approval of Innovation Plans. A sample Innovation Plan Faculty Vote Documentation Sheet can be found in Appendix A-5(4).
2. Record all of the pertinent information on the Innovation Plan Faculty Vote Documentation Sheet.
3. Once the information is completed, submit this form to Jill Conrad at jconrad@boston.k12.ma.us.

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Appendix A-5(1): Teachers who are Eligible to Vote to Convert an Existing School to an Innovation School

Educators to Include in Calculating the 2/3 of a Faculty Vote	Educators <u>Not</u> to Include in Calculation of 2/3 Faculty Vote
<p>i. Teacher Licenses</p> <ul style="list-style-type: none"> Biology Business Chemistry Dance Early Childhood Earth Science Elementary English ESL Foreign Language General Science Health/Family and Consumer Services History Instructional Technology Latin and Classical Humanities Library Mathematics Middle School: Humanities Middle School: Math/Science Music: Vocal/Instrumental/General Physical Education Physics Political Science/Political Philosophy Speech Teacher of Students with Moderate Disabilities Teacher of the Deaf and Hard-of-Hearing Teacher of the Visually Impaired Technology/Engineering Theater Visual Arts <p>(b) Specialists Teacher Licenses*</p> <ul style="list-style-type: none"> • Academically Advanced • Reading • Speech, Language, Hearing Disorders <p>(d) Professional Support Personnel Licenses and Levels*</p> <ul style="list-style-type: none"> • School Guidance Counselors • School Nurse • School Psychologist • School Social Worker/School Adjustment Counselor 	<p>1. Administrator Licenses</p> <ul style="list-style-type: none"> • Superintendent/Assistant Superintendent • Principal/Assistant School Principal • Supervisor/Director • Special Education Administrator • School Business Administrator

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Appendix A-5(2): One-Page Fact Sheet on Innovation School Faculty Votes (for Teachers)

Dear [INSERT SCHOOL NAME] Teacher,

As you know, our Innovation Plan Committee has developed a final Innovation Plan that was submitted to you on [INSERT DATE OF INNOVATION PLAN SUBMISSION]. Innovation Schools, if approved by you, and ultimately by the Boston School Committee, operate with increased autonomy and flexibility in six possible areas: curriculum, schedule and calendar, staffing, professional development, district policies, and budget.

The Innovation School approval process is [governed by state statute](#). The next step in the process is to conduct a faculty vote to confirm support for the final Innovation Plan. This document provides you with information on what to expect for this process.

1. Understanding the Innovation Plan.

- You should receive a full copy of the final Innovation Plan ahead of the vote.
- Review the Innovation Plan and especially any proposed changes in working conditions.
- Ask any questions to clarify anything that might be confusing to members of the Innovation Plan Committee.
- Contact your union representative or the BTU if you have any concerns.

2. Preparing for the Faculty Vote.

- Know who is eligible to vote (see Appendix A). Review the list of eligible teachers and determine whether or not you are eligible to vote.
- You should receive notification of the date, time, and place for the faculty vote.
- Voting must take place in person.

3. Participate in the Faculty Vote.

- On the day of the vote, you will sign in on a roster of approved voters.
- You will be given a secret ballot.
- Record your vote on the secret ballot.
- Turn in your ballot.
- Sign out.

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Appendix A-5(3): Sample Ballot

[SCHOOL NAME] INNOVATION PLAN FACULTY VOTE

SECRET BALLOT VOTE

[DATE of VOTE]

Please choose whether or not to approve the conversion of the [SCHOOL NAME] to an Innovation School based on the information provided, including expected working conditions in the school's final Innovation Plan.

Insert brief summary of Innovation Plan and key working conditions:

YES, I approve the conversion of the [SCHOOL NAME] to an Innovation School based on the information provided in the final Innovation Plan

NO, I do not approve of the conversion of the [SCHOOL NAME] to an Innovation School based on the information provided in the final Innovation Plan.

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Appendix A-5(4): Teacher Roster Check-In/Check-Out Example

ID	Last Name	First Name	Check In: Received Ballot	Check Out: Returned Ballot	How to Calculate the Results of the Innovation Plan Vote
12345	Smith	Jane			Total Eligible Voters =
					Total YES votes =
	Lname	Fname	Not eligible	Not eligible	Total NO votes =
					At least two people should count and arrive at the same number.
					4) Compare the total number of YES votes to the Approval Threshold. Check one box below:
	Lname	Fname	Not eligible	Not eligible	If the total number of YES votes is <u>equal to or higher than</u> the APPROVAL THRESHOLD: The Innovation Plan passes. <input type="checkbox"/>
	Lname	Fname	Not eligible	Not eligible	
					If the total YES votes is <u>less than</u> the APPROVAL THRESHOLD then the Innovation Plan was not approved. <input type="checkbox"/>

APPENDIX B: GUIDELINES AND REQUIREMENTS FOR BPS HORACE MANN CHARTER SCHOOL APPLICATIONS

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There are three types of Horace Mann Charter Schools allowed under the law (See <http://www.doe.mass.edu/charter/laws.html> for more information about the charter school law):

Horace Mann I: For new schools. Final applications must be submitted to the state with the approval of the BTU and the school committee.

