

**Prince George's County Public Schools**

CHARTER SCHOOL APPLICATION

*For the Establishment of a Public Charter School to open August 2019*

Application Due Date: TBD

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**PUBLIC CHARTER SCHOOLS**

**OFFICE OF CHARTER & CONTRACT SCHOOL DEVELOPMENT**

PUBLIC CHARTER SCHOOLS

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**Prince George's County Public Schools Mission**

*To provide a great education that empowers all students and contributes to thriving communities.*

**About PGCPS**

Prince George’s County Public Schools’ vision, mission, and core values are the compass which guides our actions. [Read more in our Strategic Plan >>](http://www1.pgcps.org/WorkArea/DownloadAsset.aspx?id=208000)

### Our Vision

Our vision statement paints a future where all students, regardless of background or experiences, have access to high-quality learning environments, a broad array of educational opportunities, and effective support systems that equip them to graduate college and career ready.

PGCPS will be a GREAT school system recognized for providing education services which ensure that every student in our diverse school district graduates ready for college and careers in a global society.

### Our Mission

Our mission statement defines the scope of our work and communicates what we hope to contribute to society as a result.

To provide a great education that empowers all students and contributes to thriving communities.

###  Core Values

Our core values articulate our key beliefs about students, academic achievement, and the elements necessary to achieve excellence in education and learning.

1. Students are our priority and all students can achieve at high academic levels.
2. Families, students, and educators share the responsibility for student success.
3. High expectations inspire high performance.
4. All staff share the responsibility for a safe and supportive school environment contributing to excellence in education.
5. The support of everyone in our community is essential to the success of our schools and students, and this success enriches our community.
6. Continuous improvement in teaching, leadership, and accountability is the key to our destiny

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**Application Timeline**

|  |  |
| --- | --- |
| Principal Interest Form | **Open** |
| Letter of Intent  | **Open**  |
| Prospectus | **TBD** |
| Full Application | **TBD** |
| Board Of Education Decision Announced  | **TBD** |

**Application Process and Guidelines**

Prince George’s County Public Schools receives proposals to open charter schools on an annual basis. The application identifies the requirements and the actions to be complete prior to a recommendation to the Superintendent and the PGCPS Board of Education for a decision to approve, approve with conditions or deny an application. The application makes clear the requirements regarding format, packaging and labeling, deadline and location to submit the application.

***Technical Information Sessions*** provide an overview of the application, process and standards submitting an application to start a charter school. Applicants are not required to attend as part of the application process, but are encouraged to do so. These sessions are scheduled by appointments only.

***Notice of Intent and Prospectus:*** All applicants are required to submit the Letter of Intent (LOI) and the Prospectus prior to submitting the application according to the above timeline. The Letter of Intent provides PGCPS an official notice of potential operator’s intention to partner with the school district to open a charter school in August 2019. The Prospectus provides PGCPS with basic and key information regarding a potential operator’s school design. Together, the Letter of Intent and the Prospectus will serve as an introduction to the school system and the public of your overall charter school application. The templates notice of intent and prospectus are provided in the *Appendix A* of this application. ***Note: These items are required but will not be used as part of the scoring and are not an obligation to submit a full application.***

All materials are due before the 3:00 PM EST deadline on or before due dates. ***Facsimiles and Emails are not accepted. No late or incomplete applications will be accepted.***

Office of Charter & Contract Schools Support

Prince George’s County Public Schools

Lake Arbor Elementary, Area I Office

10205 Lake Arbor Way, Room 240

Mitchellville, MD 20721

(301) 808-8150

After charter school applications are received, PGCPS will perform the following actions:

1. **Initial Screening**
* All proposals received by the closing deadline will be evaluated for compliance with the minimum requirements described in the specifications and with all other necessary requirements of this application.
* Deviations from and omissions of the requirements that are substantial in nature may result in the application being rejected in whole or in part. Failure to comply with any minimum requirements shall disqualify an applicant’s proposal.
* Notify all applicants of receipt of the application via email; and, whether their application will be forwarded for a complete review and scoring. Notifications regarding applications deemed ineligible for review will include the rationale for the exclusion.
1. **Scoring Application**
* After it is determined that the proposal complies with the minimum requirements, a designated review committee will conduct its evaluation of the technical merits of the proposal in accordance with the criteria of the application.
* Qualified applications may be reviewed and scored by internal and external content specialists serving as reviewers for PGCPS Divisions of Academics, Student Services, Testing and Accountability, Human Resources, Supporting Services, and Budget and Financial;
* Using evaluation criteria specific to the sections of the charter school application, reviewers will rate the quality of responses based on the following ratings:

|  |  |
| --- | --- |
| Rating | Characteristics |
| **Meets the Standard** | The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to operate; and inspires confidence in the applicant’s capacity to carry out the plan effectively. |
| **Partially Meets the Standard** | The response meets the criteria in many respects, but lacks detail and/or requires additional information in one or more areas. |
| **Does Not Meet the Standard** | The response is undeveloped or incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant’s ability to carry it out. |

* Reviewers will provide written comments and a summary for the strengths and weaknesses to support the ratings for each section of the application. The review committee will be carefully determining if the waivers being requested offer the innovation that makes the charter school unique and substantially different from the traditional schools and programs.
* The review committee reserves the right to contact clients or references provided by the applicant in order to gather additional information
* Comments and summary statements made by the reviewers will be used to generate probing and clarifying questions for the interview with founding teams.
1. **Formal Interviews with Founding Team**
* Interview panels may consist ofinternal content specialists that serve as reviewers for PGCPS Divisions of Academics, Student Services, Testing and Accountability, Human Resources, Supporting Services, and Budget and Financial; General Counsel, and Charter Office. Other qualified reviewers may serve on the interview team.
1. **Recommendation to Chief Executive Officer**
* Following the scoring and the interview, the review committee will make a recommendation to the Superintendent of Prince George’s County Public Schools.
1. **Board of Education Review and Decision**
* Board of Education reviews applications, scores and feedback from interview.
* Board of Education may request or consider other information pertinent to rendering a decision.
* Following review of all documents, the Board may decide to:
	+ Approve: Charter Contract Negotiations begin;
	+ Approve with conditions: Applicant must address the specific conditions before full approval is granted.
	+ Denial: All consideration ceases. Applicant has right to appeal to the State Board of Education.
1. **Debriefing Sessions**
* Denials: These sessions provide feedback on how the applicants performed on the written application and interview. Considerations are provided on how to improve the quality of the application and interview should applicants wish to re-apply.
* Conditionals: These sessions provide feedback on the specifics of the conditional approval. Clarifications and guidance is given to ensure applicant understands the conditions that must be met before reconsideration is given for full approval.
* Approvals: These sessions provide guidance on essential next steps to begin process to open school based on PGCPS timeline.
1. **Notification of Application Status**
* Approval or denial will be issued to applicant no later than 120 days after the application submission deadline.
* If approved, execution of the legally binding performance contract; if denied, provide appeal process
* If approved, begin pre-opening procedures and timeline approved by PGCPS.

After approval of a proposal, the applicant will be expected to submit its plan, if any for providing transportation to and from the charter school in accordance with Code of Maryland Annotated Regulations §2-205, §5-205, and §8-410 that regulates student transportation in Maryland public schools.

**Application Instructions**

All applicants are expected to respond to questions designed to solicit information that address the scope of services and deliverables for the purpose of this application. The responses are expected to address the desired results that the Board of Education is seeking to fulfill in its services to provide educational options to students including those that are at-risk of failing, dropping out or persistently challenged with meeting success in the traditional school setting. All responses are expected to be efficient, complete, clear and accurate to aid in the quality review and determination of approval.

**Specifications**

1. Prospectus is limited to a maximum of 20 pages.
2. Page Limits: Executive Summary, 5 pages. 25 pages maximum for educational, operational and financial sections. Attachments are not included in the page allowances but are limited to 75 pages. Brevity, specificity and concise answers are encouraged.
3. All application documents should be printed on STANDARD, WHITE, and LETTER SIZED PAPER, DOUBLE SIDED.
4. All application documents should be bound in a 3-ring binder.
5. Where a signature is required, sign using blue ink.
6. All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced.
7. If a particular question does not apply to the applicant team or proposal, respond “Not Applicable,” AND state the rationale.
8. Each major section must be clearly marked with a labeled tab and begin on a separate page.
9. Clearly label each section and begin each section on a new page. If additional information is attached, indicate so in the section and identify the attachment that can be found in the attachments.
10. Attachments should be offset with labeled tabs.
11. Attachments must be clearly marked and labeled with a title.

