



**Maryland Model Charter School
Application Guidelines**

May 2007



This application was developed using grant funds awarded under the Federal Public Charter School Program as authorized by the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) as amended by the No Child Left Behind Act of 2001.

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Preface

The Maryland Model Charter School Application Guidelines provide useful information and guidance to charter authorizers and charter developers.

Although this model is exemplary as opposed to being mandatory, we encourage its use for the following reasons:

- It provides a framework for a charter school developer that covers all of the minimum elements required by the Maryland public charter school law.
- It provides a standardized format that gives a measure of uniformity in evaluation from charter authorizer to charter authorizer.

Charter authorizers may easily customize the content of the model charter school application to meet the needs of their districts. The model application, forms, and reference materials may easily be adapted, supplemented, “cut and paste,” and reformatted to meet district content requirements and documentation standards.

The **Authorizers Toolkit** at the back of this document contains two evaluation tools that you will find useful during the application evaluation process. These are:

- Maryland Model Charter School Interview Protocol
- Maryland Model Charter School Application Scoring Rubric

Application Guidelines

Introduction

Since the enactment of the Public Charter School Act of 2003, Local Education Agencies (LEAs) have approved applications for new public charter schools to operate in the State of Maryland. New charter schools have opened each year since the 2005-06 academic year, providing the promise of innovative public schools for parents and students throughout the State.

This ***Maryland Public Charter School Application*** provides guidance for a charter school applicant to plan properly for a proposed charter school. The application contains each of the requests for information to which an applicant must respond. Please pay particular attention to the sequence for responding to the statements contained in these guidelines. The order has been developed to facilitate the review of the application.

The appendices contain selected reference materials and forms referred to in the application that you will need to review or complete in preparing the application.

Forms that applicants are required to complete in the model charter application are as follows:

- Applicant's Checklist
- Affidavit, Disclosure, and Consent for Background and Credit Check, which all members of the Founding Group and Board of Directors must complete
- Compliance Assurances
- Conflict of Interest Form
- Model Budget Spreadsheets

Specific **Reference Materials** provided are:

- **Frequently Asked Questions (FAQs)** provide essential information about charter schools and the legal and regulatory environment in which they operate. You should review the FAQs prior to commencing preparation of the application.
- The text of the Title 9 **Public Charter School Act of 2003**. We recommend that even if you are generally familiar with the law, you review it with care in order to understand how charter schools are created and what is expected of them during their operating terms.
- **Maryland Association of Boards of Education Group Insurance Pool** from the Insurance Buyers' Council, Inc., dated November 30, 2006, provides recommended insurance requirements for public charter schools.
- **Acronyms** defines the acronyms and abbreviations used within the application.

Application Format

The narrative of the application should be limited to a discussion of each of the criteria presented in the guidelines. Additional information that may support the information presented in the narrative and help the Board to assess better the proposed public charter school should be included in the appendices.

The application should be prepared in a clear and concise manner. It should address all appropriate points of these guidelines. The application must contain the following sections and appendices in the order listed below.

Cover Sheet (form provided)

Table of Contents

Executive Summary

A. Description of Founders

B. Education Plan

C. Operation Plan

D. Facilities Plan

E. Business Plan

Appendices

Application Checklist (form provided)

Affidavit, Disclosure, and Consent for Background and Credit Check (form provided)

Compliance Assurances (form provided)

Articles of Incorporation

By-laws (if available)

Résumés and Statements of Interest and Qualifications of Founding Members and/or Board Members

Conflict of Interest Form (for each member of the founding group and Board of Directors member) (form provided)

Letter of Intent for Facility (if applicable)

Conversion Endorsement Certification (if applicable)

Examples of additional information that should be included in the appendices include: curriculum samples showing alignment with Maryland Voluntary State Curriculum (MVSC); content and performance standards; letters demonstrating community support; program descriptions; architectural drawings/floor plans of potential school sites; financial statements; parent, student, or faculty handbooks; samples of student work, etc.

Follow these formatting guidelines *exactly*.

- Use one-inch margins and number all pages of the proposal narrative.
- Narrative must use line spacing of at least 1.5 and a type size of 12-point font.
- Use the prescribed cover sheet as the first page of the proposal.
- List page numbers for each section of the application and appendix in the Table of Contents and follow the same order and format as defined above in these guidelines.
- Number each appendix sequentially.

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- Identify in the header of each page, the name for each of the five areas (A-E described above).
 - Include in the footer of each page an identification of the applicant, date of submission and page number.
 - Follow the numbering scheme used in this application when writing your response.
 - Submit x copies of the application to the charter authorizer (and one electronic copy in Microsoft Word).check with district for number of copies to be submitted.
 - Include tabs to separate each of the sections of the application and the appendices.
 - All copies of the proposal should be on standard size (8½” x 11”) paper of regular weight.

Cover Sheet

This application is a proposal to establish and operate a Public Charter School in the State of Maryland.

Name of Proposed Charter School: _____

This application is being submitted by (check, and complete as appropriate, all that apply)

- Staff of a public school (Name of School) _____
- A parent/guardian of a student who attends a school in the county/city in which the school will operate
- A nonsectarian nonprofit entity (Name) _____
- A nonsectarian institution of higher education (Name) _____

Contact Person: _____

Address: _____

Daytime Telephone: _____ e-Mail: _____

Fax: _____

Name of Person Authorized to Negotiate _____

(Must be member of local founding group and not serving as a consultant or affiliated with an educational service provider.)

Authorized Signature: _____ Date: _____

Fed Tax Identification #: _____

Start Up Information

Proposed Start Date _____

First-Year Enrollment: From grade _____ to grade _____ Number of students _____

Capacity Enrollment: From grade _____ to grade _____ Number of students _____

Location of school (address or area of city/county) _____

Names of Organizations Involved in Planning (if applicable): _____

Name of Educational Service Provider (if applicable): _____

Type of Application (Check One)

- New Public Charter School
- Conversion of an Existing Public School

If conversion, name the school being converted: _____

Do you wish to retain the existing school site? Yes No

Executive Summary

In no more than two pages, summarize the proposed school's mission and vision, the educational program, the community's need for this school, and the founding group's capacity to make this school a success.

A. Description of Founders

A.1 Profile of Founding Group

A.1.1 Describe the composition of the group or partnership that is working together to apply for a charter, including each individual(s):

- Qualifications to operate or oversee a charter school, including any experience as it relates to the development of academic programs, operations of a school or a small business, and background in financial management;
- Educational training (including degrees earned and institution) that supports his/her/their qualifications to operate a charter school; and
- Business arrangements or partnerships with existing schools, educational programs, businesses, or non-profit organizations including all organizations or corporations of which the individuals are directors or officers.

Please include a one-page résumé for each founding individual in the appendix. Complete an Affidavit, Disclosure, and Consent for Background and Credit Check form (see Appendix II) for each member and provide them in an appendix.

A.1.2 List those who will become members of the school Board of Directors. Complete an Affidavit, Disclosure, and Consent for Background and Credit Check form (see Appendix II) for each member and provide them in an appendix.

A.1.3 Describe any plans for further recruitment of founders or organizers of the school.

A.1.4 If applicable, describe any organizations, including educational management organizations that will assist in the planning and establishment of the school. Indicate how and if they will continue to be involved throughout the opening and operation of the school.

A.1.5 If the application is filed in partnership with a college, university, museum, educational institution, another not-for-profit entity, an educational management organization, or any other partner, describe the nature and purpose of the school's partnership with the organization. Provide the name of the organization along with the name, address, phone number, facsimile number, and e-mail address of a contact person for the partner organization. Attach a letter of intent or commitment from the partner organization affirming and describing the partnership.

A.1.6 If applicable, detail the relevant expertise of a retained consultant or professional (e.g., accounting, finance, educational management services, risk management, human resources, etc.) that will assist in the planning and establishment of the school. Indicate how and if they will continue to be involved throughout the opening and operation of the school.

A.2 Planning

A.2.1 Planning Process: Describe the planning process that led to the decision to form a school and apply for a charter and how the founders engaged individuals with the requisite skills, competencies, and commitment in the planning process. Also, describe how parents, teachers, and other members of the community have been involved in developing the school's mission, philosophy, focus, goals, and design and how they will continue to be involved in its implementation. If the founding group has chosen to contract with an educational management organization, describe why and how this management company was chosen and what input the founding members have had in the selection process.

B. Education Plan

Charter schools allow their creators and staff to be highly innovative with their curriculum and educational design while meeting the standards included in the Maryland Voluntary State Curriculum and may adopt additional standards that meet or exceed Maryland standards.

B.1 Mission and Vision of the Proposed Public Charter School

B.1.1 Mission and Vision: Explain the mission of the proposed charter school. The mission statement should be clear, concise and indicate what the school intends to do, for whom, and to what degree. The mission statement should include methodology and/or theme if it is a central part of the school's vision. An ideal mission statement should be clearly understandable to a general audience -- avoid excessive jargon and technical terminology. Also, briefly state the vision upon which the program of this school is based.

B.1.2 Target Student Population: Identify the grade or age levels of the student population the school plans to serve. Describe the characteristics of your prospective students, including those likely to have special needs. Identify any targeted at-risk student populations. Explain the relationship between the student population to be served and the geographic area of the planned school's facility. Describe the relationship between the targeted student population and the school's mission.

Complete the following chart:

Table 1. Project School Population

Projected Population	Year 1	Year 2	Year 3	Year 4
Grades Served				
Number of Students per Grade				
Average Number of Students per Class				
Total Number of Enrolled Students				
Number of Teachers				

B.1.3 Educational Needs of the Target Student Population:

Describe the need for this proposed school in the community it will serve and the target student population. Briefly discuss the educational needs of these students and describe what is special and promising about the way your school will address these needs. Describe how the community has demonstrated support for the proposed school. Give specific examples and cite the sources. Provide evidence of parental demand for the proposed school.

If applying for a conversion to charter status, explain how the school will benefit from becoming a charter school and how the conversion will address the needs of the community.

B.1.4 Educational Focus: Describe any areas of concentration (e.g., mathematics, science, the arts); student needs (e.g., early childhood, students with disabilities, gifted and talented,

bilingual/multicultural); nontraditional instructional groupings; or themes (e.g., technology, sports and health, international studies) on which this school intends to focus.

B.2 Academic Design

B.2.1 Student Content and Performance Standards: Describe the educational foundation of the proposed school. Include in this description a thorough discussion of the instructional methods to be used. Explain the research that demonstrates that this approach will work with your anticipated student population. Describe the culture or ethos that will be developed in the school.

Describe student content and performance standards, including both academic and nonacademic areas of the curriculum and how these standards will serve the identified student population. If student content and performance standards have not been completely developed, provide a description of the process and timeline for developing a comprehensive statement of such standards for all students. Approval of a charter school application without completed academic standards will be conditional until these standards are submitted and approved.

B.2.2 Curriculum: Provide a general description of the curriculum that will be used by the school, including the objectives, content, and skills to be taught in the main subject areas at each grade level in the school. Indicate how the curriculum is aligned with the standards in the Maryland Voluntary State Curriculum and/or the school's additional standards, as well as how students with special needs, gifted and talented students, and students who enter the school below grade level will be engaged in and benefit from the curriculum. If the school intends to use the district's curriculum it will not have to demonstrate alignment with the Maryland Voluntary State Curriculum, but will need to describe its unique additions and/or applications of the curriculum. If the school will have a particular curriculum focus (e.g., mathematics and science, the arts, the humanities, career exploration), explain how the focus will be integrated across all curriculum areas. Discuss how the curriculum is consistent with the mission and philosophy of the school, as well as the planned assessment tools, and will lead to the accomplishment of the school's goals, in particular, how the curriculum will lead to high achievement for all students.