Horace Mann II: For conversion schools. Applications must be approved by a majority of the faculty at the school, with the vote held within 30 days of submission of the application. Final applications must be submitted to the state with the approval of the school committee.

Horace Mann III: For new schools. Final applications must be submitted to the state with the approval of the school committee.

BPS asks that applicants interested in becoming a Horace Mann Charter school within follow the guidelines, criteria, and application process for each stage spelled out by the state. To improve planning and accommodate the timelines needed to successfully negotiate all aspects of Memorandums of Understanding needed for final proposals, BPS asks that Horace Mann Charter applicants follow the enclosed timeframe, submitting drafts to the district well ahead of the state deadlines. Below is an overview of the deadlines for both BPS and DESE.

2013 Schedule for Horace Mann Charter School Applications Submitted for the 2014-15 School Year

Action	Due Date to BPS	Due Date to DESE
Letter of Intent Deadline	Friday, June 28, 2013	Monday, July 1, 2013
Prospectus Deadline and Proven Provider Document Deadline (as needed)	Monday, July 10, 2013	Monday, July 29, 2013 by 5:00 p.m.
Commissioner Invites Selected Applicant groups to Submit Final Application	Initial draft of HMC proposal to BPS by September 24, 2013	Mid-September 2013
Proven Provider Determination by ESE	MOU negotiations and School Committee vote	Mid-October 2013
Final Application Deadline	n/a	Friday, October 25, 2013 by 5:00 p.m.

Additional information on the application process and state requirements can be found here: <http://www.doe.mass.edu/charter/new/?section=app>

Specific requirements for Horace Mann Charter Prospectuses and Final Charter Applications are outlined here: http://www.doe.mass.edu/charter/app/HM_full.pdf

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APPENDIX C: OVERVIEW OF KEY DATES AND DEADLINES FOR EACH CATEGORY

Date/Deadline	Innovation Schools	Horace Mann Charters	Programmatic Change Request Forms
June 28, 2013	Letter of Intent due to BPS	Letter of Intent due to BPS Letter of intent due to DESE on July 1	
July 10, 2013	Innovation School Prospectus due to BPS	Horace Mann Charter Prospectus due to BPS	Programmatic Change Request Form due to BPS
No later than August 10, 2013	BPS Screening Committee vote on Innovation School Prospectuses		
July 29, 2013		Final Horace Mann Charter Prospectus due to DESE	
September 24, 2013	Initial Draft of Innovation Plan due to BPS	Horace Mann Charter Proposal due to BPS	Final Programmatic Change Request Forms due to BPS
September through October 2013		BPS Internal Review of HMC Charter Proposals. Type A and B MOU Negotiations	BPS Internal Review of Programmatic Change Requests School Committee approvals as needed
October 2, 2013		Superintendent Report to School Committee	
October 16, 2013		School Committee Vote on Horace Mann Charters	
October 25, 2013		Final Horace Mann Charter Proposals submitted to DESE	
October through November 2013	BPS Internal Review of Innovation Plans (Revisions requested as needed) BTU negotiations (for new Innovation Schools)		
By November 15, 2013	Innovation Plan Committees' final vote on final Innovation Plans (submit to faculty, for conversions)		
No later than December 3, 2013	Faculty Vote on final Innovation Plans (for conversions)		
December 4, 2013	Superintendent Report to School Committee		
December 18, 2013	School Committee Vote on Innovation Schools		
February, 2014		MA State Board of Elementary & Secondary Education decision on charter schools	

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APPENDIX D: GUIDELINES AND REQUIREMENTS FOR INNOVATION SCHOOL OR HORACE MANN APPLICANTS REQUESTING PROGRAMMATIC CHANGES

Boston Public Schools will be implementing numerous programmatic changes to its schools as part of the implementation of the new student assignment system in the 2014-15 school year. Innovation and Horace Mann Charter applicants with proposals that will also have programmatic implications (e.g., expansion or reduction of grade-levels served, enrollment changes, transportation implications, facilities implications, implications for services provided to English Language Learners or Special Education students, etc.) should submit a separate programmatic change request form along with their application, according to the timelines provided above. The purpose of this is to enable all programmatic changes, including those of potential Innovation and Horace Mann Charter applicants to be considered all together as implementation decisions are made for 2014-15.