1. The following is a list of attachments to accompany the proposal. Note that not all attachments will be applicable to all applicants. It is the responsibility of the applicant to ensure they submit all relevant attachments.
* Attachment 1 – Sample Curriculum
* Attachment 2 – Curriculum Development Plan (if Sample Curriculum not provided)
* Attachment 3 – Exit Standards
* Attachment 4 – School Calendar
* Attachment 5 – Sample Daily and Weekly Schedule
* Attachment 6 – Evidence of Community Support
* Attachment 7 – School Leader Candidate Resume/Biography
* Attachment 8 – School Leader Job Description
* Attachment 9 – Leadership Team Resumes/Biographies
* Attachment 10 – Governance Documents
* Attachment 11 – Board Member Election/Appointment Process
* Attachment 12 – Governing Board Documentation
* Attachment 13 – Code of Ethics and Conflict of Interest Policy
* Attachment 14 – ESP Contract
* Attachment 15 – ESP Annual Report (if applicable)
* Attachment 16 – Organizational Chart
* Attachment 17 – Enrollment Policy
* Attachment 18 – Pre-Opening Start-up Plan
* Attachment 19 – Supporting Documentation for Proposed Facility
* Attachment 20 – Budget Worksheets – Five-Year/Pre-Operational/Cash Flow Statement
* Attachment 21 – Letter of Intent
* Attachment 22 – Affidavit, Disclosures, Consent for Background Check
* Attachment 23 – Conflict of Interest Statement
* Attachment 24 – Compliance Assurance
1. When submitting resumes and biographies, label each document with the individual’s affiliation with the proposed school (board member, principal, teacher, etc.).
2. Review all elements of the application for completeness before submitting.

**Submittal Requirements**

1. Number and label each container in sequence with: Charter School Name, Application Date, Contact Person Name, Phone Number and Email Address (See Appendix E, Application Control Form).
2. Include three (3) original complete applications (unbound) labeled with all inserts (USB drive, curriculum, etc.). If your application proposes a curriculum different than that currently used by PGCPS, include ***in an attachment, a sample curriculum and sample course scope and sequence for each subject or grade level of each division (elementary, middle, high school) the school will serve*** ***showing alignment with Maryland College and Career Standards. Submit five (5) copies the sample curriculum on a USB drive using MS word format. A full curriculum must be submitted to PGCPS prior to opening school.***
3. Twenty (20) USB drives of the full application including all attachments. Each USB drive must be clearly labeled with the name of the charter school and date of application.

**Executive Summary and Enrollment Projection (5 pages)**

The Executive Summary should provide a concise summary of the following:

1. The proposed plan for the school;
2. The proposed plan alignment to the Prince George’s County Public Schools Strategic Plan.
3. The geographic and population considerations of the school environment;
4. The challenges particular to those considerations; and
5. Given the above consideration, the applicant’s capacity to successfully open and operate a high quality school.
6. **Mission, Vision, Objectives, and Goals.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve long term. The mission and vision statement provide the foundation for the entire proposal. The objectives are operations and governance focused; they are the conditions that must exist in order for the school’s goals to be realized.

The mission and vision statements, taken together, should:

1. Identify the students and community to be served;
2. Articulate the objectives and goals for the school; and
3. Illustrate what success will look like.
4. **Educational Need and Anticipated Student Populations.** Describe the anticipated student population, students’ anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities the school intends to employ, consistent with applicable restrictions on enrollment eligibility and selection.
5. **Education Plan/School Design.** Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.
6. **Parent and Community Engagement.** Describe the relationships that the applicant team has established to generate parent and community engagement in and support for the proposed school, and how the Applicant team has assessed demand and/or solicited support for the school. Briefly describe these activities and summarize their results.
7. **Leadership and Governance.** List the members of the school’s proposed leadership team and governing board, including their roles with the school and their current professional affiliation.

## Educational Program Design and Capacity

## Program Overview

Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population. Highlight the culturally responsive aspects of the program.

**Curriculum and Instructional Design**

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the state standard.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure;
2. Give an overview of the planned curriculum. Identify course outcomes and demonstrate alignment with applicable state standards. Provide, as **Attachment 1**, a sample curriculum and sample course scope and sequence for each subject or grade level of each division (elementary, middle, high school) the school will serve showing alignment with the Maryland College and Career Standards. Submit five (5) copies of the sample curriculum on a flash drive using MS Word.
3. Evidence that the educational program or key elements of the program are based on proven methods; evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population;
4. If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students;
5. If the curriculum is not already developed, provide, as **Attachment 2**, a plan for how the curriculum will be developed between approval of the Proposal and the opening of the school, including who will be responsible and when key stages will be completed;
6. Describe the educational philosophy, and primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students; and
7. Describe why the proposed instructional design and the founding group are likely to accomplish any of the following outcomes listed below:

* Increase student achievement and decrease student achievement gaps in reading/language arts and mathematics.
* Increase high school graduation rates and focus on serving at-risk high school student populations, including re-enrolled drop-outs and those below grade level (if applicable).
* Focus on academic achievement of the middle school student population and preparation for transition to high school (if applicable).
* Utilize a variety of high-quality assessments to measure student understanding and critical application of concepts.
* Demonstrate the ability to overcome start-up challenges to open a successful school through management and leadership techniques.

1. Describe your plans for integration of technology that support the instructional program consistent with the *Maryland Technology Standards for Students* and describe any online learning opportunities in support of the Common Core and Maryland College and Career Readiness Standards.
2. Consistent withCOMAR 13A.05.02.13H and State Statue 7-910 describe your plans for ensuring that the integration of technology incorporates accessibility standards and complies with PGCPS Technology Plan and Acceptable Use Policy.

**Student Performance Standards**

Responses to the following items regarding the proposed school’s student performance standards must be consistent with Maryland College and Career Readiness Standards. All schools in Maryland must administer, at a minimum, state mandated assessments to monitor student progress.

1. Describe the student performance standards for the school as a whole;
2. Provide the school’s plan for using internal and external assessments to measure and report student progress;

1. If the school plans to adopt or develop additional academic standards beyond the state standards, provide an explanation of the types of standards (content areas, grade levels). Explain how the proposed standards exceed the state standards.
2. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents/guardians and students; and

1. Provide, as **Attachment 3**, the school’s exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

**Student Performance Management**

Charter school performance will be evaluated annually, and for renewal, according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement.

The goals and objectives that will be measured provide a clear, credible and sound plan for reporting academic performance and progress of the individual students, student cohorts, and the charter school as a whole including valid and reliable measures of student outcomes.

1. In the table below, outline the clearly measurable annual performance and growth goals that the school will set in order to meet or exceed state expectations for student academic growth for the proposed charter term. You may add or delete rows as needed. Also:
	1. Describe your presumed baseline and explain how it was set.
	2. Articulate how the organization will measure and evaluate academic progress – of individual students, student cohorts, sub-groups, and the entire school – throughout the school year, at the end of the academic year, and for the proposed charter term.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Goal** | **Evaluation Tool and Frequency** | **Baseline** | **2019-2020** | **2020-2021** | **2021-2022** |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |

1. In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student-learning needs and ensure progress towards state proficiency targets and describe how they will be used. For more information on the Maryland School Progress Index, go to <http://reportcard.msde.maryland.gov/>
	1. How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?
	2. Explain how you will know that your proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school’s curriculum, performance goals for the school, and state standards.
	3. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide and classroom level.  Explain what would trigger such corrective actions and who would be responsible for implementing them.
	4. Articulate how interim assessments will be used to inform instruction. How will teachers and school leaders be trained in their use?
2. Describe any mission-specific educational goals and targets that the school will have. State goals clearly in terms of the measures or assessments the school plans to use.
3. Describe the process for collecting and storing data, including the information system(s) used.
4. Identify the individual or position responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.
5. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.
6. Explain how the school will report the data to the school community.

**Career and College Readiness**

The district’s Career and College Readiness initiative aims to transform the educational experiences of PGCPS middle and high school students by ensuring that 100% graduate college and workforce ready with competitive skills and aptitudes that will meet the demands of the 21st century economy. This College and Career Readiness plan must:

1. Describe how the career interest of students will be determined and how the school plans to offer programs that reflect student interest.
2. Describe the strategies the school will implement to create a college going culture.
3. Describe the specific programs and services, beyond the instructional curriculum, which the school will provide to expose students to college and careers.
4. Describe the plan to ensure that all students enrolled will be prepared for post-secondary education.
5. Describe the plan for all students to have the opportunity to participate in advance placement courses and/or dual enrollment courses.

**High School Graduation Requirements (High Schools Only)**

1. Describe how the school will meet the requirements described in **Attachment 1 (curriculum development plan, if curriculum not in place)**. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, explain the additional requirements;
2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. post-secondary school, trade school, military service, or entering the workforce); and
3. Explain the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed program and/or graduation requirements.

**School Calendar and Schedule**

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In **Attachment 4**, provide the school’s proposed calendar for the first year of operation, including total number of days/hours of instruction at a minimum of 180 days.
2. Describe the structure of the school day and week. Include the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school’s daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment 5**, a sample daily and weekly schedule for each division of the school.

School Culture

1. Describe the culture of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development;
2. Explain how the school will create and implement this culture for students, teachers, administrators, and parents/guardians starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year;
3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners (ELLs), and any students at risk of academic failure;
4. Describe a typical school day from the perspective of a student in a grade that will be served in the first year of operation;

1. Describe a typical day for a teacher in a grade that will be served in the School’s first year of operation.

Supplemental Programming

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for these programs, and how they will be funded;
2. Describe the extra or co-curricular activities or programming the school will offer, how often they will occur, and how they will be delivered and funded;
3. Describe the programs or strategies the school will employ to address student mental, emotional, and social development and health;
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans;

Special Populations and At-Risk Students

Schools are responsible for hiring licensed and endorsed special educators pursuant to law. School personnel shall participate in developing Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate. All responses should indicate how the school will comply with applicable laws and regulations governing service to these student populations.