No school will be approved until a full curriculum, consistent with the school's mission, philosophy, and goals has been decided upon or until a timeline and plan for the Year One curriculum are provided that convince the Local Board that such a curriculum will be in place prior to the opening of the public charter school.

Note: Section B.4, Accountability Plan, will require a thorough discussion of goals, objectives, and assessment.

B.2.3 Methods of Instruction: Describe the instructional methods to be used, including any distinctive instructional techniques or approaches to be employed, such as cooperative learning or uses of technology. Discuss how the pedagogies will provide students with the knowledge, proficiency, and skills needed to perform at high levels and how these pedagogues will help produce the educational outcomes anticipated in the goals.

B.2.4 Special Needs Students: Describe the school’s approach to educating children with special needs, including those with exceptionally high needs and those with Limited English Proficient (LEP). Include the district’s role in your approach and the following elements:

B.2.4.a The process for identification and placement of students with disabilities, gifted and talented students, and LEP students, and the process for determining the assistance that these students may need. Who will make decisions about special education services? Who will be responsible for delivering special education and related services? How will services be provided (e.g., inclusion, pull-out services)? What special models of instruction, adaptations of classroom management, or service delivery strategies (if applicable) will be used to accommodate students with special needs?

B.2.4.b The manner in which the school will meet the needs of LEP students including: Description of services for LEP students; How staff, curricular materials, and facilities will meet the needs of LEP students; Inclusion of LEP students in curricular and extra-curricular activities; and Strategies for communicating with parents who are not proficient in English.

B.2.4.c The manner in which the school will meet the needs of Special Education Students, including: Description of services for students with disabilities including the provision of a Free Appropriate Public Education (FAPE); Appropriate evaluation; Individualized Education Plan (IEP); Appropriate education in the least restrictive environment; Involvement in the development of and decisions regarding the IEP, along with their parents; and Procedures to resolve any disputes or disagreements related to the school or school district’s provision of FAPE.

B.2.4.d Provide assurances that the school will meet the needs of Exceptional Education students, including LEP students in accordance with federal law, including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, Individuals with Disabilities in Education Act (IDEA), section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, as applicable.

B.2.5 Strategies for Providing Intensive Academic Support: Describe the strategies for assisting students that enroll with reading and other basic skills that are substantially below grade level. Describe the plan for providing interventions to students who are not achieving the schools stated performance standards.

B.3 Support for Learning

B.3.1 Parent Involvement: Document support from parents of school-aged children who may be interested in sending their children to the proposed school. Support may be documented through inclusion of parents of school-age children from the district among the founders, the use of letters of support, surveys, or other tangible means. Applicants must show evidence of the demand for a charter school in this area.

B.3.1.a Describe how the school plans to build and maintain family-school partnerships that focus on strengthening support for student learning, improving communication, and encouraging parental involvement in school operations.

B.3.1.b Describe how parental satisfaction will be gauged and the process for gathering and publicizing parental satisfaction results.

B.3.1.c Describe how parents will be involved in the charter school, including the school's operations or governance.

B.3.1.d Identify methods for handling disputes between parents and the school.

B.3.1.e For district schools converting to charter schools, provide evidence that parents/guardians and existing staff support the conversion of the school to a public charter school.

B.3.2 Community Participation: Describe the scope of community backing for the proposed charter school and its organizers. Describe developed partnerships and plans to further develop additional community partnerships. Provide a list of organizations that may partner with your school and the potential nature of those partnerships. Describe the coordination strategies that will integrate partnership activities into the school program. Discuss commitments (if any) for partnerships or other relationships with community organizations or individuals that would enrich the learning opportunities of students in your school. Document any commitments with letters of support that identify specific details of the commitments.

B.3.3 School Organization and Culture: Describe the type of school culture the school aims to develop. Explain the strategies the school will employ to develop a positive culture that is supportive of students, faculty and families. The description may consider such topics as school leadership, how staff will be involved in management and administration, classroom organization, course structure, student grouping, classroom climate, student advocacy programs (such as mentoring), and the concept of the school as a "learning community."

B.3.4 Extracurricular Activities: Describe plans for student participation in extracurricular activities such as athletics, music, field trips, etc. Any fees charged to students must be in an amount reasonable to the cost of the activity. Discuss any plans for collaboration with community organizations for the provision of recreational programs.

B.3.5 Safety, Order, and Student Discipline: Describe the school's philosophy regarding student behavior and discipline for the general student population and special needs students. Summarize the school's discipline policy or code of conduct. Include tools that will be used such as meetings, outreach and/or a family handbook. Describe the role of teachers, administrators, and other school staff in monitoring student behavior, advising and mentoring students, maintaining communication with parents and families, and other activities associated with orderly schools.

Note: The school's discipline policy will need to be compatible with the policies of the district. Discipline of special education students must comply with applicable laws.

B.3.6 Professional Development for Teachers, Administrators, and Other School Staff: Describe plans for developing and implementing an effective professional development program. How will teachers, administrators, and other school staff be involved in the design and identification of such opportunities. Describe how these plans support the mission, goals and design of the school. Provide a timeline showing how often professional development opportunities will be available for your staff. Include plans to participate in professional development opportunities provided by the Local Education Agency (LEA).

B.3.7 Structure of the School Day and Year: Indicate whether the school plans to operate under the district calendar. If not, provide a copy of the school's calendar in the first year of its operation. Including the number of days the school will be in session, additional teacher only days, the daily hours of operation, and the way the school day will be organized for instruction, independent study, and extra- or co-curricular activities, if any.

Note: Public charter schools must provide at least as much instruction time during a school year as required by other public schools. The minimum number of instructional days is 180 and the minimum number of hours is 1,080 for grades 1-8 and 1,170 for grades 9-12. Any deviations in teacher work hours from the existing district collective bargaining agreement must be negotiated with the local teacher union.

B.4 Accountability Plan

To gain and maintain charter renewal, the schools must prove that their students have achieved the educational skills specified in the contract. Students are required to take all mandated state and local tests and are required to meet the same standards as required for any public school.

B.4.1 Goals Against Which the School's Success Will be Judged: List and discuss the goals and objectives this school will seek to achieve and against which the school's performance will be measured. Include student academic and nonacademic performance goals, management effectiveness goals, and goals related to the school's unique mission. Goals should be broadly stated and supported by objectives that are clear, generally quantifiable and always measurable. Objectives should include clear standards for what will be achieved and how that will be measured.

In creating academic performance goals, consider multiple measures. For example, goals relative to aggregate scores in year one versus year three and/or aggregate student gains from year to year or in relation to their district peers.

B.4.2 Indicators of Performance: For each goal listed above, list and discuss performance indicators which will be used to determine how well the students and the school have performed. How will these indicators be measured and reported?

B.4.2.a As public schools, charter schools receiving funds under any of the federal education programs are subject to a number of requirements under the *No Child Left Behind Act of 2001* (NCLB). Describe your knowledge of NCLB and how NCLB will affect your school's accountability program.

B.4.2.b Describe non-mandatory assessment tools that will be used to establish and monitor student academic and non-academic progress.

B.4.3 Promotion and Graduation: Describe policies and standards for promoting students to the next grade, achievement level, or grouping level. What standards must a student meet to be eligible for graduation from the school (if applicable)?

B.4.4 Targets: For each goal, define benchmarks that represent substantial progress against each indicator.

B.4.5 Baseline Performance: Describe how and when a baseline for measuring performance and progress will be established, including how required assessments can be used for this purpose.

B.4.6 Assessment Tools: Describe how assessment will align to the proposed curriculum, standards, and instructional materials. For each goal, describe how progress will be measured against the specified performance indicators. What tests and measures or other assessment tools will be used? What comparisons will be made and what other analyses will be done? How will results be displayed?

B.4.7 Reporting Performance and Progress: Describe the process and timetable through which accountability plan performance and progress will be reported to parents, the community, and to the chartering authority. Additionally, describe the process and timetable through which performance and progress in meeting adequate yearly progress will be reported to parents and the community, as required by the No Child Left Behind Act.

B.4.8 School Improvement Plan: Describe how assessment results will be used to develop a school improvement plan, improve classroom activities and contribute to individual student achievement.

C. Operation Plan

C.1 Organizational Structure: Describe the organizational structure of the school and the school governance plan. Provide an organizational chart which includes the LEA and demonstrates lines of communication and responsibility. If applicant has incorporated in the State of Maryland or has applied with the Internal Revenue Service for not-for-profit status, provide copies of these documents in an appendix. If you have not incorporated or applied for not-for-profit status, but plan to do so, please provide your plan and timetable.

C.2 Governing Structure

C.2.1 Describe the composition, roles, and responsibilities of the Board of Directors.

C.2.2 Describe how Board members have or will be recruited, selected, and trained. Include the role parents will have in the selection of the Board members, if any.

C.2.3 If the Board of Directors is different than the founding group and already has been selected; provide the name, address, and one-page résumé of each member, as well as a Statement of Interest and Qualifications, which includes the value they bring to the charter school.

C.2.4 Describe the terms of office of the proposed Board of Directors.

C.2.5 Describe the process by which the governing board will develop policies and make decisions about the operation of the school.

C.2.6 Describe the relationship of the Board of Directors to the school's administrative structure and staff, and to the parents, and students, as well as to the LEA.

C.2.7 Describe how Board of Directors will work collaboratively with local school board to provide proper delivery of proposed school program.

C.3 Administrative Structure

C.3.1 Administrative Structure: Describe the administrative structure of the school. Describe the nature and extent of teacher, parent, and student input to decisions that affect the school.

C.3.2 Rules and Policies: Provide a statement describing the school's intent to follow the local school districts rules and policies. If a waiver will be requested, discuss the rationale and submit the rules and policies for governance and operation of the public charter school that differ from existing school district rules and policies. If rules and policies are not yet in place, describe the process, timetable, and philosophy under which they will be developed.

C.3.3 Student Policies and Procedures

C.3.3.a Timetable for Recruiting and Registering: Describe the calendar to be used for recruiting and registering students, including the cutoff date for accepting applications and the timetable for a lottery, if needed.

C.3.3.b Policies and Procedures for Selection, Admission and Enrollment: Describe procedures for conducting a lottery for random selection of students. Describe the procedures that will guide the admission and enrollment, including verification of district residency. Describe policy on enrollment for nonresident students and for siblings.

C.3.3.c Policies and Procedures for Withdrawal, Suspension, and Expulsion of Students: Provide a statement that describes adherence to COMAR (Code of Maryland Regulations) and local school district's policies and procedures regarding suspension, expulsion, and other disciplinary actions for the proposed school, and the criteria for making decisions on such matters. If requesting a waiver, describe rationale and provide corresponding policies and procedures. Address policy for students with special needs.

C.3.4 Human Resource Information: All educational staff will be employees of the district and subject to the terms of the negotiated agreement. Identify and discuss any request for waivers regarding certification for non-traditional employees.