What is a programmatic change?

- Any change to a school's structure or operational program. Examples might include:
- Adding grades (K1, K8 expansion, etc.),
- Increasing enrollment
- Changing program offering (AVID, AWC, ELL strand, technology, etc.)
- Changing facilities to support a program change (e.g., add a science lab, divide or combine classrooms)
- Any proposed changes to the delivery of services for English Language Learners or Special Education)

Who reviews proposals?

- Your Assistant Superintendent for Networks, to assess initial academic alignment and feasibility
- Office of Capital & Strategic Planning, to provide feedback and coordinate implementation review
- Key academic, operational and finance department reps, to assess feasibility, resources & implementation requirements
- Superintendent and Executive Staff review proposals recommended by the Planning Team, and vote to approve, deny or defer
- School Committee, if their approval is needed

What criteria are used to evaluate proposals?

- Alignment with Superintendent's Acceleration Agenda and extent to which this proposal furthers desired academic outcomes
- Feasibility of effective implementation
- Cost/benefit analysis, and availability of resources to support the change
- Meets pre-existing criteria for certain types of changes (e.g., K-8 conversions, Early Childhood expansion), if applicable
- Aligns with the BPS 2014-15 student assignment implementation plan

If approved, when will this change take effect?

- If no capital (facilities) funds required, changes are implemented at the start of school one year later
- If capital (facilities) funds required, changes are implemented at the start of school two years later

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Appendix D-1: BPS PROGRAMMATIC CHANGE REQUEST FORM

CONTACT INFORMATION

School:

Principal / Headmaster:

Principal / Headmaster Phone & Email:

Contact Person (if not P/HM):

Contact Person Phone & Email:

Date that proposal was submitted:

PROPOSED CHANGE(S)

1. Please give a brief name for your proposed change (7 words or less):

2. Type of change proposed (please put X in all boxes that apply):

Add new grades (please specify range):

K0-K1 K2-5 6-8 9-12

Serve more students (specify grades):

K0-K1 K2-5 6-8 9-12

Change program offering:

SPED ELL AWC AVID Other

Change facility:

New building Divide/combine room New science lab Other

Other:

Other (please explain below)

3. Please describe your school's proposed change (1-2 paragraphs maximum):

NEED/OPPORTUNITY AND BENEFITS OF THIS PROPOSAL

Please limit responses to no more than 1-2 paragraphs per question.

4. Please describe the need or opportunity for your school that this proposal addresses.

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5. *How would this proposal improve student achievement and contribute to the district meeting the goals laid out in the Superintendent's Acceleration Agenda?*

COMMUNITY AND PARTNER ENGAGEMENT

6. *What, if any, discussions have you had about this proposal with your school staff, school site council, and/or community members? Please describe.*

7. *Have you identified any outside funding and/or partners who have expressed interest in supporting this change? Please describe.*

IMPLEMENTATION QUESTIONS

8. *Schedule: Would this proposal change school start or end times? If yes, please describe.*

9. *Student Assignment: Would this proposal change the number of students and/or grades served, and/or change the student population (e.g., city-wide vs. within zone, target LEPs, dropouts, etc.)? If yes, please describe.*

10. *Facility needs:*

- *What (if any) upgrades to your current facility are needed to implement this proposal? (e.g., bathrooms for K-1 classrooms)*
- *If you are requesting a change of buildings, what characteristics do you need in a new space based on this proposal? (e.g., number of classrooms, location, etc.)*
- *What (if any) new furniture would this proposal require? (e.g., cubbies, lab tables)*

11. *HR: Do you anticipate any new HR needs as a result of this proposal? If yes, please describe. (e.g., new staff required, changes to current staff)*

12. *Labor Relations. Do you anticipate that this proposal would raise any questions or concerns related to collective bargaining requirements? If yes, please describe.*

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13. *PD: Do you anticipate additional PD needs as a result of this proposal? If yes, please describe. (e.g., staff need training on a new curriculum, etc.)*

14. *Curriculum: Do you anticipate needing new curriculum &/or instructional materials as a result of this proposal? If yes, please describe. (e.g., new books for K-1, lab equipment for a new science lab)*

15. *Technology: What new technology needs would this proposal create (e.g., laptops for new teachers, software licenses for a new curriculum/program, etc.)?*

16. *SPED: What, if any, implications would this proposal have for SPED programs / services at your school?*

17. *ELL: What, if any, implications would this proposal have for ELL programs / services at your school?*

18. *Community Impact. What, if any, impact do you anticipate this proposal would have on your local community?*

19. *Other. What else should BPS and its relevant department leaders need to know about the proposed change?*