1. Describe the overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out. The plan should address how the school will meet students’ needs in the least restrictive environment;
2. Identify the special populations and at-risk groups that the school expects to serve and explain the basis for these assumptions. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students;
3. Explain more specifically how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports the school will provide, including the following:
	1. Methods for identifying students with special education needs and avoiding misidentification;
	2. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students’ access to the general education curriculum, and ensure academic success for students with special education needs;
	3. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student’s goals as set forth in the IEP;
	4. Plans for promoting graduation for students with special education needs *(high schools only*); and
	5. Plans to provide qualified staff adequate for the anticipated special needs population.
4. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
	1. Methods for identifying ELL students and avoiding misidentification;
	2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the academic program for these students;
	3. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services; and
	4. Means for providing qualified staffing for ELL students.
5. Explain how the school will identify and meet the learning needs of at-risk students.
6. Explain how the school will identify and meet the needs of highly capable students, including the following:
	1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
	2. Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
	3. Means for providing qualified staffing for intellectually gifted students.

Student Discipline

Students, teachers and staff members deserve to feel physically and psychologically secure in their environment. In order to create a safe and orderly environment, policies are created and implemented that establish expectations for behaviors in the school as well as procedures for correction in a fair, specific and consistent manner. The policies that govern the code of conduct presuppose that the educational environment will be rigorous, positive, supportive and inclusive of leading to minimal disruptions and distractions from the teaching and learning process. The school policy plan must:

1. Describe the school’s plan for establishing student behavior expectations, monitoring behaviors, and responding to disciplinary issues with the least extreme reaction or measures.
2. Describe the school’s process for implementing disciplinary measures that are corrective and instructive for the degree of student infraction.
3. Describe the school’s disciplinary policies, procedures and actions for students with disabilities under IDEA and for regular students suspected of having a disability under IDEA, including those protected under Section 504.
4. Describe the school’s policies, procedures and actions that will be implemented to:
	1. prevent, remediate and report incidents of bullying, harassment and intimidation;
	2. respond to student violations related to possession, use and distribution of alcohol, drugs, and tobacco; and,
	3. respond to student violations related to possession, use and distribution of weapons or instruments used as such.
5. List and describe the other key policies and procedures necessary to ensure the school is operated effectively and ensures expectations and procedures are fully understood and implemented (i.e. student rights/responsibilities, parent rights/responsibilities, search and seizure, non-school originating criminal offenses, etc.).

Family and Community Involvement

1. Describe the role to date of any parents/guardians and community members involved in developing the proposed school. Include other evidence of parent/guardian and community support for the proposed charter school;
2. Describe what the school has done to assess and build parent/guardian and community demand for the proposed school and how the school will engage families and community members from the time that the school is approved through opening;
3. Describe how the school will engage parents/guardians in the life of the school. Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from or offer to parents/guardians; and
4. Discuss the community resources that will be available to students and families. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment 6**,existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Educational Program Capacity

1. Identify the key members of the school’s leadership team. Identify *only* individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school’s educational success. These may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school’s development and operation.
2. Describe the team’s individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
3. School leadership, administration, and governance;
4. Curriculum, instruction, and assessment;
5. Performance management; and
6. Family and community engagement.
7. Describe the group’s ties to and/or knowledge of the target community.
8. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school’s development.
9. Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader’s academic and organizational leadership record. Discuss the evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that they have completed or are currently participating in. Provide, as **Attachment 7**, the qualifications, resume, and professional biography for this individual. Provide specific evidence of the leader’s ability to effectively serve the anticipated population.

**—OR—**

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and instead provide as **Attachment 8** a job description and qualifications for the school leader.

1. Describe the responsibilities of the school’s leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions. For any positions not yet filled, explain the timeline, criteria, and process for recruitment and hiring. Provide, as **Attachment 9**, the qualifications, resumes, and professional biographies for the identified members of the leadership team, and for each position not yet filled, include job descriptions and qualifications.
2. Explain who is currently or will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school and the plan to compensate these individuals.

**Waivers Needed To Support the Educational Plan**

Charter schools may request to waive certain state laws or school district policies in order to operate differently or to be exempt from certain requirements in order to fulfill its mission. These exemptions, however, must be accompanied by plans that detail why the exemption is necessary, how the charter school will remain accountable, and what the expected outcomes will be. The documentation of a plan is called a “waiver request”, or simply a “waiver”. A waiver request is the documentation for a charter school to carry out a state law or school district policy differently and it must be approved by the LEA or the State. See *Appendix B* to complete form if seeking waiver(s).

## Operations Plan and Capacity

Legal Status and Governing Documents

* 1. Describe the proposed school’s legal status, including non-profit status and federal tax-exempt status.
	2. Submit, as **Attachment 10** the Articles of Incorporation; proof of non-profit status and tax exempt status (or copies of filings for the preceding items); federal tax ID number; Maryland tax ID number; DUNN’s number; IRS determination letter; copies of three most recent years of tax filings (Form 990); a completed and signed Statement of Assurances; bylaws; and any other governing documents already adopted, such as board policies.

Governing Board

Public school charters are granted to a governing/founding board of trustees. Members of governing/founding boards of trustees are public agents authorized by the state and are responsible for governing charter schools. In general, it is important that these individuals possess a wide variety of skills and qualifications that will enable them to found and sustain an excellent school. Members of a governing/founding group may be proposed for the school’s board of trustees or may assume other roles in the school. Each governing/founding group should be able to clearly define who is proposed to be a member of the board of trustees and what other roles will be assumed. The governing/founding board of trustees must be of a number sufficient to provide oversight of the school and to participate in the considerable amount of work required to open and then govern a charter school. A well-developed operational plan demonstrates knowledge of and acknowledgement to comply with *Code of Maryland Regulations (COMAR*), *Title 13A*. The school governance plan must provide:

1. Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.
2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Include in **Attachment 11** the methods of appointment/election of board members, and the schedule of meetings.
3. Explain how this governance structure and composition will help ensure that:
	1. The school will be an educational and operational success;
	2. The board will evaluate the success of the school and school leader; and
	3. There will be active and effective representation of key stakeholders, including parents.
4. List all current and prospective board members, their intended roles and length of terms. For each individual identified, summarize interests in and qualifications for serving on the school’s board, including, but not limited to, their relationship to the community in which the school will be located. In **Attachment 12,** provide the following documents for each individual identified here:
	1. A completed and signed Board Member Information Sheet
	2. Resume
	3. A personal statement of intent for each governing/founding board member regarding roles and responsibilities relating to this application and/or the governance of the proposed charter school
	4. Affidavit, Disclosure and Consent for Background
	5. Compliance Assurances
	6. Conflict of Interest Forms
5. Explain the procedure by which board members have been and will be recruited and selected, including parents. Discuss the plans for any committee structure.
6. Describe plans for increasing the capacity of the governing board. Discuss how the board will expand and develop over time. Describe how new members be recruited and added, and how vacancies will be filled. Discuss the orientation or training new board members will receive, and the kinds of ongoing development existing board members will receive. Describe the process the board will use for its own evaluation and development.
7. Explain how parents, staff and community stakeholders will be involved in the governance of the school.
8. Discuss how the faculty and staff will be involved in school-level decision making related to operational and instructional initiatives.
9. If the current Applicant team does not include the initial governing board, explain how and when the transition to the formal governing board will take place.
10. If this application is being submitted by an existing non-profit organization whose core mission is NOT the operation of charter schools, respond to the following:
	1. Will the existing non-profit board govern the new school, or will the school be a new non-profit corporation governed by a separate board?
	2. If the current non-profit’s board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
	3. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit’s board will be.
11. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 13**, the board’s proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved. Discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

***Note: Each member of the Governing Board will be required to participate in the capacity interview phase of the application process.***

Advisory Bodies

* + 1. Describe any advisory bodies or councils to be formed, including the roles and duties of each. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents/guardians, students, and teachers (as applicable); and the reporting structure as it relates to the school’s governing body and leadership.

Educational Service Provider

Indicate if your non-profit intends to contract with an education service provider (ESP). If so, applicants should complete the remainder of the section only if the school expects to contract with an ESP. Other applicants should proceed directly to the next section*.*

Select the statement that best describes your situation and proceed as directed:

* We **do not** intend to contract with an education service provider.
* We **do intend** to contract with an education service provider. (Continue to complete this section with your responses below).
1. Provide contact information of the ESP.
2. Provide documentation that service provider is registered to conduct business in Maryland, with Maryland tax identification number and DUNS number.
3. Provide evidence of the nonprofit ESP’s success in serving student populations that are similar to the targeted population, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable. Include performance data from assessments that were used to measure student growth and achievement in reading/language arts and math. Include comparison data for local, state and national where applicable. List any schools managed by the ESP in Maryland.
4. Describe the ESP’s roles and responsibilities in relation to the school’s management and governing board. Be specific about the relationship, roles and responsibilities between the governing/founding board and the school leadership.
5. Detail the means and measures by which the governing/founding board will evaluate and hold the ESP accountable for performance outcomes.
6. Provide as **Attachment 14** a copy of the contractual service agreement as executed between the governing/founding board and the ESP that includes:
	1. Proposed duration of the service contract;
	2. Roles and responsibilities of the governing board, school staff, and ESP;
	3. Scope of services and resources to be provided by the ESP;
	4. Performance expectations, measures and timelines that are consistent with the charter school’s accountability requirement;
	5. Compensations structure, including clear identification of all fees to be paid to the ESP;
	6. Methods of contract oversight and enforcement;
	7. Investment disclosure; and
	8. Conditions for renewal and termination of the contract.
7. Provide a copy of the most recent annual report of the ESP as **Attachment 15**.
8. Disclose and explain any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.