C.3.4.a Key Leadership Roles: Provide the criteria the charter school board will use to choose the school's leader. Describe how the school leader will be evaluated. Please provide the names (if available) and qualifications of the persons who will hold the following or equivalent critical positions or roles in the public charter school--chief administrative officer (e.g., principal or headmaster); curriculum leader (e.g., curriculum coordinator or director, lead teacher, principal); business officer; and legal counsel, and the percentage of the person's time that will be assigned to these duties. If permanent selections for these roles have not yet been made, include job descriptions and recruitment plans.

C.3.4.b Qualifications of School Staff: Describe the standards that will be used in hiring teachers, administrators, and other school staff, and how these standards will meet or exceed the requirements of The No Child Left Behind Act. 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 vision and achieve the goals you have set. Describe the recruitment strategies that will be employed to achieve the desired quality of staff. Describe the plan for conducting background checks on all school personnel, including volunteers, prior to the beginning of their employment or service.

C.3.4.c Staffing Plan: Describe the anticipated number of staff members, their positions, and the pupil teacher ratio.

C.3.4.d Employment Policies: If applicable, describe plans for requesting a waiver of negotiated agreements, statutes or regulations.

C.3.4.e Use of Volunteers: If planning to use volunteers, describe their possible roles, recruitment, training, supervision and how their work will contribute to the school.

C.3.4.f. Use of Substitute Teachers: Describe policy and procedures for using substitute teachers when classroom teachers are absent.

C.4 Recruiting and Marketing

C.4.1 Outreach to the Community: Describe what has been done to publicize and market the school in the community the school plans to serve. If the school is approved, how will the outreach continue? Discuss how the school can become a resource to the community. If proposing to convert an existing public school, describe efforts to inform the community of the proposed conversion.

C.4.2 Recruitment of Students: Describe plan to attract sufficient students to operate a school and effort to publicize the school to a broad audience in order to foster a student body representative of the local community. Include efforts that seek to ensure a match between the school program and applicants' educational and personal needs. If the school is targeted at a specific population, describe how it will recruit students and provide for an open enrollment.

C.4.3 Diversity: Describe plan to reach students representative of the racial and socio-economic diversity in the community, including typically "harder to reach" families.

C.5 Transportation

Please check with your LEA to determine the transportation policy of the district; transportation policies vary district to district.

C.5.1 Transportation Plan: Describe the plan to address the transportation needs of all students, including low-income and at-risk pupils. Include planned arrangements, if any, with the district, private providers, and with parents.

C.5.2 Transportation Barriers: Describe how your school administration will ensure that transportation is not a barrier to equal access for all students in accordance with the local school districts' policies and procedures. Special education pupils may have IEPs or 504 plans requiring specific transportation modes. Cite local school district policies and procedures for charter school students, if available.

C.6 Food Services

C.6.1 Describe plans to provide food services and any intent to contract with the district regarding food services.

C.6.2 Describe plans to address National School Lunch requirements for free and reduced meals. How will information regarding household income be collected?

C.7 Student Records

C.7.1 Acquisition and Maintenance of Student Records: Describe the system for acquiring and maintaining student records as required by the district and in accordance with applicable laws. How will the records be secured while the student is enrolled at the school? Discuss how the school will comply with requests from parents or eligible students as pertains to the Family Educational Rights and Privacy Act (FERPA).

<http://www.marylandpublicschools.org/nr/rdonlyres/fcb60c1d-6cc2-4270-bdaa-153d67247324/5919/marylandstudentrecordsmanual2.pdf>

C.7.2 Dissemination of Student Information/Records: Describe the system for disseminating information about students as required by the district and in accordance with applicable laws. Provide the policy for releasing records if a student withdraws (FERPA).

C.8 Implementation of the Charter

C.8.1 Timetable and Tasks for Implementation of Charter: Provide a clear and detailed timeline for getting the school into operation, from receipt of the charter to the opening of the school. Provide a detailed startup plan that includes staffing as well as the resources you will use to support the startup activities.

C.8.2 Orientation of Parents, Teachers, and Other Community Members: Describe how parents, teachers, and other community members will be provided with orientation and other training to ensure their effective involvement and participation in the operation of the public charter school.

C.8.3 Services Sought from the District: List and describe the nature and extent of any services you intend to seek from the district. These might include such things as special education services, transportation, or food services.

C.8.4 Waiver Requests: Please submit a list of waivers of state and local policies and regulations. Each waiver request must include a rationale and alternative plan.

C.9 School Management Contracts

If the Board of Directors intends to enter into a contract with a educational management organization, provide the following:

C.9.1 Description of the proposed contract, including roles and responsibilities, performance evaluation measures, payment structure, conditions for renewal and termination, and investment disclosure;

C.9.2 Draft of the proposed management contract;

C.9.3 Recent corporate annual report and audited financial statements;

C.9.4 Description of the firm's roles and responsibilities for the financial management of the proposed charter school, including descriptions of the accounting software to be used, the procedures for financial reporting to the Board of Directors and the district, and the internal controls that will be in place for the proposed charter school.

C.9.5 Names, addresses, and telephone numbers of other schools managed by the school management firm, as well as descriptive information (i.e., grades served, number of students, years of operation, etc.) and student performance data.

C.9.6 A summary of the company's history, including a description of how it implements its program, past results of its school management efforts, the company philosophy, and background on corporate leaders.

D. Facilities Plan

All public schools, including public charter schools, must comply with all applicable health and safety laws, including any state and local building codes, and additionally any building used as a school must be able to physically accommodate all students (including those with special needs), the programs, and the services offered.

Prior to final approval of the charter, the Superintendent's staff will need access to inspect all facilities to be used by the public charter school. Prior to receiving any funds or beginning the first day of school, a "certificate of occupancy" must be received by the district.

No applicant will receive final approval to open until the applicant has demonstrated that it has acquired title to or has otherwise secured the use of an acceptable facility.

As you respond to this section, indicate your understanding of state educational facility recommendations and your intention to comply with them or request a waiver.

D.1 Charter School Facility Identified

If a charter school facility has been identified provide the information listed below in sections D1.1 through D.1.5.

D.1.1 Indicate the location, including street address.

D.1.2 Describe the facility. If possible, provide a layout and description of the proposed charter school facility. Include the number and size of the classrooms, common areas, recreational space, any community facilities, and any residential facilities. Explain how the facility will meet the needs of students who are physically challenged. (Include any plans for: media center, gym, cafeteria, administration, restrooms, kitchen, etc.)

D.1.3 Demonstrate how this site would be a suitable facility for the proposed school, including any plans to renovate and bring facility into compliance with all applicable local building codes. Include plans for security, maintenance and custodial services.

D.1.4 Provide a detailed breakdown of any anticipated construction or renovation along with estimated costs (these should be discussed in the text and reflected in the budget).

D.1.5 If the charter school or its applicants or partners would own or lease its facility, provide a description of the ownership or lease arrangement of the facility. Identify any potential conflicts of interest and arrangements by which such conflicts will be managed or avoided.

D.1.6 Describe financing plans for acquisition (purchase, lease, etc.) and renovation of the facility.

D.2 Charter School Facility Not Identified

If a charter school facility has not been identified, complete section D.2.1 through D.2.4.

D.2.1 Identify as specifically as possible the proposed location of the school.

D.2.2 Discuss plans, progress, partnership developments, or other future steps toward acquisition of a school building. Identify any potential conflicts of interest and arrangements by which such conflicts will be managed or avoided.

D.2.3 Describe financing plans for acquisition (purchase, lease, etc.) and renovation of the facility.

D.2.4 Once acquired, describe plans to bring a facility into compliance with all applicable local building codes. Include plans for security, maintenance and custodial services.

D.3 Conversion Charter School

D.3.1 If proposing to convert an existing public school, indicate any plan to lease the current facility from the district.

E. Business Plan

E.1 Finance

Under current Maryland law (see Appendix VII), “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 is commensurate with the amount disbursed to other public schools in the local jurisdiction.”

E.1.1 Anticipated Per-pupil Funds: Discuss the level of funding anticipated from the per pupil allocation.

E.1.2 Additional Funds: Indicate the amount and sources of additional funds, property, or other resources expected to be available for the costs of planning, startup, and operation of the proposed public charter school. Where grants or loans are included, please indicate which of these are in hand and which are anticipated. For anticipated grants or loans, provide evidence of firm commitments where they exist. Describe what contingencies are in place in the event that funds for per pupil allocations are not available as early as expected, or are lower than expected.

E.1.3 Planned Fundraising Efforts: Describe any planned fundraising efforts to generate capital or to supplement the per pupil allocation for operating expenses. Discuss plans for raising

funds to cover planning and development expenses expected to occur prior to opening the school.

E.2 Financial Management and Accounting

E.2.1 Financial Management: Explain what position in the school will be responsible for managing the school's finances, as well as the qualifications required for person holding that position.

E.2.2 Financial Management and Accounting: Describe the fiscal controls and financial management policies the school will employ to track finances in its daily business operations. Describe how the school will develop its annual budget. Describe school cash flow management plan and how it will ensure availability of funds throughout the year. *The charter school must agree to maintain its financial records in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants). All charter schools will be required to make all financial records available to district personnel within 48 hours of a request for auditing purposes.*

E.2.3 Complete and attach budget worksheets (using the spreadsheets provided in Appendix V):

E.2.3.a Start-up budget, covering only the planning and capital expenses necessary before school opening.

E.2.3.b Multi-year budget that coincides with the proposed length of the initial charter and based on the projected enrollment for that period of time.

E.2.3.c Cash flow projections for the first year displayed month by month and a plan to fund any cash flow shortfalls.

E.2.4 Indicate any contributions of funds or in-kind donations of goods or services expected to be received by the charter school. In the budget, only include those grants or in-kind donations which have already been firmly committed and for which documentation is attached. If planning to pursue certain grants or donations that have not yet been committed, do not include them in the budget – instead, provide a description of these potential contributions in your narrative (including the source, estimated amount of contribution, and expected date of receipt if known).

E.3 Civil Liability and Insurance

E.3.1 Insurance: Indicate the types of insurance and the levels of coverage sought. All insurance policies required shall be endorsed to provide that the policy is not subject to cancellation, non-renewal, or material reduction in coverage until sixty (60) days prior written notice has been given to the district Board of Education.

No applicant will receive final approval to open until a description of the public charter school's insurance coverage plans are provided, including health, general liability, property, and directors' and employees' liability coverage.

E.3.2 Insurance Documents: Approval of insurance will be granted only after submission to the Board of original certificates of insurance signed by authorized representatives of the insurers, or, at the Board's request, certified copies of the required insurance policies. The required insurance shall be in force throughout the term of the charter school's operations. (See Appendix IX.)

E.3.3 Management Firms (if applicable): The charter school shall require all management firms to maintain during the term of their contractual arrangements, commercial general liability insurance, business auto liability insurance, workers compensation and employers liability insurance and umbrella excess or excess liability insurance, to the same extent required of the charter school unless any such requirement is expressly waived or amended by the board in writing. Attach copies of the management firms' certificates of insurance.