Grievance Process

* 1. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

Organization Structure and Relationships

1. Submit, as **Attachment 16**, organization charts that show the school governance, management, and staffing plan and structure in:
	1. The first year of school operations;
	2. At the end of the charter term; and
	3. When the school reaches full capacity, if in a year beyond the first charter term.

Each organization chart should clearly delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school.

1. Describe the organizational structure of the school that shows staffing structure, including instructional and administrative staff; and reporting structure of the administration, staff, and the governing board. Include a narrative description of the chart.
2. Describe the roles and responsibilities for the administration of the day-to-day operations and activities of the school.
3. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs. Your response should describe the primary responsibilities for each key management position and should identify critical skills or experience that will be priorities for fulfillment of those responsibilities. Be sure to give particular attention to the roles, responsibilities and actual (if already identified) or desired qualifications of the school leader.
4. Provide a staffing plan that adequately addresses the effective implementation of the proposed educational program.

Staff Structure, Staffing Plans, Hiring, Management, and Evaluation

The *Maryland Public Charter School Act of 2015* defines employees of a public charter school as public school employees of the local school district in which the charter school is located. All charter school educational employees are subject to the terms of the negotiated agreements and shall receive the same rights and protections afforded educational staff employees in the traditional schools of the Prince George’s County School System (PGCPS). This includes the application of staffing decision, employee placements, transfers and other applicable staffing determinations whereby employee seniority as defined in the negotiated agreement is taken into account. The *Act* further states that there are some administrative and support services that can be provided to a charter school by PGCPS consistent with the services provided to its other public schools.

The public charter school operators are responsible for recruiting professional staff that is in agreement with and committed to the mission, goals and educational approach of its school. PGCPS Division of Human Resources will be responsible for the final decisions regarding hiring, placement, evaluation and discipline of the charter school employees. Under the *Maryland Public Charter School Act of 2015*, the teachers and staff of the public charter school are required to adhere to the rules and regulations of the negotiated agreement with the Board of Education of Prince George’s County. The proposed plan must:

1. Describe the recruitment, selection and retention strategies that will be implemented to achieve the quality of instructional staff desired for the school that meets MSDE certified and highly qualified. The strategies should also encompass administrative and support staff positions.
2. Discuss any plans and criteria for recruiting, selection and retention of the school leader.
3. Describe how school leadership will be developed, supported and evaluated in accordance with the performance expectations outlined in the school’s contract.
4. Describe the selection criteria and the roles and responsibilities of key positions with respect to instructional leadership, curriculum coordinator, executive director, lead teacher, business officer and other special staffing positions.
5. Describe the criteria that will be used to select teachers and instructional personnel and how these positions align with the mission and focus of the school.
6. Describe the professional backgrounds, depth of experience, and personal qualities that will be sought in teachers and other school staff and how those qualities will help the school implement its mission and vision.
7. Describe how the school’s leadership will monitor faculty and staff performance.
8. Discuss the specific tools that will be used for conducting instructional and support evaluations and delivering feedback. Candidates for employment will be required to complete the necessary fingerprinting and backgrounds checks as an employee of PGCPS. While recommendations for employment will be made by the charter schools, only the PGPCS human resources staffing offices will be able to extend an actual job offer for employment.
9. Complete the chart below to include the number of instructional personnel needed to fulfill the mission of the school.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade | Year 12019-2020 | Year 22020-2021 | Year 32021-2022 | Year 42022-2023 | Year 52023-2024 |
| **K** |  |  |  |  |  |
| **1** |  |  |  |  |  |
| **2** |  |  |  |  |  |
| **3** |  |  |  |  |  |
| **4** |  |  |  |  |  |
| **5** |  |  |  |  |  |
| **6** |  |  |  |  |  |
| **7** |  |  |  |  |  |
| **8** |  |  |  |  |  |
| **9** |  |  |  |  |  |
| **10** |  |  |  |  |  |
| **11** |  |  |  |  |  |
| **12** |  |  |  |  |  |
| **Ungraded** |  |  |  |  |  |
| **TOTAL STUDENTS** | **Minimum** | **Minimum** | **Minimum** |  |  |
| **Maximum** | **Maximum** | **Maximum** |  |  |
| **Classes per Grade** |  |  |  |  |  |
| **Average Number of Students per Class** |  |  |  |  |  |
| **Number of Regular Classroom Teachers** |  |  |  |  |  |
| **Number of Special Education Teachers** |  |  |  |  |  |
| **Number of Paraprofessionals** |  |  |  |  |  |

1. Provide a detailed staffing plandescribing the anticipated number of staff members, their positions, and the pupil teacher ratio.
2. Provide a roster of all staff with job descriptions, qualifications and certification requirements.
3. Describe the school’s plan to identify and select critical, key positions needed to perform pre-opening school tasks (i.e. the Principal. Lead/Budget Secretary, School Registrar/Attendance Secretary) and other critical staff needed to perform pre-opening school tasks.
4. Describe how the staffing plan reflects anticipated enrollment and growth of the school.
5. Describe how the school plans to determine appropriate experience, training and skills needed for non-certificated personnel (executive director, budget director, support staff etc.).
6. Describe the plan for conducting background checks on all school personnel, including volunteers, prior to the beginning of their employment or service.

**Professional Development**

Describe the school’s professional development expectations and opportunities, including the following:

1. Identify the person, position, or organization responsible for professional development;
2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform;
3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods; and
4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school’s calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration in this discussion and explain how this time will typically be used.

**Student Recruitment and Enrollment**

1. Specify the projected enrollment, grade structure and enrollment growth plans.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| **K** |  |  |  |  |  |
| **1** |  |  |  |  |  |
| **2** |  |  |  |  |  |
| **3** |  |  |  |  |  |
| **4** |  |  |  |  |  |
| **5** |  |  |  |  |  |
| **6** |  |  |  |  |  |
| **7** |  |  |  |  |  |
| **8** |  |  |  |  |  |
| **9** |  |  |  |  |  |
| **10** |  |  |  |  |  |
| **11** |  |  |  |  |  |
| **12** |  |  |  |  |  |
| **Ungraded** |  |  |  |  |  |
| **TOTAL STUDENTS** | **Minimum** | **Minimum** | **Minimum** | **Minimum** | **Minimum** |
| **Maximum** | **Maximum** | **Maximum** | **Maximum** | **Maximum** |

1. Explain how the school will publicize and market the school throughout the community to reach families that are traditionally less informed about educational choice options or have become disengaged from the school system.
2. Describe the schools policies and processes for admission, withdrawals and transfers in accordance with applicable laws. Provide the school’s Enrollment Policy as **Attachment 17**.
3. Describe the fees that maybe imposed on students and any fee waiver policies that will be implemented (i.e. transportation, computers, uniforms, lab fees, activity fees, etc.). Include any provisions that will be made to ensure low income and disadvantaged students will not be excluded.
4. Explain how the school will serve and keep students in numbers that is needed to operate the school in a sound fiscal manner.