E.4 Audit

E.4.1 Provision for Audit: Describe the provisions that will be made for conducting annual audits of the financial operations of the school. *An audit of financial statements must be made annually, according to Government Auditing Standards, by a Certified Public Accountant licensed in the State of Maryland.*

Forms

Appendix I. Applicant's Checklist

**Appendix II. Affidavit, Disclosure, and Consent for
Background and Credit Check**

Appendix III. Compliance Assurances

Appendix IV. Conflict of Interest Form

Appendix V. Model Budget Spreadsheets

Appendix I. Applicant's Checklist

Name of Charter School: _____

Date Completed: _____

Check Each Box to Signify Completion of the Associated Section

Cover Sheet Executive Summary

A. Description of Founders

A.1.1 A.1.2 A.1.3 A.1.4 A.1.5 A.1.6

A.2.1

B. Education Plan

B.1.1 B.1.2 B.1.3 B.1.4

B.2.1 B.2.2 B.2.3

B.2.4.a B.2.4.b B.2.4.c B.2.4.d B.2.5

B.3.1 B.3.1.a B.3.1.b B.3.1.c B.3.1.d B.3.1.e

B.3.2 B.3.3 B.3.4 B.3.5 B.3.6 B.3.7

B.4.1 B.4.2 B.4.2.a B.4.2.b B.4.3 B.4.4

B.4.5 B.4.6 B.4.7 B.4.8

C. Operation Plan

C.1 C.2.1 C.2.2 C.2.3 C.2.4 C.2.5

C.2.6 C.2.7 C.3.1 C.3.2

C.3.3.a C.3.3.b C.3.3.c C.3.4 C.3.4.a C.3.4.b

C.3.4.c C.3.4.d C.3.4.e C.3.4.f

C.4.1 C.4.2 C.4.3

C.5.1 C.5.2

C. Operation Plan (cont'd)

C.6.1 C.6.2

C.7.1 C.7.2

C.8.1 C.8.2 C.8.3 C.8.4

C.9 **If Applicable**

C.9.1 C.9.2 C.9.3 C.9.4 C.9.5 C.9.6

D. Facilities Plan

D.1 Charter School Facility Identified

D.1.1 D.1.2 D.1.3 D.1.4 D.1.5 D.1.6

D.2 Charter School Facility Not Identified

D.2.1 D.2.2 D.2.3 D.2.4

D.3 Conversion Charter School

D.3.1

E. Business Plan

E.1.1 E.1.2 E.1.3

E.2.1 E.2.2

E.2.3.a E.2.3.b E.2.3.c

E.2.4

E.3.1 E.3.3

E.4.1

Appendices

Application Checklist	<input type="checkbox"/>	Articles of Incorporation (if available)	<input type="checkbox"/>
Compliance Assurances	<input type="checkbox"/>	Résumés and Statements of Interest and Qualifications	<input type="checkbox"/>
By-laws (if available)	<input type="checkbox"/>	Letter of Intent for Facility (if applicable)	<input type="checkbox"/>
Conflict of Interest Forms	<input type="checkbox"/>	Conversion Endorsement Certification (if applicable)	<input type="checkbox"/>
Model Budget Spreadsheets	<input type="checkbox"/>	Affidavit, Disclosure, and Consent for Background and Credit Check	<input type="checkbox"/>

Appendix II. Affidavit, Disclosure, and Consent for Background and Credit Check

Instructions: Return this signed affidavit with the application. Include a copy of this form for all members of the Founding Group and Board of Directors.

Name: _____ SSN: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Phone: () _____ Date of Birth: __/__/__ Place of Birth: _____

<p>1. 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.</p>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<p>2. 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.</p>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<p>3. Have you ever declared bankruptcy? Please give details on a separate signed, notarized and dated sheet.</p>	Yes <input type="checkbox"/> No <input type="checkbox"/>

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 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 of charter school application, or revocation of charter status.

Applicant's signature

Date

Appendix III. Compliance Assurances

_____ **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 an 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 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 Agent Name (please type)

Authorized Agent Signature

Date

Appendix IV. Conflict of Interest Form

(This form must be completed by all Founding and Board of Director Members.)

Instructions: 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	Do or will you or your spouse have any contractual agreements with the proposed charter school?	YES	NO
2	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?	<input type="checkbox"/>	<input type="checkbox"/>
3	Did or will you or your spouse lease or sell property to the proposed charter school?	<input type="checkbox"/>	<input type="checkbox"/>
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	<input type="checkbox"/>	<input type="checkbox"/>
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?	<input type="checkbox"/>	<input type="checkbox"/>
6	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?	<input type="checkbox"/>	<input type="checkbox"/>
7	Did you or your spouse provide any start up funds to the proposed charter school?	<input type="checkbox"/>	<input type="checkbox"/>
8	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?	<input type="checkbox"/>	<input type="checkbox"/>
9	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?	<input type="checkbox"/>	<input type="checkbox"/>
10	Do you currently serve as a member of the board of any public charter school?	<input type="checkbox"/>	<input type="checkbox"/>
11	Do you currently serve as a public official?	<input type="checkbox"/>	<input type="checkbox"/>
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	<input type="checkbox"/>	<input type="checkbox"/>
13	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 you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school?	<input type="checkbox"/>	<input type="checkbox"/>

Signature

Date

Title

Appendix V. Model Budget Spreadsheets

See separate Excel file.

Reference Materials

Appendix VI. Frequently Asked Questions (FAQs)

Appendix VII. Current MD Charter School Statute

**Appendix VIII. Maryland Association of Boards of
Education Group Insurance Pool**

Appendix IX. Acronyms

Appendix VI. Frequently Asked Questions (FAQs)

General Questions and Answers

(Source: Maryland State Department of Education website)

Q: What should be the focus of a Maryland public charter school?

A: The public charter school represents a choice for parents and the community and may provide innovative learning opportunities and creative educational approaches to improve the education of students. Public charter schools strive for high academic standards and are accountable for results for student performance as any other public school.

Q: What requirements are imposed on Maryland public charter schools?

A: Public charter schools are subject to any federal, state, and local policies, regulations and statutes that affect traditional elementary and secondary public schools unless certain policies, procedures or regulations are waived by local education authorities or the State Board of Education, as appropriate.

Q: What is the process for establishing a public charter school in Maryland?

A: Each local board of education will establish policies and procedures that describe the process to be used by public charter school applicants in that school system. Public charter school operators must follow those procedures and use the application process established by the local board of education in the jurisdiction where the public charter school will operate. Public charter schools operate under the supervision of the public chartering authority from which its Charter Agreement is granted.

Q: Who is eligible to submit an application for a public charter school?

A: Public charter school applications may be submitted to the local board of education by the staff of a public school, a parent or guardian of a student who attends a public school in the county/city, a nonsectarian nonprofit entity, a nonsectarian institution of higher education in the state, or any combination of the above.

Q: Who is responsible for completing the application?

A: The applicant is responsible for the completion of the application.

Q: To whom will the public charter school operators report?

A: Public charter school operators report to the public chartering authority from which its Charter Agreement is granted.

Q: May a restructured school become a public charter school?

A: Yes, in accordance with state regulations (*COMAR 13A.01.04.07C*) and local procedures.

Q: May ‘start-up’ funds be provided for public charter schools?

A: There are no specific state funds available for ‘start-up’ costs associated with developing a public charter school. There are federal funds available through the Public Charter Schools

Program at the U.S. Department of Education which are available through pre-planning grants from the Maryland State Department of Education.

Q: How are public charter schools funded?

A: The local board of education will disburse to public charter schools an amount of county, state and federal money that is commensurate with the amount disbursed to other public schools in the local jurisdiction.

Q: May public charter schools charge tuition?

A: No. Public charter schools are public schools and may not charge tuition to residents of the jurisdiction where the school is located. As authorized by Maryland statutes and regulations, a local school system may charge tuition to out-of-district students.

Q: What is the enrollment process for public charter schools?

A: Public charter schools are open to all students on a space-available basis, and on a lottery basis if more students apply than can be accommodated.

Q: May private or religious schools convert to public charter schools?

A: A public charter school may not be a private school, a parochial school or a home school.

Q: Can public schools convert to public charter schools?

A: Yes. Existing public schools can convert to public charter schools.

Q: Who will review and evaluate public charter school applications?

A: After school system staff has deemed an application complete, public charter school applications will be reviewed and evaluated by the county board of education in which the charter school will be established.

Q: Can the local Board of Education's decisions on charter applications be appealed?

A: Yes. Appeals will be heard by the State Board of Education in accordance with the requirements of the Public Charter School Act of 2003.

Q: Is there a specified number of years for which a charter will be granted?

A: No. However, a local board of education may develop requirements of a specific term as well as any standards for renewal of the Charter Agreement.

Q: How are public charter schools held accountable to standards?

A: The public charter school will meet current accountability provisions of local education authorities and state regulations and statutes. The public charter school must provide documentation to the chartering authority regarding fiscal accountability and performance on recognized academic measures as agreed upon in the Charter Agreement.

Q: What kinds of flexibility do public charter schools receive?

A: Public charter schools will receive flexibility in a number of areas, principally in the areas of management and administrative structure, staffing, educational programming, curriculum/instructional focus, program emphasis and budgeting, in exchange for high academic

performance. Additional areas of flexibility may be negotiated between the public charter school and the local board of education.

Q: What buildings can house public charter schools?

A: Public charter school buildings must meet all federal, state and local facility, health and safety standards and the building must be appropriate for the education program being offered and must be accessible in accordance with the Americans with Disabilities Act.

Q: Are public charter school personnel employees of the school system?

A: Employees of a public charter school are public school employees of the county/city in which the public charter school is located. If a collective bargaining agreement is already in existence in the county/city where a public charter school is located, the public charter school and the employee organization may mutually agree to negotiate amendments to the existing agreement to address the needs of the particular public charter school.

Q: May public charter schools employ non-certified educators?

A: The professional staff of a public charter school must have the appropriate Maryland certification.

Q: Can volunteers work in the public charter school?

A: Yes. All staff and volunteers in public charter schools must meet required state and local background checks.

Q: Will public charter school staff receive professional development?

A: Public charter school staff will receive the same services as public school staff in that jurisdiction unless indicated in the Charter Agreement.

Q: Are educational support services available to public charter schools?

A: The local board of education will provide support through the designated public charter school contact. The Maryland State Department of Education is also available to provide technical assistance to the operators of a public charter school to help the school meet the requirements of federal and state laws.

Q: Will transportation services be provided for students to/from the public charter school?

A: Transportation services are subject to agreements outlined in the Charter Agreement. Transportation services are to be provided to students with disabilities in accordance with their Individualized Education Program (IEP).

Q: Will the public charter school have extra-curricular activities such as sports?

A: Public charter schools may offer extra-curricular and supplemental services as described in the educational program.

Q: May students with disabilities attend a public charter school?

A: Yes. Public charter school operators must fulfill the responsibilities related to children with disabilities. Public charter schools are open to all students on a non-discriminatory basis.

Q: What ages should the public charter school accept?

A: Public charter schools may support the ages that provide a program of elementary or secondary education, or both.

Q: Will public charter school students participate in assessments?

A: The measurement of student academic achievement must include all assessments required for other public schools and other assessments mutually agreed upon by the public chartering authority and the public charter school.

Appendix VII. Current MD Charter School Statute Public Charter School Act of 2003¹

TITLE 9. MARYLAND PUBLIC CHARTER SCHOOL PROGRAM.

9–101.

(A) There is a Maryland public charter school program.

(B) The general purpose of the program is to establish an alternative means within the existing public school system in order to provide innovative learning opportunities and creative educational approaches to improve the education of students.

9–102.

In this title, “public charter school” means a public school that:

- (1) Is nonsectarian in all its programs, policies, and operations;
- (2) Is a school to which parents choose to send their children;
- (3) Is open to all students on a space–available basis and admits students on a lottery basis if more students apply than can be accommodated;
- (4) Is a new public school or a conversion of an existing public school;
- (5) Provides a program of elementary or secondary education or both;
- (6) Operates in pursuit of a specific set of educational objectives;
- (7) Is tuition–free;
- (8) Is subject to federal and state laws prohibiting discrimination;
- (9) Is in compliance with all applicable health and safety laws; and
- (10) Is in compliance with seq. § 9–107 of this title;
- (11) Operates under the supervision of the public chartering authority from which its charter is granted and in accordance with its charter and, except as provided in § 9–106 of this subtitle, the provisions of law and regulation governing other public schools;
- (12) Requires students to be physically present on school premises for a period of time substantially similar to that which other Public school students spend on school premises; and
- (13) Is created in accordance with this title and the appropriate county board policy.

¹ NOTE: The Public Charter School Act has been reformatted for easier reading.

9-103.

(A) The primary public chartering authority for the granting of a charter shall be a county board of education.

(B) The secondary public chartering authority for the granting of a charter shall be the state board acting in its appeal review capacity or as the public chartering authority for a restructured school in accordance with § 9-104(a) of this subtitle.

9-104.

(A) (1) An application to establish a public charter school shall be submitted to the county board of the county in which the charter school will be located.

(2) An application to establish a public charter school may be submitted to a county board by:

- (i) the staff of a public school;
- (ii) a parent or guardian of a student who attends a public school in the county;
- (iii) a nonsectarian nonprofit entity;
- (iv) an a nonsectarian institution of higher education in the state; or
- (v) any combination of persons specified in items (i) through (iv) of this paragraph.

(3) A public chartering authority may not grant a charter under this title to:

- (i) a private school;
- (ii) a parochial school; or
- (iii) a home school.

(4) (I) Except as provided in subparagraph (II) of this paragraph, the county board shall review the application and render a decision within 120 days of receipt of the application.

(II) for a restructured school:

1. The county board shall review the application and render a decision within 30 days of receipt of the application;
2. The county board may apply to the state board for an extension of up to 15 days from the time limit imposed under item 1 of this subparagraph;
3. If an extension is not granted, and 30 days have elapsed, the state board may become a chartering authority; and
4. If an extension has been granted, and 45 days have elapsed, the state board may become a chartering authority.

(B) (1) If the county board denies an application to establish a public charter school, the applicant may appeal the decision to the state board, in accordance with § 4–205(c) of this article.

(2) The state board shall render a decision within 120 days of the filing of an appeal under this subsection.

(3) If the county board denies an application to establish a public charter school and the state board reverses the decision, the state board may direct the county board to grant a charter and shall mediate with the county board and the applicant to implement the charter.

9–105.

A member of the professional staff of a public charter school shall hold the appropriate Maryland certification.

9–106.

(A) Subject to subsection (b) of this section, a public charter school shall comply with the provisions of law and regulation governing other public schools.

(B) Subject to subsection (c) of this section, a waiver of the requirements under subsection (a) of this section may be sought through an appeal to the state board.

(C) A waiver may not be granted from provisions of law or regulation relating to:

(1) Audit requirements;

(2) The measurement of student academic achievement, including all assessments required for other public schools and other assessments mutually agreed upon by the public chartering authority and the school; or

(3) The health, safety, or civil rights of a student or an employee of the charter school.

9–107.

(A) A public chartering authority may not grant a charter to a public charter school whose operation would be inconsistent with any public policy initiative, court order, or federal improvement plan governing special education that is applicable to the state.

(B) A public chartering authority shall ensure that the authorizing process for a public charter school and the charter application address the roles and responsibilities of the county board and the applicants and operators of the public charter school with respect to children with disabilities.

(C) The public chartering authority shall ensure that, prior to opening a public charter school, the operators of the school are informed of the human, fiscal, and organizational capacity needed to fulfill the school's responsibilities related to children with disabilities.

(D) The state board shall provide technical assistance to the operators of a public charter school to help the school meet the requirements of federal and state laws, including 20 U.S.C. § 1400, et seq. And § 504 of the rehabilitation act of 1973, 29 U.S.C. § 794.

9-108.

(A) Employees of a public charter school:

- (1) Are public school employees, as defined in §§ 6-401(d) and 6-501(f) of this article;
- (2) Are employees of a public school employer, as defined in §§ 6-401(e) and 6-501(g) of this article, in the county in which the public charter school is located; and
- (3) Shall have the rights granted under title 6, subtitles 4 and 5 of this article.

(B) If a collective bargaining agreement under title 6, subtitle 4 or 5 of this article is already in existence in the county where a public charter school is located, the employee organization and the public charter school may mutually agree to negotiate amendments to the existing agreement to address the needs of the particular public charter school.

9-109.

(A) 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 is commensurate with the amount disbursed to other public schools in the local jurisdiction.

(B) The state board or the county board may give surplus educational materials, supplies, furniture, and other equipment to a public charter school.

9-110.

(A) (1) Each county board shall develop a public charter school policy and submit it to the state board.

(2) The policy required under paragraph (1) of this subsection shall include guidelines and procedures regarding:

- (i) evaluation of public charter schools;
- (ii) revocation of a charter;
- (iii) reporting requirements; and
- (iv) financial, programmatic, or compliance audits of public charter schools.

(b) The department shall designate a staff person to function as a contact person for the maryland public charter school program.

Appendix VIII. Acronyms

AYP	adequate yearly progress
COMAR	Code of Maryland Regulations
FAPE	Free Appropriate Public Education
FAQ	frequently asked questions
FERPA	Family Educational Rights and Privacy Act
IDEA	Individuals with Disabilities in Education
IEP	Individualized Education Plan
LEA	Local Education Agency
LEP	Limited English Proficient
MSDE	Maryland State Department of Education
MVSC	Maryland Voluntary State Curriculum
NCLB	No Child Left Behind Act of 2001
SEA	State Education Agency

**Appendix IX. Maryland Association of Boards of Education
Group Insurance Pool**

MARYLAND ASSOCIATION OF BOARDS OF EDUCATION GROUP INSURANCE POOL

Recommended Insurance Requirements for Public Charter Schools

Note: As with any contract language, our suggestions should be reviewed by counsel prior to incorporation into a final agreement.

1 - General Insurance Requirements

1.1 - The Charter School shall not commence operations until the Charter School has obtained at the Charter School's own expense all of the insurance as required hereunder and such insurance has been approved by the Board; nor shall the Charter School allow any outside management services or management consulting firms (Management Firm) retained by the Charter School to commence operations on any contract until all insurance required of the Management Firm has been so obtained and approved by the Charter School. Approval of insurance required of the Charter School will be granted only after submission to the Board of original certificates of insurance signed by authorized representatives of the insurers or, at the Board's request, certified copies of the required insurance policies.

1.2 - Insurance as required hereunder shall be in force throughout the term of the Charter School's operations. Original certificates signed by authorized representatives of the insurers or, at the Board's request, certified copies of insurance policies, evidencing that the required insurance is in effect, shall be maintained with the Board throughout the term of the Charter School's operations.

1.3 - The Charter School shall require all Management Firms to maintain during the term of their contractual arrangements commercial general liability insurance, business auto liability insurance, workers compensation and employers liability insurance and umbrella excess or excess liability insurance, to the same extent required of the Charter School in 2.1.1, 2.1.2, 2.1.3 and 2.1.4 unless any such requirement is expressly waived or amended by the Board in writing. The Charter School shall furnish the Management Firms' certificates of insurance to the Board immediately upon request.

1.4 - All insurance policies required hereunder shall be endorsed to provide that the policy is not subject to cancellation, non-renewal or material reduction in coverage until sixty (60) days prior written notice has been given to the Board.

Therefore, the phrases "endeavor to" and "... but failure to mail such notice shall impose no obligation or liability of any kind upon the company, its agents or representatives" are to be eliminated from the cancellation provision of standard ACORD certificates of insurance.

1.5 - No acceptance and/or approval of any insurance by the Board shall be construed as relieving or excusing the Charter School from any liability or obligation imposed upon the Charter School by the provisions of any authorizing legislation or contractual agreements between the Board and the Charter School.

1.6 - If the Charter School does not meet the insurance requirements herein, the Charter School shall forward a written request to the Board for a waiver in writing of the insurance requirement(s) not met or approval in writing of alternate insurance coverage, self-insurance, or group self-insurance arrangements. If the Board denies the request, the Charter School must comply with the insurance requirements as specified herein.

1.7 - All required insurance coverages must be underwritten by insurers allowed to do business in the State of Maryland and acceptable to the Board. The insurers must also have a policyholders' rating of "A-" or better, and a financial size of "Class VII" or better in the latest evaluation by A. M. Best Company, unless Board grants specific approval for an exception. The Board hereby grants specific approval for the acquisition of workers compensation and employers liability insurance from the Injured Workers Insurance Fund of Maryland.

1.8 - Any deductibles or retentions in excess of \$10,000 shall be disclosed by the Charter School, and are subject to Board's written approval. Any deductible or retention amounts elected by the Charter School or imposed by the Charter School's insurer(s) shall be the sole responsibility of the Charter School.

2 - Charter School's Liability Insurance

2.1 - The Charter School shall purchase the following insurance coverages for not less than the limits specified below or required by law, whichever is greater.

2.1.1 -Commercial general liability insurance or its equivalent for bodily injury, personal injury and property damage including loss of use, with minimum limits of:

- \$ 1,000,000 each occurrence;
- \$ 1,000,000 personal and advertising injury;
- \$ 1,000,000 general aggregate; and
- \$ 1,000,000 products/completed operation aggregate.

This insurance shall include coverage for all of the following:

- i. Liability arising from premises and operations;
- ii. Liability arising from the actions of independent contractors;
- iii. Contractual liability including protection for the Charter School from bodily injury and property damage claims arising out of liability assumed under contract;
- iv. Liability arising from athletic participation (Any athletic participation exclusion shall be deleted.);
- v. Liability arising from child care (Any specific child care exclusion shall be deleted.);
- vi. Liability arising from field trips or other off-premises activities (Any specific field trip exclusion or designated premises endorsement shall be deleted.); and
- vii. Liability arising from sexual and/or physical abuse with minimum sublimits of \$250,000 per occurrence, \$250,000 annual aggregate.

2.1.2 -Business auto liability insurance or its equivalent with a minimum limit of

\$1,000,000 per accident and including coverage for all of the following:

- i. Liability arising out of the ownership, maintenance or use of any auto (ISO symbol 1) or, if Charter School does not own an auto, liability arising out of the ownership, maintenance or use of any hired or non-owned auto (ISO symbols 8 & 9); and
- ii. Automobile contractual liability.

2.1.3 - Workers compensation insurance or its equivalent with statutory benefits as required by any state or Federal law, including standard "other states" coverage for *those employees that are not paid employees of the Board but are employees of Charter School*; employers liability insurance or its equivalent with minimum limits of:

- \$ 100,000 each accident for bodily injury by accident;
- \$ 100,000 each employee for bodily injury by disease; and
- \$ 500,000 policy limit for bodily injury by disease.