**Start-Up and Ongoing Operations (Transportation, School Health Services, and Counseling)**

1. Provide, as **Attachment 18** a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the start-up budget.
2. Summarize the plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.
3. Provide a facility design plan for the kitchen and food services program that complies with state and federal regulations and is appropriately designed and equipped for the specific age and grade of the targeted population to be served.
	1. Provide assurance that the charter school will participate in and provide access to the Federal School Breakfast Program and National School Lunch Programs.
4. MSDE and PGCPS policies and procedures for transporting students to and from public schools apply to proposed charter schools.
	1. If the charter school **will not** provide transportation:
* Describe how the charter school will ensure that transportation will not be a barrier to equal access for low-income and disadvantaged students.
	1. If the charter school **will** provide transportation:
* Discuss the schools plans for how transportation will be financed and assurance that transportation cost will not be a barrier to equal access to low-income and disadvantaged students.
* Discuss that aspects of COMAR, §2-205, §5-205, §8-410 that regulates student transportation in Maryland public schools.
* Describe the plans for safely transporting students to and from school, including extended day programs.
* Discuss the discipline policies and procedures for student conduct while riding the bus.
1. The Code of Maryland Regulations (COMAR) 13A.05.05 through 13.05.15, School Health Standards have mandated health services coverage in all public schools. This program is impacted by federal and state laws that require a continuum of health services to be provided by a licensed nurse. The integrated and coordinated school health services plan for students must:
2. Describe how the school will administer the continuum of health services impacted by state and federal laws related to the following:
* Medication administration and dispensing, immunization compliance, review of physicals, hearing and vision screenings, communicable disease control, health care needs/health counseling, emergency services, treatments, assessments, development of plans that identify student health needs, IDEA and ADA accommodations and interventions, and staff development.
1. Provide a facility design plan for the school’s health suite that complies with state and federal regulations and is appropriately designed and equipped for the specific age and grade of the targeted population to be served.
2. Describe in details the procedures to ensure that student health records are collected, documented and maintained accurately in accordance with COMAR, including collection and documentation of immunization data as required by Education Article Section 7-403 and COMAR 10.06.04.
3. Describe the school’s plan for adhering to the student health records retention and disposition procedures.
4. Describe the school’s plan to ensure the maintenance of student health records in accordance with the regulations guiding the implementation of the Family Educational Rights and Privacy Act (FERPA) regulations and the Individuals with Disabilities Education Act.
5. Describe the integrated and coordinated services to students, families and other constituents by providing quality professional school counseling and assistance that supports the effective delivery of curricular and co-curricular programs and services to promote student academic achievement and positive psycho-social development that supports the mission of this school. The professional guidance and school counseling plan must:
	1. Describe the school’s plan for hiring and professional development of its professional school counseling staff with experience with this population.
	2. Provide a description of the school-wide counseling program that will support students in three main areas: academics, personal/social growth and career development, including programs and services that:
* Introduce career awareness, exploration and preparedness to all students;
* build a college-going environment that is focused on early college awareness;
* ensure students’ planning, preparation, participation and performance in a rigorous academic program that connects with their college and career aspirations and goals;
* ensure students’ equal exposure to wide ranges of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school;
* promote preparation, participation and performance in college and career assessments; and,
* direct or indirect services are provided to students one-on-one, in small groups and in the classroom setting that address personal and social growth development.

Operations Capacity

1. Describe the Applicant team’s individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
	1. Staffing;
	2. Professional development; and
	3. General operations.

**Facility**

All public schools, including charter schools, must comply with all applicable health and safety laws, including any state and local building codes. Any building used as a public school must be able to physically accommodate all students including those with special needs, and the programs and services offered. No charter school will receive final approval to open until the applicant has demonstrated that it has possession of a certificate of occupancy to use and occupy its designated school facility. The Governing Board of the charter school is responsible for securing a school building. Charter school facilities must comply with applicable state and local health and safety requirements. In addition, charter school Applicants must be prepared to follow applicable city planning review procedures.

1. Describe the organization’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.
2. If a school facility **has been** identified:
	1. Provide information about the address and general description of the property (street address, city, state and zip).
	2. Provide the floor plan of the proposed site with mark-ups of dedicated and specific space for instruction and support services.
	3. Provide the facility plans of the propose site, including:
		1. the timeline for construction or renovation of a facility that complies with all building codes and regulation and ensured to the opening of the PGCPS school year;
		2. the plans to bring the facility into compliance with all applicable local building codes, including security, maintenance and custodial services; and
		3. evidence that the proposed school site is or could be secured in a reasonable timeframe.
	4. Explain how the facility will meet the needs of students and provide assurance it will be accessible to students with physical disabilities.
	5. Provide a facility design that specifies the space requirements that align with the mission, educational specifications, and the targeted population, including:
		1. spaces dedicated to classrooms, administrative offices, program-specific space, health suite, food service, transportation, technology, etc.;
		2. a facility design floor and commercial equipment plan that meets the building and health code regulations for use and occupancy including the kitchen, food preparation area, food storage areas, serving areas, trash and debris disposal area. The use and occupancy permit must be secured within 90 days of prior to the opening of school; and
		3. an assurance that the facility will be approved by Prince George’s County Health Department 90 days prior to the opening of school.
	6. Provide evidence that acquiring the proposed site is financially viable.
	7. If the school has established a lease or purchase option, include supporting documentation of the proposed terms and any draft agreements at least 90 days prior to the opening of school to ensure MSDE and PGCPS approval.
	8. Provide a statement that the applicant, if approved, will be prepared to provide a use and occupancy permit within 90 days prior to the opening of school.
	9. Demonstrate understanding that non PGCPS facilities occupied by charter schools are the sole responsibility of the charter school and its Governing Board and/or ESP.
	10. Discuss the alternative facility plan if the proposed facility is not available or suitable for the opening school on time.

Provide as **Attachment 19** up to 10 pages of supporting documents providing details about the facility.

1. If a school facility **has not been** identified:
	1. Identify as specifically as possible the proposed location of the school.
	2. Discuss plans, progress, partnership development, or other future steps toward acquisition of a suitable site for the program and targeted population that serves the mission and education specification of the charter.
	3. Discuss lease or purchase acquisition plans and renovation of a proposed location.
	4. Describe the plans to bring a facility into compliance with all applicable local building codes. Include security, maintenance and custodial services.

**Waivers Needed To Support the Operational Plan**

Charter schools may request to waive certain state laws or school district policies in order to operate differently or to be exempt from certain requirements in order to fulfill its mission. These exemptions, however, must be accompanied by plans that detail why the exemption is necessary, how the charter school will remain accountable, and what the expected outcomes will be. The documentation of a plan is called a “waiver request”, or simply a “waiver”. A waiver request is the documentation for a charter school to carry out a state law or school district policy differently and it must be approved by the LEA or the State. See *Appendix B* to complete form if seeking waiver(s).

* Identify and discuss any request for waivers regarding certification for non-traditional employees and for any bargaining unit contracts that impede the schools ability to implement the school design, mission and vision.
* Identify and provide rationale for any staff position that is not currently in any PGCPS salary table. Include the following: job description, qualification and certification, number of calendar workdays, contract days and work hours, proposed salary and benefits, full-time equivalent value, etc.
* If your school intends to impose student fees in ways that the traditional schools do not, discuss the rationale.

***Additional Information: The following are links to the various* Employee Negotiated Agreements:**

* [PGCEA (Unit I) Negotiated Agreement](http://www1.pgcps.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=7342)
* [ASASP (Unit II) Negotiated Agreement](http://www1.pgcps.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=7344)
* [ASASP (Unit III) Negotiated Agreement](http://www1.pgcps.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=7346)
* [ACE/AFSCME, Local 2250, AFL-CIO Negotiated Contract](http://www1.pgcps.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=7348)
* [Service Employees, Local 400, AFL-CIO Negotiated Agreement](http://www1.pgcps.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=7350)
* [Regulations for Supporting Personnel](http://www1.pgcps.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=94810)

## Financial Plan and Capacity

The financial management plan demonstrates the applicant’s capacity to develop and manage the schools infrastructure and finances. It includes essential components that address revenue projections and analysis, expenditure practices, management, monitoring and oversight of funds and equipment, overall facility needs, including building, transportation, food services, emergency preparedness and pre-opening plans. This financial management plan of the organization and its commitment to maintaining a financially viable school must:

1. Describe how the charter school intends to comply with the PGCPS Bridge to Excellence Master Plan requirements as it relates to fiscal responsibilities.
2. Describe the systems and procedures for managing the school's finances and identify the staff position(s) that will be responsible for financial oversight and management.
3. Describe the financial management and internal accounting procedures of the school using GAAP principles.
4. Describe the method by which accounting records will be maintained.
5. Describe the school’s plan for inventory control of materials and equipment.
6. Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances and ensure financial solvency.
7. Describe how finances are allocated to align with the mission and education program of the school.
8. Present evidence that no conflict of interest exist among the Governing Board and other entities.
9. Demonstrate preparation to meet its insurance, annual internal and external financial audits, annual financial report and other key financial management obligations.
10. Describe the roles and responsibilities of the school’s administration and governing board for school finances and distinguish between each.

Financial Management Capacity

1. Describe the Applicant team’s individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:
	1. Financial management;
	2. Fundraising and development; and
	3. Accounting and internal controls.

**Budget Five-Year Estimate**

1. Charter schools are responsible for preparing a budget and related financial plans that lead to fiscal solvency. The financial plan of the charter application provides a detailed narrative and description of the schools projected revenues and expenditure for the proposed term of the charter. It includes an explanation and discussion of key financial information to the authorizer regarding budgeting, and fiscal forecasting. The financial plan must align with and support the implementation of the mission and the educational program of the charter school. The proposal must provide thorough documentation of cash for the first five years of operation as **Attachment 20** using the Projected Five-Year Budget Worksheet located [at this link](https://drive.google.com/a/pgcps.org/file/d/0B0WVD1zImQ0PYVZlSmV4TmdlTDg/view?usp=sharing), including any anticipated recurring debt and repayment schedules.