2.1.4 - Umbrella excess liability or excess liability insurance or its equivalent with minimum limits of:

- \$ 2,000,000 per occurrence;
- \$ 2,000,000 aggregate for other than products/completed operations and auto liability; and
- \$ 2,000,000 products/completed operations aggregate

and including all of the following coverages on the applicable schedule of underlying insurance:

- i. Commercial general liability;
- ii. Business auto liability; and
- iii. Employers liability.

2.1.5 – Educators legal (errors and omissions) liability insurance or its equivalent with minimum limits of:

- \$ 3,000,000 each wrongful act; and
- \$ 3,000,000 annual aggregate.

This insurance shall include coverage for all of the following:

- i. Any professional staff or other employees of the Board assigned to work at or participate in the operations of the Charter School must be included as insureds.
- ii. This policy must be modified by manuscript endorsement to specifically apply on a primary basis for these Board employees in relation to the Board's school board legal liability coverage.

2.1.6 - The Board and Board's elected and appointed officials, officers, directors, trustees, consultants, agents and employees shall be named as additional insureds

under the commercial general liability and umbrella excess (or excess liability) coverages, and each certificate of insurance, or each certified policy if requested, must so state this.

- i. Insurance provided to the Board and Board's elected and appointed officials, officers, directors, trustees, consultants, agents and employees under Charter School's liability insurance shall afford coverage for liability arising out of:
 - (i.) The Charter School's ongoing operations; and
 - (ii.) Acts or omissions of the Board and Board's elected and appointed officials, officers, directors, trustees, consultants, agents or employees in connection with general supervision of the Charter School's operations.
- ii. Insurance provided to the Board and Board's elected and appointed officials, officers, directors, trustees, consultants, agents and employees under any Charter School's liability insurance required herein, including, but not limited to, umbrella and excess liability or excess liability policies, shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of insurance or self-insurance. (Any cross suits or cross liability exclusion shall be deleted from Charter School's liability insurance policies required herein.)
- iii. Insurance provided to the Board and Board's elected and appointed officials, officers, directors, trustees, consultants, agents and employees as specified herein shall be primary, and any other insurance, self-insurance, coverage or indemnity available to the Board and Board's elected and appointed officials, officers, directors, trustees, consultants, agents or employees shall be excess of and non-contributory with insurance provided to the Board and Board's elected and appointed officials, officers, directors, trustees, consultants, agents or employees as specified herein.

2.2 - If any liability insurance purchased by the Charter School has been issued on a "claims made" basis, the Charter School must comply with the following additional conditions:

- i. The Charter School shall agree to provide certificates of insurance evidencing the above coverages for a period of two years after the date that operations of the Charter School cease. Such certificates shall evidence a retroactive date no later than the beginning of Charter School's operations; or
- ii. The Charter School shall purchase an extended (minimum two years) reporting period endorsement for each such "claims made" policy in force as of the date that operations of the Charter School cease and evidence the purchase of this extended reporting period endorsement by means of a certificate of insurance or a copy of the endorsement itself. Such certificate or copy of the endorsement shall evidence a retroactive date no later than the beginning of Charter School's operations.

3 - Property Insurance

3.1 - The Board shall purchase and maintain all risk (special form) property insurance or group self-insurance which insures, on a replacement cost basis, against direct physical loss of or damage to the Board's real or personal property, fixtures and equipment located in or on the premises of the Board. Any deductible that is a condition of the Board's property insurance shall be the sole responsibility of the Board.

3.2 -Charter School shall purchase and maintain, at its own expense, all risk (special form) property insurance which insures, on a replacement cost basis, against direct physical loss of or damage to the Charter School's or the Board's real or personal property, fixtures and equipment located in or on the premises of the Charter School or is otherwise in the care, custody or control of the Charter School for the insurable replacement cost of such property, fixtures and equipment located therein. Charter School shall also purchase business income and extra expense insurance satisfactory to protect its interests in the event of and resulting from direct physical loss of or damage to the Board's or Charter School's real or personal property, fixtures and equipment, while such property is located in or on the premises of the Charter School. Any deductible that is a condition of the Charter School's property insurance shall be the sole responsibility of the Charter School.

3.3 – The Board shall be named as loss payee under the Charter School's property insurance with respect to that property in which the Board has a financial interest, while such property is located in or on the premises of the Charter School or is otherwise in the care, custody or control of the Charter School.

3.4 - To the fullest extent permitted by law, the Board and Charter School each waives any right of recovery from the other for any loss of or damage to the property (or resulting loss of income or extra expense) of the other, to the extent that such loss or damage is covered by the property insurance required herein. Such waiver shall apply regardless of the cause of origin of the loss or damage, including the negligence of the other party. To the fullest extent permitted by law, no property insurer of one party shall hold any right of subrogation against the other party. The Board and Charter School shall advise their respective insurers of the foregoing and such waiver shall be permitted under any property and/or business income insurance policies maintained by the Board and Charter School.

4 - Crime Insurance

4.1 - The Charter School shall purchase and maintain crime insurance or group self-insurance or its equivalent with minimum limits of:

- \$ 500,000 each loss – employee dishonesty blanket;
- \$ 100,000 each loss – forgery or alteration; and
- \$ 100,000 each loss – theft, disappearance or destruction (money and securities).

This insurance shall include coverage for all of the following:

- i. The definition of employee shall include students and volunteers, including fund solicitors.
- ii. Named insured shall include any employee welfare, pension or benefit plan sponsored and approved by Charter School.

-
- iii. Compliance with ERISA of 1974 requirements with respect to: defining employee to include trustees, officers, employees, administrators or managers (except independent contractors) of any of Charter School's employee welfare, pension or benefit plans, and the named insured's directors or trustees while handling funds or other property of such plans, commingling of funds; deductible applicability; and when benefit plans are jointly insured with other entities, where applicable (Use CR 1027 or equivalent form(s)).
 - iv. The Board and the State of Maryland as their interest may appear are to be named as loss payees under the employee dishonesty coverage as respects property in which the Board or the State of Maryland has a financial interest.

5 – Catastrophic Student Accident Insurance

5.1 - The Charter School shall purchase and maintain catastrophic student accident insurance or its equivalent covering injury to all enrolled students who participate in intramural or interscholastic sports, gym classes, and non-sport extra-curricular activities including band members, cheerleaders, majorettes, student coaches, student trainers and student managers, with a maximum deductible of \$25,000 and minimum limits of:

- \$ 1,000,000 accident medical expense;
- \$ 250,000 catastrophic cash;
- \$ 25,000 accidental death; and
- \$ 25,000 accidental dismemberment.

Authorizer's Toolkit

Appendix X. Maryland Model Charter School Interview Protocol
Appendix XI. Maryland Model Charter School Application Scoring
Rubric

Appendix X. Maryland Model Charter School Interview Protocol

All applicants will be interviewed prior to charter approval. The interview will serve as one piece of a total approval picture. The value of the interview is to affirm or question the overall application quality. In the event of a marginally acceptable application the interview can be the deciding factor. In the event of serious concerns by the interviewers the interview may lead to a request for further information and or an investigation of the concerns as appropriate.

Process:

- I. The interview should be a minimum length of 90 minutes, attended by the district's charter school liaison, a senior district administrator, and one or two additional district staff such as a special education administrator.

- II. The interview should be an informal meeting in which the interviewers ask a series of open questions in order to satisfy themselves as representatives of the district that:
 - i. The founders are a credible group of serious individuals with the skills, talents, commitment, resources, and character necessary to create the charter school.
 - ii. The founders have clear and reasonable intended roles in the school once approved, e.g., as Directors, employees, and/or volunteers.
 - iii. The founders demonstrate "ownership" of the application process, e.g., if the founders were assisted in developing the application by consultants, attorneys, accountants, management organizations, etc.; does the proposed school reflect the founders' vision and are the founders knowledgeable concerning the school's design.
 - iv. Are the founders aware of the nature and mutual responsibilities of the future relationship between the district and the proposed charter school?

- III. The interviewers should express their concerns, if any, with the founders and allow them a chance to reply.

- IV. At the conclusion of the interview the interviewers will meet to discuss their impressions and write a brief summary report with recommendations.

Appendix XI. Maryland Model Charter School Application Scoring Rubric

Review Criteria

Charter School Application



Application

Lead Agency: _____

Application Title: _____

Reviewer

Reviewer: _____

Signature: _____

Date: _____

SCORE SUMMARY

<u>Section</u>	<u>Maximum Score</u>	<u>Reviewer's Score</u>
Application Cover Sheet	C / I *	_____
Abstract	C / I *	_____
Table of Contents	C / I *	_____
Description of Founders	10	_____
Education Plan	40	_____
Operation Plan	20	_____
Facilities Plan	10	_____
Business Plan	20	_____
Appendices	C / I *	_____
TOTAL SCORE	100	_____

*C for complete

* I for incomplete or missing

Requirement: All applications must be complete, organized as specified and meet the formatting criteria to be considered for approval. Please be sure that each of the sections listed below is included in this application. Applications that are not complete will be returned to the applicant without being reviewed.

Application Format: The narrative of the application should be limited to a discussion of each of the criteria presented in the guidelines. Additional information that may support the information presented in the narrative and help the Board to assess better the proposed public charter school should be included in the appendices. The application should be prepared in a clear and concise manner. It should address all appropriate points of these guidelines. The application must contain the following sections and appendices in the order listed below.

Cover Sheet (form provided)

Table of Contents

Executive Summary

A. Description of Founders

B. Education Plan

C. Operation Plan

D. Facilities Plan

E. Business Plan

Appendices (Using forms provided in application guidelines)

Application Checklist Form

Affidavit, Disclosure, and Consent for Background and Credit Check Form

Compliance Assurances Form

Articles of Incorporation (if available)

By-laws (if available)

Résumés and Statements of Interest and Qualifications of Founding Members and/or Board Members

Conflict of Interest Form (for each member of the founding group and Board of Directors member)

Letter of Intent for Facility (if applicable)

Conversion Endorsement Certification (if applicable)

Examples of additional information that may be included in the appendices include: curriculum samples showing alignment with Maryland Voluntary State Curriculum (MVSC); content and performance standards; letters demonstrating community support; program descriptions; architectural drawings/floor plans of potential school sites; financial statements; parent, student, or faculty handbooks; samples of student work, etc.

Follow these formatting guidelines *exactly*.

- Use one-inch margins and number all pages of the proposal narrative.
- Narrative must use line spacing of at least 1.5 and a type size of 12-point font (Arial or Times New Roman).
- Use the prescribed cover sheet as the first page of the proposal.
- List page numbers for each section of the application and appendix in the Table of Contents and follow the same order and format as defined above in these guidelines.
- Number each appendix sequentially.
- Identify in the header of each page, the name for each of the five areas (A-E described above).
- Include in the footer of each page an identification of the applicant, date of submission and page number.
- Follow the numbering scheme used in this application when writing your response.
- Submit one electronic copy (Microsoft Word/Excel format) on Compact Disk and x hard copies (1 original and x copies). Note: x to be determined by local school system.
- Include tabs to separate each of the sections of the application and the appendices.
- All copies of the proposal should be on standard size (8½” x 11”) paper of regular weight.

- Copies should be provided in a manner conducive to easy copying, e.g. NO Permanent Binding.

Use this page to make comments about the application in general, or to address concerns, not addressed elsewhere in the rubric.

Comments:

Application Cover Sheet (0 point):	<input type="checkbox"/> Complete	<input type="checkbox"/> Incomplete
Abstract (0 points):	<input type="checkbox"/> Complete	<input type="checkbox"/> Incomplete
Table of Contents (0 point):	<input type="checkbox"/> Complete	<input type="checkbox"/> Incomplete
Appendices (0 points):	<input type="checkbox"/> Complete	<input type="checkbox"/> Incomplete

A. Description of Founders (10 Points)

Criteria:

- The composition of the group or partnership that is working together to apply for a charter
- Complete listing of those who will become members of the school Board of Directors, their qualifications and backgrounds.
- Plans for further recruitment of founders or organizers of the school
- Description of any organizations that will assist in the planning and establishment of the school.
- If the application is filed in partnership with a college, university, museum, educational institution, another not-for-profit entity, an educational management organization, or any other partner, describe the nature and purpose of the school’s partnership with the organization.
- If applicable, details of the relevant expertise of a retained consultant or professional who will assist in the planning and establishment of the school.
- Description of the planning process that led to the decision to form a school and apply for a charter and how the founders engaged individuals with the requisite skills, competencies, and commitment in the planning process.
- A narrative of how parents, teachers, and other members of the community have been involved in developing the school's mission, philosophy, focus, goals, and design and how they will continue to be involved in its implementation.

SCORING RUBRIC:

Description of Founders (10 Total Points)		
Exemplary (In addition to meeting all conditions listed in “Meets Standard”) Points: 7-10	Meets Standard (Meets all conditions listed for each criterion) Points: 4-6	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion) Points: 0-3
<ul style="list-style-type: none"> • Applicant has included detailed information on the founding group, all partnerships involved in the charter school, and 	<ul style="list-style-type: none"> • Applicant has provided all relevant information concerning the founding group, including each individual’s qualifications, 	<ul style="list-style-type: none"> • Applicant has provided insufficient data on the founding group, their qualifications, and/or partnerships formed to

Description of Founders (10 Total Points)		
Exemplary (In addition to meeting all conditions listed in “Meets Standard”) Points: 7-10	Meets Standard (Meets all conditions listed for each criterion) Points: 4-6	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion) Points: 0-3
<p>have included required background information as appendices.</p> <ul style="list-style-type: none"> • The proposed Board of Directors has a proven record of success in assisting students in meeting rigorous state standards. • Applicant has listed and has provided complete information about organizations they will partner with in the planning and establishment of charter schools. These organizations will have experience in and proven ability to work with charter schools. • All consultants and professionals involved with the school will be shown to be experienced in working with charter schools. • Applicant has described in detail the competencies and commitment of members of the individuals involved in the planning process. 	<p>training, and background, as well as information about any partnership with other educational institutions, etc.</p> <ul style="list-style-type: none"> • Applicant has provided a listing of the proposed Board of Directors, and has described plans for further recruitment of school organizers. • Applicant has described, in detail, all organizations that will assist in the planning and establishment of the school, as well as their continued involvement. • Applicant has provided information about all consultants and/or professionals who will assist in the planning and establishment of the school. • Applicant has delineated the planning process that led to the decision to form a school 	<p>open and manage the charter</p> <ul style="list-style-type: none"> • A listing of the Board of Directors has not been provided or is incomplete. • Applicant has failed to describe fully the organizations that are involved in the planning and establishment of the school. • Information provided about outside consultants and/or professionals is incomplete or fails to demonstrate that the organizations on the list can provide acceptable levels of service. • Applicant has failed to outline the planning process leading to the decision to form a charter school.

Description of Founders (10 Total Points)		
Exemplary (In addition to meeting all conditions listed in “Meets Standard”) Points: 7-10	Meets Standard (Meets all conditions listed for each criterion) Points: 4-6	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion) Points: 0-3
<ul style="list-style-type: none"> • Applicant has provided clear examples of how community members are involved in the planning process for the school and how they will continue to be involved in its implementation. 	<ul style="list-style-type: none"> • Applicant has described how parents and community members have been involved in the planning process. 	<ul style="list-style-type: none"> • Applicant has provided insufficient evidence of community involvement in the planning of the school.

Points Assigned: _____

Strengths and Weaknesses:

B. Education Plan (40 Points)

Criteria:

- Clearly defined mission of the proposed charter school and a succinctly delineated vision for the school
- Explanation of the target student population, including the grade or age levels of the student population the school plans to serve and the relationship between the student population and the geographic area of the school.
- The characteristics of prospective students, including those likely to have special needs.
- Illustration of the need for this proposed school in the community it will serve and the target student population.
- The educational needs of students and what is special and promising about the way the school will address these needs.
- Evidence of how the community has demonstrated support for the proposed school, with specific examples and sources, including evidence of parental demand for the school.
- The areas of concentration, student needs, nontraditional instructional groupings, or themes on which this school intends to focus.
- The educational foundation of the proposed school, including instructional methods to be used.
- Delineation of the school’s approach to educating children with special needs, including those with Limited English Proficiency (LEP)
- The scope of community demand for the school and actual and proposed community organizations which will partner with the school.
- Clearly defined goals and objectives the school will seek to achieve and against which the school’s performance will be measured.
- Performance standards, including both academic and nonacademic areas of the curriculum and how these standards will serve the identified student population.
- A description of the curriculum that will be used by the school, including the objectives, content, and skills to be taught in the main subject areas at each grade level in the school.

SCORING RUBRIC:

Education Plan (40 Total Points)		
Exemplary (In addition to meeting all conditions listed in “Meets Standard”) Points: 27-40	Meets Standard (Meets all conditions listed for each criterion) Points: 14-26	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion) Points: 0-13
<ul style="list-style-type: none"> • Applicant presents clear and in-depth strategies and methods of learning and teaching based on academic state content standards. • Applicant has shown evidence of community 	<ul style="list-style-type: none"> • Applicant clearly defines the mission and vision of the school. • The target student population is clearly identified. • Applicant has shown the need for the school in the 	<ul style="list-style-type: none"> • The mission and vision of the school is not adequately expressed. • The target student population is inadequately identified. • The need and support for the school within the

Education Plan (40 Total Points)		
Exemplary (In addition to meeting all conditions listed in “Meets Standard”) Points: 27-40	Meets Standard (Meets all conditions listed for each criterion) Points: 14-26	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion) Points: 0-13
<p>support for the school and a plan for ongoing support and involvement.</p> <ul style="list-style-type: none"> • Instructional methods are shown to be clearly supportive of the educational mission of the school. • Curriculum is clearly aligned with state standards and benchmarks. • Applicant clearly defines and articulates measurable outcomes for student achievement. • Strong comprehensive student assessment program is aligned with the charter school’s educational programs and includes a variety of means to assess student progress, including the statewide assessment program. 	<p>community it will serve.</p> <ul style="list-style-type: none"> • The areas of concentration are clearly defined, and how the needs of students will be met. • The educational foundation, including instructional methods to be used, is described. • Curriculum is described, including objectives, content, and skills to be taught, and how the content is aligned with the MD Voluntary State Curriculum (VSC). • Defined approach to educate children with special needs (including high needs, limited English, & students with disabilities) • Sufficient documentation is presented of the school’s ongoing relationship with parents of students • The scope of community backing for the school and its organizers is demonstrated • Student assessment program is aligned with the charter school’s educational program and student outcomes. 	<p>community is not clearly defined.</p> <ul style="list-style-type: none"> • Instructional methods are not clearly expressed. • Applicant is unclear in presenting strategies and methods of learning and teaching that are based on rigorous academic state content standards. • Curriculum is not aligned with Voluntary State Curriculum. • Student performance outcomes are not clear and measurable. • Comprehensive student assessment program is not aligned with the charter school’s educational program and student outcomes. • Community support is not demonstrated. • A student assessment program is either not defined or not shown to be aligned with the charter school’s educational program.
<ul style="list-style-type: none"> • Professional development activities are clearly aligned with the VSC or school’s curriculum. 	<ul style="list-style-type: none"> • Applicant demonstrates capacity to collect and analyze student performance and 	<ul style="list-style-type: none"> • Applicant does not demonstrate the capacity to collect and analyze student performance and

Education Plan (40 Total Points)		
Exemplary (In addition to meeting all conditions listed in “Meets Standard”) Points: 27-40	Meets Standard (Meets all conditions listed for each criterion) Points: 14-26	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion) Points: 0-13
<ul style="list-style-type: none"> Plans and resources for serving students with disabilities are clearly delineated. Applicant clearly demonstrate the experience and expertise of personnel (management, certified) Strategies which address minority achievement and differentiated instruction for students with varying instructional levels are clear and complete. 	<p>achievement data.</p> <ul style="list-style-type: none"> Plans and resources for serving students with disabilities are complete and adequate. Applicant demonstrates the expertise of personnel (management, certified). Goals and objectives of the school and performance indicators against which the school’s performance will be judged are adequately expressed. 	<p>achievement data.</p> <ul style="list-style-type: none"> Plans and resources for professional development are incomplete and/or inadequate. Plans and resources for serving students with disabilities are incomplete and/or inadequate. Applicant does not demonstrate expertise of personnel. The overall goals and objectives of the school are unclear, and the performance benchmarks are not adequately defined.
<ul style="list-style-type: none"> Policies and standards for promoting students to the next grade, achievement level, or grouping level are clear and complete. Graduation standards (if applicable) are clear and complete. 	<ul style="list-style-type: none"> Policies and standards for promoting students to the next grade, achievement level, or grouping level are adequately expressed. Graduation standards (if applicable) are adequately expressed. 	<ul style="list-style-type: none"> Policies and standards for promoting students to the next grade, achievement level, or grouping level are not adequately defined. Graduation standards (if applicable) are not adequately defined.
<ul style="list-style-type: none"> Benchmarks for each goal are clear, measurable and complete. 	<ul style="list-style-type: none"> Benchmarks for each goal are adequately defined and measurable. 	<ul style="list-style-type: none"> Benchmarks for each goal are not adequately defined and/or measurable.
<ul style="list-style-type: none"> Baseline for measuring performance and progress is clear and complete. 	<ul style="list-style-type: none"> Baseline for measuring performance and progress is adequately described. 	<ul style="list-style-type: none"> Baseline for measuring performance and progress is not adequately described.
<ul style="list-style-type: none"> Assessment methods are clearly and completely aligned to the proposed curriculum, standards, and instructional materials. Methods for measuring progress towards meeting specified performance 	<ul style="list-style-type: none"> Assessment methods are adequately aligned to the proposed curriculum, standards, and instructional materials. Methods for measuring progress towards meeting specified performance 	<ul style="list-style-type: none"> Assessment methods are not adequately aligned to the proposed curriculum, standards, and instructional materials. Methods for measuring progress towards meeting specified performance

Education Plan (40 Total Points)		
Exemplary (In addition to meeting all conditions listed in “Meets Standard”) Points: 27-40	Meets Standard (Meets all conditions listed for each criterion) Points: 14-26	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion) Points: 0-13
indicators are clear and complete; including tests, other assessment tools, comparisons, other analyses and how results will be displayed.	indicators are adequate; including tests, other assessment tools, comparisons, other analyses and how results will be displayed.	indicators are not adequate; including tests, other assessment tools, comparisons, other analyses and how results will be displayed.
<ul style="list-style-type: none"> Reporting to parents, community and chartering authority about progress and performance is clearly and completely described. Reporting to parents, community and chartering authority about meeting adequate yearly progress as required by the No Child Left Behind Act is clearly and completely described. 	<ul style="list-style-type: none"> Reporting to parents, community and chartering authority about progress and performance is adequately described. Reporting to parents, community and chartering authority about meeting adequate yearly progress as required by the No Child Left Behind Act is adequately described. 	<ul style="list-style-type: none"> Reporting to parents, community and chartering authority about progress and performance is not adequately described. Reporting to parents, community and chartering authority about meeting adequate yearly progress as required by the No Child Left Behind Act is not adequately described.
<ul style="list-style-type: none"> Use of assessment results to develop a school improvement plan, improve classroom activities and contribute to individual student achievement is clearly and completely described. 	<ul style="list-style-type: none"> Use of assessment results to develop a school improvement plan, improve classroom activities and contribute to individual student achievement is adequately described. 	<ul style="list-style-type: none"> Use of assessment results to develop a school improvement plan, improve classroom activities and contribute to individual student achievement is not adequately described.