Prince George’s County Public Schools (PGCPS) allocates funding for charter schools based on a per-pupil basis for the projected and actual students enrolled computed in a manner commensurate with the amount disbursed to other public schools in the district. The amount paid for direct support to charter schools is based upon PGCPS total operating budget approved for the fiscal year, divided by the total students enrolled in grades K to 12, after subtracting the following amounts not disbursed to PGCPS public schools:

* Equipment, community services, nonpublic placements (and related enrollment) and adult education.
* Retiree, insurance, other fixed costs and administration.
* Maintenance of school plants, utility costs, transportation.
* Special education and grant funded costs are provided based on enrolled student and specific program requirements (e.g. enrolled student’s IEP, student transportation) pursuant to existing Board of Education policy.
* Procedures and/or enrolled student participation in an eligible grant funded program.

Other considerations:

* Funding to charter schools is based on the PGCPS approved operating budget divided by the total students enrolled in grades K to 12 after subtracting the following amounts:
	+ Restricted Grants
	+ Lease purchases
	+ Special Education including nonpublic placements
	+ Regular and Special Education Transportation
	+ 2% administrative adjustment
	+ Additional amounts for special education services and special education transportation and/or grants are provided on enrolled student specific program requirements.
* The funding disbursed to charter schools for the 2017-2018 school year is **$9,952; updates pending final approved FY19 budget for school year 2018-2019.**
* If the actual enrollment in any quarter varies by enough students or 20% less than the projected enrollment to cause a change in the resources and/or staffing, a revised budget must be submitted to the Charter Office and the Office of Budget & Management Services.
* PGCPS does not provide funds for start-up costs associated with developing a charter school. The charter school organizers are responsible for securing funding and resources needed for start-up.
* Resources and funding levels may be modified as determined appropriate based on the approved charter school program and grade levels. The charter school organizers are responsible for securing funding and resources needed for sustaining its program each year.

Requests for enrollment and grade structure changes, including students with disabilities, shall be submitted each year to PGCPS, consistent with procedures established for non-charter public schools.

Under current Maryland law, “a county board shall disburse to a public charter school, an amount of county, state and federal money for elementary, middle and secondary students that are commensurate with the amount disbursed to other public schools in the local jurisdiction.” The actual funding provided by PGCPS to the charter schools is based on projected and actual enrollment as certified by the Board of Education. Final appropriations will be based on the September 30 enrollment figures as captured in SchoolMax by PGCPS Office of Pupil Accounting and School Boundaries. Funds are disbursed to the authority of the Governing Board of the charter schools on a quarterly basis for direct support for the students that are enrolled. If the actual enrollment in any quarter varies by enough students or 20% less than the projected enrollment to cause a change in the resources and/or staffing, a revised budget must be submitted to the Charter Office and the Office of Budget & Management Services.

1. Discuss the school’s contingency plan for cash flow challenges that may result from low enrollment, capital expenses, transportation, etc. Include a plan for emergencies as well as available resources outside the school system, including memorandums of understanding that are readied to implement in such situations.
2. Explain specific financial goals and objectives for the charter’s operating term (i.e. increased staffing, capital improvement, curriculum purchases, site licenses and technology upgrades, etc.)
3. Provide a sensitivity analysis and financial plan based on enrollment with contingency plans for reduced enrollment. Identify where adjustments will be made and why it is the best alternative, in the event of a 5% reduction in enrollment.
4. Explain and justify how proposed revenue assumptions and expenditures were determined.
5. Discuss any anticipated major changes in revenue sources expected during the term of charter. Be sure to include details and calculations.
6. Describe the school’s fundraising plans, including efforts reported in the start-up budget that is intended to generate capital and to supplement the per pupil allocation.
7. Discuss any anticipated expenses for lease and/or purchase of a facility including renovations, rent, utilities and maintenance.
8. Describe and justify each proposed expense and revenue item that explains how the budgeted value was determined.
9. Explain the basis for salaries and benefit estimates, including full-time equivalents (FTE) values and detailed calculations for each proposed position.
10. List and describe any applications for funding for grants or letters of financial support from sponsors or foundations.
11. Using the template located at [this link](https://drive.google.com/a/pgcps.org/file/d/0B0WVD1zImQ0PYVZlSmV4TmdlTDg/view?usp=sharing), provide the Pre-Operational Budget Worksheet as **Attachment 20**, outlining the start-up of operation. Include any explanation of any key assumptions around planning, capital expenses, non-teaching personnel, start-up materials, services and other cost associated with pre-opening task.
12. Using the template located at [this link](https://drive.google.com/a/pgcps.org/file/d/0B0WVD1zImQ0PYVZlSmV4TmdlTDg/view?usp=sharing), provide the Cash Flow Statement Worksheet as **Attachment 20**, a month-to-month cash flow analysis for the first year (July 1 - June 30). Explain the schedule for cash outlay.

**Required Attachments:**

Attachment 1 – Sample Curriculum and Scope and Sequence

Attachment 2 – Curriculum Development Plan (if Sample Curriculum not provided)

Attachment 3 – Exit Standards

Attachment 4 – School Calendar

Attachment 5 – Sample Daily and Weekly Schedule

Attachment 6 – Evidence of Community Support

Attachment 7 – School Leader Candidate Resume/Biography

Attachment 8 – School Leader Job Description

Attachment 9 – Leadership Team Resumes/Biographies

Attachment 10 – Governance Documents

Attachment 11 – Board Member Election/Appointment Process

Attachment 12 – Governing Board Documentation

Attachment 13 – Code of Ethics and Conflict of Interest Policy

Attachment 14 – ESP Contract

Attachment 15 – ESP Annual Report (if applicable)

Attachment 16 – Organizational Chart

Attachment 17 – Enrollment Policy

Attachment 18 – Pre-Opening Start-up Plan and Timeline.

Attachment 19 – Supporting Documentation for Proposed Facility

Attachment 20 – Budget Worksheets – Five-Year/Pre-Operational/Cash Flow Statement

Attachment 21 – Letter of Intent

Attachment 22 – Affidavit, Disclosures, Consent for Background Check

Attachment 23 – Conflict of Interest Statement

Attachment 24 – Compliance Assurance I-II

Appendix: All applicants must complete the following forms located in the appendices of this document:

1. Letter of Intent
2. Waiver Request
3. Affidavit, Disclosures, Consent for Background Check
4. Conflict of Interest Statement
5. Compliance Assurance I
6. Compliance Assurance II
7. Application Control Form

Additionally, all applicants must complete and include as attachments the following worksheets, which can be accessed at the PGCPS website [at this link](https://drive.google.com/a/pgcps.org/file/d/0B0WVD1zImQ0PYVZlSmV4TmdlTDg/view?usp=sharing)

* Projected Five-Year Budget Worksheet
* Pre-Operational Budget Worksheet
* Cash Flow Statement



*Note to Applicant: Check for updates to the FY18 approved Public Charter Schools Per Pupil Calculations.*

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Appendix A

**LETTER OF INTENT**

***Insert your letterhead***

Dear Prince George's County Public Schools:

Please accept this letter of intent as notification we intend to respond to the 2016 Public Charter School Application to open and operate a public charter school in Prince George's County Public Schools (PGCPS), Maryland.

In your narrative, include the following details:

* The name of the proposed charter school is \_\_\_\_\_\_\_\_, a not-for-profit Maryland Corporation.
* Program Focus/Theme of the charter will be *(Provide a description);*
* The mission of \_\_\_\_\_\_\_ Public Charter School is \_\_\_\_\_\_\_\_\_;
* \_\_\_\_\_\_\_ Public Charter School proposes to offer the following: (*details the aspects of this educational program, including the mission and vision, characteristics of the target population, the districts goal(s) this school will meet, and what specific community needs will be addressed*);
* Include ways in which the school may provide innovative learning opportunities and creative educational approaches to improve the education of students; and
* A brief description of how the program will enable all students to meet or exceed challenging Maryland student academic achievement standards.

Include in your letter of intent the names of each member of the applicant’s founding group, including relevant experience and skills. Please identify the current or prospective role that each member has or will hold in relation to the proposed charter school.

If you or another member of the current or a previous founding group has ever applied to this or another charter entity to open a proposed charter school, please indicate the date the application(s) was/were submitted and to which charter entity and briefly describe the outcomes of the former decision.

Additional information that is required is:

The student enrollment breakdown, by year, and the appropriate grades to be served is as follows:

**Year** (*based on opening year)* **Grades** **Number of Students**

Year 1: 20-- - 20-- \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

Year 2: 20--- 20-- \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

Year 3: 20-- - 20-- \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

Year 4: 20-- - 20-- \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

Year 5: 20-- - 20-- \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

Grade levels to be served: At opening: \_\_\_\_\_\_\_\_\_ At full enrollment: \_\_\_\_\_\_\_\_\_\_\_\_\_

Geographic area of Prince George’s County that you are seeking to open a charter school:

 Northern\_\_\_\_\_\_ Central\_\_\_\_\_\_\_ Southern \_\_\_\_\_\_\_\_

The physical location of \_\_\_\_\_\_\_ Public Charter School is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*if known*).

Name of not-for-profit 501(c) (3) organization that will hold the charter:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Does this organization or any member currently operate a charter school? Yes \_\_\_\_ No \_\_\_\_

If yes, provide the name and location of the other charter school(s) to serve as reference:

Name of Charter School: Location (Address)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We planned to work with an educational or charter management organization. Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please indicate the name of the management organization\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and contact information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will serve as the charter school contact person. His/her contact information is:

**Mailing address:**

*Street, City, State, Zip*

**Telephone Contact:** **Email Contact:**

We understand that this letter of intent does not require us to submit an application and is non-binding between us and PGCPS.

Sincerely,

Chairperson

Name of Charter School/Name of Entity

**PRINCE GEORGE’S COUNTY PUBLIC SCHOOLS**

Waiver Request

Waivers can be sought for areas that are not included as requirements in the Maryland State Charter School Law 2012 and Public Charter School Improvement Act of 2015. A waiver request is never a guarantee. There are requirements and implications of federal and state regulations that are carefully analyzed before approval. Waivers should be requested early in the application process to allow sufficient time for review ad processing. Complete and submit this application to the Charter School Office if you are seeking a waiver from local or state policies or regulations.

Name of Public Charter School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Public Charter School Contact Person/Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Local School Board System: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Waiver Application to PGCPS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to MSDE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of waivers submitted: (indicate PGCPS Administrative Procedure Number and/or COMAR Statutory Regulation. \_\_\_\_\_\_\_\_\_\_\_ List each one separately and complete the following sections.

Citation and Description of Administrative Procedure **or** Statutory Regulation to be waived: \_\_\_\_\_\_\_\_\_\_\_

(*Example: §5-112, Requirement that procurement for the school be subject to state procurement regulations*)

Desired Outcome:

Justification:

Impact: (Must include the impact of this waiver on the overall operation of the school. Could this school operate without this waiver?

Include your alternative plan to ensure services are provided.

Charter School Signatures: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Charter School Board President Charter School Operator (if applicable)

Date Submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix C

**AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK**

**PRINCE GEORGE’S COUNTY PUBLIC SCHOOLS**

**14201 School Lane, Upper Marlboro, MD 20772**

**Instructions:** *Return this signed affidavit with the application. Include a form for each member of the governing board.*

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Street City State Zip

Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Birth \_\_\_\_\_\_\_\_\_\_\_\_ Place of Birth\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (City/state)

|  |  |  |
| --- | --- | --- |
| Have you ever been convicted or pled “no contest” for any violation of law other than minor traffic offenses? If either event has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet | YES | NO |
| Have you ever been convicted of, admitted committing, or are you awaiting trial on any of the following criminal offenses in this state or similar offenses in another jurisdiction: (1) Sexual abuse of minor, (2) Incest, (3) First or second degree murder, (4) Kidnapping, (5) Arson, (6) Sexual assault, (7) Sexual exploitation of a minor, (8) Contributing to the delinquency of a minor, (9)Commercial sexual exploitation of a minor, (10) Felony offenses involving distribution of marijuana or dangerous or narcotic drugs, (11) Felony offenses involving the possession or use of marijuana or dangerous or narcotic drugs, (12) Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs, (13) Burglary in the first degree, (14) Burglary in the second or third degree, (15) Aggravated or armed robbery, (16) Robbery, (17) A dangerous crime against children (18) Child abuse, (19) Sexual conduct with a minor, (20) Molestation of a child, (21) Manslaughter, (22) Aggravated assault, (23) Assault, or (24) Exploitation of minors involving drug offenses? If YES, submit certified court record and details of incident(s), signed notarized and dated. | YES | NO |

With signature below, permission is hereby granted to complete the background and credit check of the individual above for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Public Charter School.

I do solemnly swear or affirm that the foregoing information provided by me for receipt of charter school status of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Public Charter School is true and correct to the best of my knowledge. Furthermore, should any part of the information herein provided prove to be false, I recognize that it shall be just cause for denial or revocation of charter status of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Public Charter School by the Board of Education of Prince George’s County.

Print Name Signature Date

Telephone Contact Email Contact

Appendix D

**CONFLICT OF INTEREST FORM**

**PRINCE GEORGE’S COUNTY PUBLIC SCHOOLS**

**14201 School Lane, Upper Marlboro, MD 20772**

**I*nstructions:*** *This form must be completed by all Founding and Board of Director Members. If you answer “yes” to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.*

|  |  |  |  |
| --- | --- | --- | --- |
| 1. 1

1 | Do or will you or your spouse have any contractual agreements with the proposed charter school? | YES | NO |
|  | Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | YES | NO |
|  | Did or will you or your spouse lease or sell property to the proposed charter school? | YES | NO |
|  | Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | YES | NO |
|  | Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? | YES | NO |
|  | Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | YES | NO |
|  | Did you or your spouse provide any start- up funds to the proposed charter school | YES | NO |
|  | Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer “yes” to any of the questions 1-7? | YES | NO |
|  | Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Directors? | YES | NO |
|  | Do you currently serve as a member of the board of any public charter school? | YES | NO |
|  | Do you currently serve as a public official? | YES | NO |
|  | Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? | YES | NO |
|  | To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | YES | NO |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Print Name Signature & Title Date

Appendix E

**COMPLIANCE ASSURANCES I**

**PRINCE GEORGE’S COUNTY PUBLIC SCHOOLS**

**14201 School Lane, Upper Marlboro, MD 20772**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Public Charter School does hereby affirm:

**Admission Procedures §9-102**

Admissions will not be limited based upon ethnicity, national origin, gender, disabling condition, proficiency in the English language or athletic ability. There will be no tuition or fees charged for attending the charter school. The charter school will admit all eligible pupils who submit a timely application. The charter school will give enrollment preference to pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school. If, by the application deadline, the number of applications exceeds the capacity of a program, class, grade level, or building, all applications for that program, class, grade level or building will be selected for the available slots through and equitable selection process, such as a lottery, except that preference shall be given to siblings of a pupil. After the application deadline, pupils for any remaining slots or from a waiting list will be accepted in chronological order.

**Nonsectarian Statement §9-104**

The charter school is nonsectarian in its programs, admission policies and employment practices and all other operations.

**Training and Professional Development §9-107(c) (d)**

The operators of the charter school will participate in applicable training and professional development as set forth by the County Public Schools policies and administrative procedures.

**Special Education/Exceptional Student Services Training §9-107(c) (d)**

The operators of the charter school will take special education training classes approved by the Prince George's County Public Schools.

**The charter school will comply with:**

• Maryland Public Records and Public Meetings Statutes.

• Maryland Student Assessment.

• All applicable Maryland and Federal Statutes.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Authorized Charter School Agent’s Name (please type/print clearly)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Authorized Charter School Agent’s Signature Date

Appendix F

**COMPLIANCE ASSURANCES II**

**Code of Student Conduct**

* Discipline and dismissal procedures are the same as those stated in the Prince George’s County Public Schools Code of Student Conduct. Unless approval to waived and modified in the public school charter agreement, Prince George’s County school system rules apply.

***If a charter school student withdraws but has not committed an expellable act based on***

***Prince George’s County Public School system’s standards, the student shall be***

***admitted to an attendance-based school.***

**\_\_\_\_\_\_\_\_\_\_\_ Initials**

**Food Services**

* Each local school system has an agreement with the Maryland State Department of Education to participate in the federal School Breakfast Program/National School Lunch Program and is required to provide access to these programs for all enrolled students at each of its sites.
* An approved charter school must be listed in the Official Site Catalog and treated as an additional site.
* All functions and operations of food services for these schools will be conducted and held accountable to the same regulations and requirements as any other site operated by the School Food Authority.
* The ***National School Lunch Program (NSLP)*** is an entitlement, which means local schools earn a fixed federal reimbursement for each school lunch served consistent with United States Department of Agriculture (USDA) nutritional guidelines. All public and non-profit private schools may participate as long as they operate a non-profit food service program; agree to make meals available to students, using federally set income criteria; offer meals that meet federally specified nutritional requirements; and follow the recordkeeping and claims procedures required by the USDA.
* A Certificate of approval from the Prince George’s County Board of Health for use and occupancy including kitchen, serving and food storage areas must be secured at least 90 days prior to opening of the school year.
* An approved food service plan must be submitted and approved by PGCPS prior to final approval of this application. This plan should include detail of how meals will be prepared and served to students, detailed drawings of the kitchen, serving and food storage areas along with a certificate of approval from Prince George's County Health Department.

**\_\_\_\_\_\_\_\_\_\_\_ Initials**

**Student Records**

The Code of Maryland Regulations (COMAR) 13A.08.02 requires all public schools to have a system of information on enrollment, attendance and promotions. Charter schools are required to ensure that the management of student records is in compliance with PGCPS policies and procedures, COMAR, state regulations and federal laws. The integrated and coordinated management of student records and management plan must:

* Ensure the school’s student recruitment, admission and enrollment plans and process.
* Adhere to the procedures to ensure that student records are collected, documented and maintained accurately in accordance with COMAR.
* Adhere to policies and procedures regarding confidentiality and security of student records in compliance with COMAR, including issues of parental consent and confidentiality.
* Ensure the maintenance of school records in accordance with the regulations guiding the implementation of the Family Educational Rights and Privacy Act (FERPA) regulations and the Individuals with Disabilities Education Act.
* Comply with the collection and documentation of immunization data as required by Education Article Section 7-403.
* Comply with policies and procedures for access and dissemination of student records, including request to review records, transfer/transmit records.

**\_\_\_\_\_\_\_\_\_\_\_ Initials**

**Student Health Services**

* Medication administration and dispensing, immunization compliance, review of physicals, hearing and vision screenings, communicable disease control, health care needs/health counseling, emergency services, treatments, assessments, development of plans that identify student health needs, IDEA and ADA accommodations and interventions, and staff development.
* Ensure that student health records are collected, documented and maintained accurately in accordance with COMAR, including collection and documentation of immunization data as required by Education Article Section 7-403 and COMAR 10.06.04.
* Adhere to the maintenance of student health records in accordance with the regulations guiding the implementation of the Family Educational Rights and Privacy Act (FERPA) regulations and the Individuals with Disabilities Education Act.
* Adhere to the student health records maintenance, retention and disposition procedures.

 **\_\_\_\_\_\_\_\_\_\_\_ Initials**

**Dissolution**

* In the event of the dissolution of the public charter school, PGCPS will provide the procedures that the school will follow for the transfer of students, student records, and appropriate school personnel. Assets funded through resources provided by the school system and other resources provided by the school system shall remain under the control of the Board of Education of Prince George’s County. The public charter school will provide information to the Board of Education regarding the disposition of all other school assets.

**\_\_\_\_\_\_\_\_\_\_\_ Initials**

**Operations**

* As required by law, all students who are eligible to attend PGCPS may apply for enrollment at the charter school. To ensure that admissions to the charter school are conducted in a fair and equitable manner, PGCPS will administer the application and registration of students. If more students apply than can be accommodated, during an open enrollment period, the charter school will conduct a supervised lottery. In the second and subsequent years of operation of the charter school, continuing students will be guaranteed admission provided the charter school offers the appropriate grade. Once the charter school facility is available for proper record storage and full time staffing, the charter school will be responsible for the actual registration, attendance and dismissal process and will be required to follow the procedures and policies adopted by PGCPS. In the case of an existing school being converted to charter status, PGCPS will develop and implement alternative arrangements for current students who choose not to attend the charter school or were not granted admission through the lottery process. Sibling enrollment is permitted when one or more students are already enrolled in the charter school and a younger sibling applies; that younger sibling is eligible to enroll at the Kindergarten grade only. If the younger sibling is chosen to attend and the older is not; no preference is given. In either case, sibling enrollment is based on space availability.

**\_\_\_\_\_\_\_\_\_\_\_ Initials**

 **School Calendar**

* Charter schools are required to provide educational programs and services consistent with the calendar school year established by PGCPS for public and charter schools. Charter schools are required to abide by the Board of Education of Prince George’s County negotiated agreements, unless a waiver is granted. If a waiver is requested, all waivers must meet the approval of the appropriate bargaining unit for instructional, administrative and supporting personnel.

**\_\_\_\_\_\_\_\_\_\_\_ Initials**

**Information Technology**

A public charter school shall provide a level of technology equal to or surpassing that of the schools within the Prince George’s County Public School system.

**A public charter school shall utilize certain inherent technologies for payroll (time & attendance), student attendance, grading and record keeping. In order to access these technologies, a public charter school shall become part of the PGCPS Wide Area Network (WAN) and the PGCPS domain.**

* A public charter school shall adhere to all federal, state, and local regulations pertaining to accessibility for all hardware and software purchases.
* The Office of Special Education requires the use of particular software programs for student management and record keeping. A public charter school shall utilize the same software, e.g., Student Information System Maryland Online.
* All appropriate public charter school staff shall participate in PGCPS’s comprehensive professional development program that focuses on the *Maryland Teacher Technology Standards* and the *Maryland Technology Standards for Administrators.* Training needs of teachers and administrators shall be identified and addressed in the school annual accountability/accomplishment report.
* The hardware requirements for computers used on the PGCPS domain are delineated on the web site (www.pgcps.org/it/procurement) and/or may be obtained by calling the Division of Information Technology. The charter school will be required to perform all repairs to “out of warranty” hardware.
* A public charter school shall provide a physical plant, which adheres to all aspects of the Maryland State Department of Education, *Maryland Public School Standards for Telecommunications Distribution Systems* and the PGCPS *General Wiring Specification-2004*. Copies of these standards are available through Division of Information Technology. A walk-through of any facility proposed as a public charter school must be performed as part of the application approval process.
* All computers that are part of the PGCPS domain must have the most recent version of the PGCPS standard antivirus software. PGCPS Division of Information Technology will provide updates to this software.
* A public charter school must have a domain controller configured and installed for the sole use of the Division of Information Technology. This device will be provided and installed by the Division of Information Technology.
* Access to the PGCPS WAN will be provided by the Division of Information Technology.
* Using electronic access granted by PGCPS, the charter school shall fully participate in the daily on-line maintenance of pupils’ information and records.
* Charter schools will participate in the PGCPS “Technology Refresh Program”. Charter schools will receive the same allotment of administrative, teacher and student computers and all other technology hardware and software provided through the program. Student machines will be supplied in the ratio of one computer for each five students. All teachers and administrators will receive either desktop or laptop computers.
* Any hardware that is provided by those other than PGCPS, (purchased or donated) and designated to join the PGCPS domain must meet the minimum specification as listed on the referenced link; <http://www.pgcps.org/~mits/hardwaremain.htm>.
* PGCPS will facilitate the utilization of existing technology by providing certain services as outlined below:
* The Division of Information Technology will provide, install, and maintain all required administrative software and associated network connectivity.
* The Division of Information Technology will provide help desk support from 8:00 AM to 5:00 PM every day that the system is open for all hardware, software and network related issues.
* The Division of Information Technology will provide on-site technical support to those machines placed in the charter school by PGCPS in order to maintain the required network connectivity.
* The Division of Information Technology will provide and maintain all required high speed WAN/LAN connectivity.
* PGCPS will facilitate the utilization of existing technology by providing certain services as outlined below:
* PGCPS will provide and maintain Internet access through the existing WAN at no cost to the public charter school.
* PGCPS will provide and maintain e-mail service for all public charter school staff members at no cost to the public charter school. Secondary students will be provided an email address.
* The Division of Information Technology will provide the most recent updates to all virus protection and administrative software.
* PGCPS will provide both required and optional training to the instructional and administrative staff of charter schools equal to that provided all schools within the PGCPS system.

**\_\_\_\_\_\_\_\_\_\_\_ Initials**

**Operational Compliance**

* The public charter school is nonsectarian in its programs, admission policies, employment practices, and all other operations.
* The public charter school shall abide by all federal and state laws prohibiting discrimination.
* The public charter school shall comply with all federal, state and local laws and regulations applicable to Maryland public schools and Maryland public charter schools, including applicable health and safety laws. The public charter school shall adhere to all policies and administrative procedures set forth by the Board of Education of Prince George’s County, unless a waiver is granted by the Prince George’s County Board of Education.
* The public charter school shall comply with the audit requirements required by federal, state and Board of Education of Prince George’s County regulations.
* The public charter school shall comply with the Bridge to Excellence Master Plan for PGCPS and the Maryland School Assessment Program.
* Students of the public charter school shall be physically present on school premises for a period of time substantially similar to that which other public school students spend on school premises.
* The public charter school shall comply with all regulations regarding the measurement of student academic achievement, including all state and locally mandated assessments required for other public schools and other assessments mutually agreed upon by the public chartering authority and the school.
* The public charter school shall meet the requirements of federal and state laws, including 20 U.S.C. Sec. 1400, et seq. and Sec. 504 of the Rehabilitation Act of 1973, 29 U.S.C. Sec. 794.
* No tuition fees shall be charged to students who are residents of Prince George’s County to attend the public charter school.
* All members of the professional staff of the public charter school shall hold the appropriate Maryland certification.
* The public charter school shall comply with all negotiated agreements.
* The public charter school shall participate in training and professional development required by Board of Education of Prince George’s County policies and administrative procedures.
* The public charter school shall comply with all agreements set forth in the agreement negotiated with the chartering authority.
* If procured with PGCPS allocated funds, materials and equipment become the property of PGCPS.

**\_\_\_\_\_\_\_\_\_\_\_ Initials**

 **Facility**

Before a letter of recommendation is submitted to the State for a property lease, PGCPS architecture and construction staff, as well as school security staff, must review all public charter school sites. The maintenance of non-PGCPS school sites occupied by charter schools is the sole responsibility of that charter school and its operators or governing board.

**\_\_\_\_\_\_\_\_\_\_\_ Initials**

**COMPLIANCE ASSURANCES ACCEPTED BY:**

Name of Public Charter School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(PRINT)

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Authorized Agent (print) Signature Date

Appendix G

APPLICATION CONTROL FORM

***Instructions: Before submitting your final application, please complete and attach this form to each box/container being submitted.***

*(Note to the Applicant: The complete application is due before on no later than June 15, 2016 @ 3:00P to the Charter School Office-10205 Lake Arbor Way, Room 240, Mitchellville, MD 20721)*

Application Title: Prince George's County Public

 Charter Schools Application

**Charter School Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Contact Person**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Phone and Fax Number** **Contact**

(P)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Cell) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (F) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Email Address**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date Submitted**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Confirmation Date/time of stamp**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Received By:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Container 1 of \_\_\_\_\_**