Points Assigned: _____

Strengths and Weaknesses:

C. Operation Plan (20 Points)

Criteria:

- A detailed description of the organizational structure of the school and the school governance plan
- Clearly defined roles and responsibilities of the Board of Directors, including recruitment, selection, terms of office, and relationship to the school's administration
- Description of the administrative structure of the school, including the nature and extent of teacher, parent, and student input into decision-making
- Clear statement describing the school's intent to follow the local school districts rules and policies
- Student policies and procedures, including the calendar to be used for recruiting and registering students, admission and enrollment policies, and policies regarding withdrawals, suspensions, and expulsions of students
- Clearly expressed criteria to be applied in selecting the school's leader, other administrators, teachers, and staff. Staffing plan and relevant employment policies identified.
- Description of what has been done to publicize and market the school in the community the school plans to serve. Includes a plan to reach students representative of the racial and socio-economic diversity in the community, including typically "harder to reach" families.
- A plan that addresses the transportation needs of all students, including low-income and at-risk students, and is in keeping with local districts' policies and procedures
- Description of food service plans and how these plans will address the National School Lunch requirements
- An adequate system for acquiring and maintaining student records must be shown
- A clear and detailed timeline for getting the school into operation, from receipt of the charter to the opening of the school.
- Definition of any contracts entered into with educational management organizations, including a description of the contract, performance evaluation methods, payment structure, and conditions for renewals and terminations.

SCORING RUBRIC:

Operation Plan (20 Total Points)		
Exemplary (In addition to meeting all conditions listed in "Meets Standard") Points: 14-20	Meets Standard (Meets all conditions listed for each criterion) Points: 7-13	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion) Points: 0-6
<ul style="list-style-type: none"> • Applicant clearly defines the school's governing body and has included a detailed organizational 	<ul style="list-style-type: none"> • Applicant has defined the school's governing body and has provided an organizational chart. 	<ul style="list-style-type: none"> • The governance of the school is unclear and/or no organizational chart has been provided.

Operation Plan

(20 Total Points)

Exemplary (In addition to meeting all conditions listed in “Meets Standard”)	Meets Standard (Meets all conditions listed for each criterion)	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion)
Points: 14-20	Points: 7-13	Points: 0-6
<p>chart.</p> <ul style="list-style-type: none"> • The relationship of the Board of Directors to the administration, the staff, and the community is detailed. • The relationship of the school’s administration to parents, teachers, and students in the governance of the school is outlined. • Applicant have demonstrated adherence to all State and local guidelines for all student policies and procedures. • Qualifications for all key leadership roles are clearly expressed and the student to teacher ratio has been clearly defined. • The staffing plan clearly addresses the number of staff to be hired, their qualifications, and includes all employment policies, as well as the use of volunteers and substitute teachers. • Outreach efforts to the community are demonstrated to be of sufficient quality and a real effort has been made to reach a broad audience in recruitment policies, including all racial, social groups, including “hard to reach” families. • The transportation plan 	<ul style="list-style-type: none"> • The composition, roles and responsibilities of the Board of Directors is clearly set forth. • The administrative structure of the school is presented and how the administration will follow the school district’s rules and policies. • Applicant describe the timetable for recruiting and registering students, the procedures for selecting, admitting and enrolling students, as well as policies for withdrawals, suspensions and expulsions. • Criteria for choosing the school’s leader, key staff, and teachers are clearly defined. • A detailed staffing plan for the school is provided. • Applicant provides evidence that outreach efforts have been made into areas that are considered to be economically disadvantaged. • A transportation plan has been provided, one which addresses the transportation needs of all students. • Applicant has outlined plans for how food services will address 	<ul style="list-style-type: none"> • A list of the Board of Directors has not been provided, or their mandate or roles are not clear. • The administration of the school is ill-defined. • No timetable for recruiting and registering student has been provided, or the procedures for selecting and admitting students are unclear. Policies for withdrawals, suspensions, and expulsions are not defined. • The criteria for choosing the school’s leader and other key staff are not expressed or are not completely developed. • No staffing plan is provided, or the staffing plan is inadequate. • There is no evidence of outreach efforts into the community. • No transportation plan has been provided or the transportation plan does not address the needs of <i>all</i> students. • The food services plan does not sufficiently address National School Lunch requirements. • A system for maintaining student records is not available or not clearly presented. • The timeline for getting the

Operation Plan (20 Total Points)		
Exemplary (In addition to meeting all conditions listed in “Meets Standard”) Points: 14-20	Meets Standard (Meets all conditions listed for each criterion) Points: 7-13	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion) Points: 0-6
<p>clearly outlines how the school will ensure that adequate transportation is not a barrier for any students.</p> <ul style="list-style-type: none"> • The system for maintaining student records adequately addresses all relevant privacy and security issues. • The timeline for getting the school into operation addresses the integration of parents, teachers, and community members into the school, and any services requested of the local school district. 	<p>National School Lunch requirements.</p> <ul style="list-style-type: none"> • Applicant has clearly defined the system for maintaining and disseminating student records. • A clear and detailed timeline for getting the school into operation has been provided. • Any contracts with educational management organizations have been listed and defined. 	<p>school into operation has not been provided or inadequately outlines the timeframe.</p> <ul style="list-style-type: none"> • Contracts with educational management organizations are not defined or are not valid.

Points Assigned: _____

Strengths and Weaknesses:

D. Facilities Plan (10 Points)

Criteria:

- The school must comply with all applicable health and safety laws, including any state and local building codes, and additionally any building used as a school must be able to physically accommodate all students (including those with special needs), the programs, and the services offered.
- If the school’s facility has been identified, the location, the layout and description of the facility, any anticipated construction or renovation, financing plans must be detailed.
- If the school’s facility has not been identified, as specifically as possible, discuss: the proposed location of the school, financing plans for acquisition, and any progress or future steps.
- If proposing to convert an existing public school, indicate any plan to lease the current facility from the district.

SCORING RUBRIC:

Facilities Plan (10 Total Points)		
Exemplary (In addition to meeting all conditions listed in “Meets Standard”) Points: 7-10	Meets Standard (Meets all conditions listed for each criterion) Points: 4-6	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion) Points: 0-3
<ul style="list-style-type: none"> • Applicant has shown title to a facility or other evidence that the facility has been secured. • A layout and description of the facility shows number and size and usage of all rooms. • Applicant has provided assurance that the facility will meet the needs of all students, including those with special needs. • Plans are described for ensuring that security, maintenance, and custodial services will be adequate. 	<ul style="list-style-type: none"> • Applicant has ensured that the school facility complies with all applicable health and safety laws, and that the school is adequate to house the number of students proposed. • If the facility has been identified, Applicant has provided the location of the building and has described the facility. • Applicant has demonstrated how this site would be suitable for the school. • Applicant has provided a detailed breakdown of anticipated construction, renovations, etc. • Any leasing arrangements for the facility are identified and/or any 	<ul style="list-style-type: none"> • Applicant has not demonstrated that the school facility will meet health and safety laws and/or that the facility is not adequate to house the students. • Insufficient information has been provided regarding the location of the school. • Applicant has not shown that the site is suitable for this school and its students. • Incomplete or missing breakdown of construction costs for renovations. • Information about leasing arrangements and financing plans is missing or incomplete.

Facilities Plan (10 Total Points)		
Exemplary (In addition to meeting all conditions listed in “Meets Standard”) Points: 7-10	Meets Standard (Meets all conditions listed for each criterion) Points: 4-6	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion) Points: 0-3
	financing plans.	

Points Assigned: _____

Strengths and Weaknesses:

E. Business Plan (10 Points)

Criteria:

- Business plan must be detailed, complete and appropriate for a charter school.
- All activities described in Education, Operations and Facilities Plans must be adequately funded.
- Costs breakdowns must be reasonable.
- Individuals responsible for completion of work; expertise of those individuals
- Adherence to fiscal requirements

SCORING RUBRIC:

Business Plan (20 Total Points)		
Exemplary (In addition to meeting all conditions listed in “Meets Standard”) Points: 14-20	Meets Standard (Meets all conditions listed for each criterion) Points: 7-13	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion) Points: 0-6
<ul style="list-style-type: none"> • Per-pupil funds are clearly defined and any shortages in operating expenses are identified and the anticipated methods of making up the shortfalls are detailed. • Fundraisings efforts are clearly adequate and of an ongoing nature. • The position for managing the school’s finances is clearly defined and the qualifications for the position are clearly stated. • Applicant has demonstrated that all budgetary and fiscal controls are in accordance with generally accepted accounting principles. • Requested budget worksheets give clear information on every aspect of the schools anticipated financial picture. • Clear evidence is presented 	<ul style="list-style-type: none"> • Applicant has discussed anticipated per-pupil funds from county, state, and federal sources. • Expected additional funds or property to defray costs of planning, startup, and operation of the school are described. • Planned fundraising efforts to generate capital to supplement operating expenses are outlined. • The position in the school responsible for managing finances is described. • Applicant have clearly demonstrated the fiscal controls and financial management policies the school will utilize to track finances. • The annual budget for the school is described in detail. • All required budget worksheets are included: Start-up budget, Multi-year 	<ul style="list-style-type: none"> • Per-pupil funds from government sources do not exist or are not mentioned. • No or inadequate additional funds are delineated. • Fundraising efforts are not described or are inadequate. • The financial management position is not defined or has not been adequately described. • Financial controls are not outlined or are insufficient. • Applicant has not provided a clear description of the development process for the annual budget or the process is not satisfactory. • Budget worksheets are missing or incomplete. • No contributions of funds or in-kind donations are mentioned. • No indication of insurance or the coverages listed are not adequate.

Business Plan (20 Total Points)		
Exemplary (In addition to meeting all conditions listed in “Meets Standard”) Points: 14-20	Meets Standard (Meets all conditions listed for each criterion) Points: 7-13	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion) Points: 0-6
<p>that all insurances will be presented in a timely fashion before the grant can be issued.</p> <ul style="list-style-type: none"> • Applicant will demonstrate that they will be prepared for annual audits of all financial operations of the school. 	<p>budget, Cash Flow Projections.</p> <ul style="list-style-type: none"> • Expected contributions of funds or in-kind donations to be received are described. • The types of insurance and the levels of coverage sought. • Any provisions made for conducting annual audits of the financial operations of the school are outlined. 	<ul style="list-style-type: none"> • No audit process has been defined or the process is incomplete.

Points Assigned: _____

Strengths and Weaknesses: