

**Administrative Procedures for Policy #1915 (Administration)
for the Establishment of Public Charter Schools**

I. Authority

- A. A public charter school operates under the authority of the Board of Education of Calvert County and may be either a new school or the conversion of an existing public school. Except as provided in section 9-104 of the Education Article, Annotated Code of Maryland, the public charter school must abide by the provisions of all laws, policies, and regulations governing other public schools, except as otherwise provided in policy, state and federal law.
- B. The primary public chartering authority for the granting of a charter is the Board of Education of Calvert County.
- C. The secondary public chartering authority for the granting of a charter is the State Board of Education. The State Board may assume chartering authority for a restructured school in accordance with section 9-104 of the Education Article, Annotated Code of Maryland.

II. Application and Appeal Process

- A. An application to establish a public charter school may be submitted to the Board of Education by:
 - 1. The staff of a public school;
 - 2. A parent or guardian of a student who attends a public school in Calvert County;
 - 3. A nonsectarian, nonprofit entity;
 - 4. A nonsectarian institution of higher education in the state; or
 - 5. Any combination of persons specified above
- B. Under Maryland Law, the Board of Education shall not grant a charter to:
 - 1. A private school;
 - 2. A parochial school; or
 - 3. A home school
- C. General Application Process for a Public Charter School
 - 1. The applicant for a Public Charter School has the responsibility to demonstrate that they have the requisite vision, comprehension, know-how and ability to effectively and competently implement, and succeed in the implementation of, an innovative and creative learning alternative which will improve the education of the children of Calvert County. This includes the

applicant's demonstrating an understanding of, and competency to address, all aspects of public-school governance, administration and instruction, as well as all supporting services and programs, as are required of the Calvert County Public School system.

- a. Submittal of Concept Proposal
 - 1) The purpose of providing a concept proposal is to provide the applicant the opportunity to informally share information and receive feedback regarding the evaluation process.
 - 2) A concept proposal may be submitted to the Superintendent or designee by May 1 of the calendar year preceding the proposed starting date to provide initial feedback and receive information regarding the evaluation process prior to the formal application process.
 - 3) The attached exhibit entitled "Concept Proposal for a Public Charter School" is provided as a resource if the applicant seeks to submit a proposal.
- b. Those interested in applying to operate a public charter school must submit an application to the Superintendent or designee by August 1 of the calendar year prior to the proposed starting date. An electronic version of the application 26 hard copies, and one clearly labeled unbound original must be submitted to the Superintendent or designee. (See application)
- c. On receipt of an application, staff will review the application for technical completeness.
- d. After completion of the initial staff review of the application, the applicant will be provided, in writing, initial comments regarding the technical completeness of the application and will be given an opportunity to address incomplete areas. The applicant will have two (2) weeks to respond to the feedback.
- e. Prior to the final evaluation of the application, the applicant will be scheduled for an interview with the Superintendent and the Superintendent's Executive Team. The applicant will be provided an opportunity to address any areas of deficiency identified by staff, as well as provide responses to areas of interest identified by the Superintendent and the Superintendent's Executive Team.
- f. After the interview, the Superintendent or designee will prepare a formal recommendation for consideration by the Board of Education with regards to the substance of the application and its ability to be approved.
- g. The Board of Education will consider the Superintendent's recommendation, in addition to the entirety of the application, and the

applicant's written response to any issues identified by staff and will make a final decision on the application.

- D. Upon the acceptance of a completed application for a public charter school, the Board of Education shall render a decision within 120 days of receipt of said application.
- E. Within thirty (30) calendar days of the application approval, it is an expectation that the Board of Education and the applicant shall complete a charter school agreement.
- F. A public charter school may begin operation in the school year following the date the charter is granted, provided approval is granted no later than the last board meeting in December of the preceding school year.
- G. If the Board of Education 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 the Education Article, Annotated Code of Maryland.
- H. By law, the State Board shall render a decision within 120 days of the filing of an appeal under this section.
- I. Each application shall include, but not limited to, the following components:
 - 1. Executive Summary
 - 2. Profile of Founding Group
 - 3. Background Information
 - a. References:
 - 1) The following components must be addressed in this section:
 - i. Employment history
 - ii. Education history
 - iii. Statement of Intent
 - iv. Background and Credit Check Affidavit
 - v. Vision for the public charter school and a mission statement as to how the vision will be achieved
 - vi. Overview of needs identified to be addressed by the public charter school
 - vii. Overview of what is innovative and creative about the public charter school distinguishing it from current CCPS, and how the public charter school is expected to improve on current CCPS student performance.
 - viii. Brief description of the program to be implemented, including any specific focus of the program
 - ix. Proposed start date and duration of the charter
 - x. Contact name, address, phone, e-mail information
 - xi. Resumes of founding group members

4. Governance Structure

- a. Applicants must clearly define the governance structure that will be in place for the public charter school. Staff, parents and the community must be represented in the governance structure.

1) The following components must be addressed in this section:

- i. Description of organizing group
- ii. Business arrangements or partnerships
- iii. Expertise of any consultant
- iv. Methods of conflict resolution
- v. By-laws
- vi. Proposed communication plan
- vii. Legal entity/corporate structure
- viii. Governing boards – membership, roles, responsibilities, functions
- ix. Conflict of Interest Form

5. School Management and Administrative Structure

- a. Applicants must specify the methods by which they expect to achieve legal, fiscal, and programmatic accountability for the operation of the public charter school and must be accountable to the local Board for performance results and for fiduciary responsibility.

1) The following components must be addressed in this section:

- i. Organizational chart and description
- ii. Role and responsibilities
- iii. Proposed operation structure
- iv. Proposed code of ethics
- v. Proposed compliance plan
- vi. Administrative practices
- vii. Administrative staffing plan
- viii. School management
- ix. Organizational chart for the charter school
- x. Conflict of Interest Form

6. Student Population and School Calendar

7. Recruiting and Marketing Plan

- a. The following components must be addressed in this section:

- 1) Publicizing the school
- 2) Reaching the “hard to reach” families
8. Private School Conversion Plan (if needed)
9. Education Plan
 - a. The following components must be addressed in this section:
 - 1) Describe how the proposed program is innovative and creative, as distinguishable from current CCPS programs.
 - 2) Describe how the program will improve the education of students in CCPS, in ways distinguishable from current CCPS student performance.
 - 3) Demonstrate alignment with Federal, State and local educational plans, goals and objectives, including, but not limited to the Common Core State Curriculum.
 - 4) Describe methods to measure progress
 - 5) Grades served, number of students, etc.
 - 6) Student population and the geographic area
 - 7) Philosophy and goals of the program
 - 8) Education levels to be offered (preschool, elementary, middle, secondary)
 - 9) Student to teacher ratio
 - 10) Fully developed curriculum showing alignment with Maryland College and Career Ready Standards
 - 11) Instructional methods to implement the curriculum
 - 12) Appropriate technology, equipment, libraries and other media available
 - 13) Extracurricular offerings
 - 14) Extended day program/supplemental programs – both free and fee-based
10. Academic Program Standards and Curriculum
 - a. The following components must be addressed in this section:
 - 1) Educational program
 - 2) Goals and objectives
 - 3) Time spent on core classes/Length of school day
 - 4) Sample schedule
 - 5) Student Achievement Goals

- 6) Learning standards and curriculum
- 7) Innovative learning opportunities and creative education approaches
- 8) Provision for student with disabilities (IDEA and Section 504) to be included in the educational program
- 9) Provision for English Language Learners to be included in the educational program

11. Student Assessment

- a. The following components must be addressed in this section:
 - 1) Plan to assess student performance in the core academic areas
 - 2) Baseline student academic achievement levels established
 - 3) Baseline rates compared to academic progress achieved
 - 4) Evaluation of progress comparison
 - 5) Methods used to identify educational strengths
 - 6) Participation in the statewide assessment program
 - 7) Schedule of the state assessments
 - 8) Requirements for Graduation (secondary schools)
 - 9) State or local rules waived
 - 10) Meeting the needs of students at-risk of academic failure
- b. In addition to the standards used by the Board of Education of Calvert County and the Maryland State Board of Education (HSA, PARCC) and how they will be addressed, describe any additional:
 - 1) Educational outcomes to be achieved
 - 2) Measurement and reporting of student performance and progress
 - 3) Non-academic goals to be achieved

12. Student Support Services

- a. The following components must be addressed in this section:
 - 1) Extracurricular activities
 - 2) Technology/media availability
 - 3) Student admission procedures
 - 4) Student enrollment and attendance
 - 5) Compulsory attendance
 - 6) Student withdrawals and dismissals

13. Code of Student Conduct

a. The following components must be addressed in this section:

- 1) Discipline strategies and interventions
- 2) Discipline philosophy

14. Parent Involvement and Community Participation

a. A description of the type and extent to which there is sufficient community support for the proposed public charter school must be submitted.

1) The following components must be addressed in this section:

- i. Strategies to build family-school partnerships
- ii. Parent involvement
- iii. Staff involvement
- iv. Community partnerships
- v. Community backing
- vi. Handling disputes-staff, student, parents
- vii. Support for conversion to charter school
- viii. Orientation plans for parents, staff and community

15. Personnel

a. The following components must be addressed in this section:

- 1) Roster of public charter school
- 2) Determination of positions
- 3) Job descriptions
- 4) Staff minimum qualifications
- 5) Teacher program and related duties
- 6) Information on volunteers
- 7) Personnel and accounting plan
- 8) Evidence of meetings, conversations
- 9) Staff plan
- 10) Projected staffing needs
- 11) Detail of any additional contracts needed to provide staff services
- 12) Access to and knowledge of Calvert Education Association (CEA), Calvert Association of Educational Support Staff (CAESS)

and Calvert Association of Supervisors and Administrators
(CASA) negotiated agreements

16. Human Resources Information

- a. The following components must be addressed in this section:
 - 1) Recruitment, employment and retention
 - 2) Payroll and benefits
 - 3) Certification
 - 4) Records management
 - 5) Contact information

17. School Facilities

- a. Unless otherwise agreed, a public charter school applicant shall be responsible for providing and maintaining a facility.
- b. Evidence to demonstrate all school facilities comply with all Federal, State and local public school building requirements is required.
- c. A facilities plan must be provided that specifies cost, location, available space, as well as the use, terms and conditions of the facility acquisition and necessary utilities.
 - 1) The following components must be addressed in this section:
 - i. Identification and location of site
 - ii. Planning and zoning approvals
 - iii. Building site plan and floor plan
 - iv. Building gross and net square footages
 - v. Building current and proposed space use
 - vi. Building inspection reports (s)
 - vii. Building systems and materials conditions
 - viii. Facility acquisition/lease – terms and conditions
 - ix. Proposed site redevelopment, new construction or renovation, and estimated costs
 - x. Schedule for occupancy
 - xi. Plans for building security and safety, maintenance and custodial services
 - xii. Copies of all required approvals for the facilities
 - xiii. Architectural drawings/floor plans

18. Finances

Administration 1915.1

Adopted: 10/23/03

Revised: 11/18/05; 3/20/06; 1/23/09, 6/3/13; 4/29/16; 10/28/2021

Page 8 of 18

- a. An applicant must submit a financial plan which includes a proposed budget outline, proposed student enrollment, and revenue sources. The plan will include assurances of financial solvency for the duration of the charter and accountability for the use of funds and resources.
- b. There are no specific local funds available for “start-up” costs associated with developing a Public Charter School. Start-up costs include acquisition of educational materials, supplies, furniture and other equipment and non-teaching personnel costs that are associated with start-up of a new facility. The Public Charter School is responsible for securing the resources needed to fund such start-up cost in the initial year and each year thereafter
 - 1) The following components must be addressed in this section:
 - i. Financial management, internal accounting procedures
 - ii. Provision of a sensitivity analysis for the proposed budget
 - iii. Budget for start-up expenses
 - iv. Revenues and planned expenditures
 - v. Fundraising
 - vi. Insurance
 - vii. Per-pupil allocation
 - viii. Ownership and inventory control
 - ix. School activity fund
 - x. Annual operating budget for duration of the charter agreement (includes start-up costs and conditions for providing operating support such as custodial, mail service, curriculum support, legal counsel, professional development)
 - xi. Annual capital budget for the duration of the charter agreement
 - xii. Appropriate property and casualty insurance
 - xiii. Plan for utilization of CCPS financial management/accounting/ procurement procedures
 - xiv. Provision for financial audits by school system
 - xv. Supervision of and inventory control of material, equipment and supplies
 - xvi. Provision of legally binding, executed funding commitments for all funds relied upon for budgeting

19. School Safety and Security

Administration 1915.1

Adopted: 10/23/03

Revised: 11/18/05; 3/20/06; 1/23/09, 6/3/13; 4/29/16; 10/28/2021

Page 9 of 18

- a. The following components must be addressed in this section:
 - 1) Safety and security of students and staff
 - 2) School insurance coverage
 - 3) Emergency plans
 - 4) Building security and safety plan
 - 5) Crisis Plan
- 20. Transportation
 - a. The following components must be addressed in this section:
 - 1) Proposed bus routes
 - 2) Policies to ensure equal access
 - 3) Transportation for students with special needs
- 21. Food and Nutrition
- 22. Instructional Accountability Plan
 - a. The following components must be addressed in this section:
 - 1) Proposed three-year plan
 - 2) Statement of goals
 - 3) Student academic content and performance standards
 - 4) Performance indicators
 - 5) Benchmarks (annual/long-term)
 - 6) Measurement tools
 - 7) Improved and renewal strategies
 - 8) Reporting procedures
 - 9) Compliance with federal, state and local accountability requirement
- 23. Final Documentation
 - a. The following component must be addressed in this section:
 - 1) Compliance Assurance Form
- 24. Other Information, as required, for Evaluation of Application
- 25. Conflict of Interest Form
 - a. The following component must be addressed in this section:
 - 1) Each founding member and individuals serving on the proposed charter school's board of directors will be required to complete a conflict of interest form.

26. Waivers

a. The following component must be addressed in this section:

- 1) An applicant must identify waivers it intends to request from either the local or state board that it deems necessary to execute the mission of the proposed charter school.

III. Employees Assigned to a Public Charter School

- A. A member of the professional staff assigned to a public charter school shall hold the appropriate Maryland certification and meet the federal requirements in order to be deemed a highly qualified teacher.
- B. Employees assigned to a public charter school are public school employees, as defined in §6-401(d) and §6-501(f) of the Education Article, Annotated Code of Maryland, and shall have all rights contained therein.
- C. Existing employee organizations and the public charter school may mutually agree to negotiate amendments to an existing agreement to address the needs of the particular public charter school

IV. Public Charter School Facilities

- A. Public Charter School facilities must comply with all Federal, State and local laws, rules, regulations and policies pertaining to public schools. If the public charter school wishes to use existing Calvert County Public Schools' buildings, such use must be negotiated with the Board of Education. Policies and regulations related to health and safety cannot be waived.

V. Student Admission

A. Tuition

1. Students domiciled in Calvert County will be eligible for admittance without tuition charge. Students not domiciled in Calvert County will be eligible for admittance without tuition charge only as allowed by CCPS for other non-domiciled students attending other schools in the school system. The amount of any tuition charged will be calculated as if the student is attending any other public school in Calvert County. The tuition will be paid to the Calvert County Public School System. However, the funding provided by the school system to the charter school for that student will be calculated in the same manner as for all other students attending the charter school.
2. No eligible non-tuition paying student may be denied admittance in the charter school in order to accept a tuition-paying student.

B. The public charter school cannot discriminate in its admissions policy and its policies must be in compliance with all federal and state anti-discrimination laws.

C. A random selection process must be used if the number of qualified applicants exceeds the predetermined student capacity in the public charter school.

VI. Compliance with Laws, Policies and Regulations

Administration 1915.1

Adopted: 10/23/03

Revised: 11/18/05; 3/20/06; 1/23/09, 6/3/13; 4/29/16; 10/28/2021

Page **11** of **18**

- A. A public charter school shall comply with the provisions of federal and state laws and regulations governing other public schools unless a waiver is granted by the State Board. The State Board is prohibited from granting a waiver from provisions of law or regulations relating to:
 - 1. Federal laws or regulations
 - 2. Title 9 of the Educational Article of the Annotated Code of Maryland
 - 3. Audit requirements.
 - 4. 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.
 - 5. The health, safety, or civil rights of a student or an employee of the public charter school.
 - B. A public charter school shall comply with all policies and regulations of the Board of Education unless granted a waiver by the Board of Education.
 - C. The Charter School shall ensure that students with special education identification will remain in compliance with, and adhere, to all normal IEP processes. Specific additional resources allocated to a student, via the approved IEP, will remain with the student going to the public charter school.
 - D. Criminal background checks shall be required as dictated by Board of Education policies and procedures, and applicable state law.
 - E. A charter may not be granted to a school whose operation would be inconsistent with any public policy initiative, court order, or federal improvement plan governing special education that is applicable to Maryland.
 - F. Employees assigned to a public charter school shall be evaluated in a manner that is consistent with state law and applicable Board of Education policies and regulations.
 - G. The Superintendent of Schools shall ensure that prior to opening a public charter school the operators of the school are informed of and address the human, fiscal, and organizational capacity needed to fulfill the school's responsibilities related to children with disabilities.
 - H. 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 6 and §504 of the Rehabilitation Act of 1973, 29 U.S.C. §794.
- VII. Evaluation of Approved Public Charter Schools
- A. The public charter school shall be evaluated annually based on student achievement, established goals and objectives, fiscal management, and other criteria pursuant to its approved application and the terms and conditions of its charter.
 - B. The Public Charter School shall provide regular progress reports, as determined appropriate by the Assistant Superintendent of Instruction, but not less than quarterly, on student achievement, fiscal management and other criteria pursuant to its approved application and the terms and conditions of its charter.

VIII. Revocation of a Charter

- A. The Board of Education may place a public charter school on probationary status to allow the implementation of a remedial plan, pending a decision to revoke the school's charter.
- B. The Board of Education may revoke a public charter school's charter for the following reasons.
 - 1. The school has not fulfilled a condition imposed by the Board of Education in connection with the granting of the charter.
 - 2. The school has failed to comply with the charter or provisions of federal, state, or local law.
 - 3. The fiscal condition of the school is substantially deficient.
 - 4. The academic condition of the school is substantially deficient.
 - 5. The facility can no longer support the needs of the educational program.
 - 6. The continuation of the operation of the public charter school is not in the best interest of the public, or of the students of the Calvert County Public School System.
- C. Upon revocation, personnel and students shall be reassigned pursuant to Board of Education policy and procedures.
- D. Upon revocation, all resources, real estate and property provided by the school system, or acquired with school system funds shall remain under the control of and be the property of the Board of Education.

IX. Reporting Requirements

- A. An annual report on each public charter school will be presented to the Board of Education including:
 - 1. Fiscal accountability;
 - 2. Student performance; and
 - 3. Any other matter required pursuant to the charter.
- B. Public charter schools shall comply with all federal, state, and local reporting requirements, unless waived.
- C. The Public Charter School shall be prepared to respond to all requests for written/oral reports.

X. Financial, Programmatic, or Compliance Audits of Public Charter Schools

- A. The Board of Education may require financial, programmatic, or compliance audits consistent with federal, state, and local law and procedures.
- B. The Board of Education will annually determine a funding allocation that includes the per pupil allocation for public charter schools that is in accordance with state law.

- C. The State Board or Board of Education may give surplus educational materials, supplies, furniture, and other equipment to a public charter school.
 - D. An approved public charter school may seek and receive other grants through local, state or federal government sources or private sources without a reduction in its fair share allocation unless otherwise provided in the charter.
 - E. The charter school shall be required to provide evidence of appropriate property and casualty insurance.
- XI. Upon submission of a completed and required application for a public charter school, the Board of Education shall render a decision with 120 days of receipt of said application.
- XII. Within thirty (30) calendar days of the application approval, it is an expectation that the Board and the applicant shall complete a charter school agreement.
- XIII. Closure and Dissolution Plan
- A. In the event that the Public Charter school ceases to operate for any reason, it will develop and submit a dissolution plan to CCPS, through the Superintendent or designee, no less than ninety (90) days prior to dissolution, that addresses the return of unused funds and all resources, real estate and property provided by CCPS or acquired with CCPS funds to CCPS; the transfer of student records; the administration of personnel records; the fulfillment of contractual obligations; the liquidation of assets; the assessment and satisfaction of all outstanding liability; final reporting requirements; final enrollment count; final audit; and the transition of students and staff.
- XIV. Resources to Aid Applicants in Developing an Application
- A. The following documents are offered in assisting the applicant in developing an application to meet expectations as outlined in Board policy and regulation.
 1. Exhibit 1 – Conflict of Interest Form
 2. Exhibit 2 – Maryland Model Charter School Application Guidelines @ http://www.mdcharternetwork.org/res_publications.html
 3. Exhibit 3 – Concept Proposal for a Charter School – Key Components
 4. Exhibit 4 – Assurance Statement for Charter School Applicant(s)

Charter School Conflict of Interest Form

(This form must be completed by all members of the Founding Board and the Board of Directors.)

The intent of this form is to identify any potential conflicts of interest that may be created in the event the charter school application is approved. Members of the Founding Board and the Board of Directors are asked to complete this form based on knowledge of affiliations at the time of submittal of the application. If a conflict of interest concern is identified, the Board reserves the right to refer the matter to its Ethics Panel for resolution prior to the opening of the school.

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.

QUESTION	YES	NO
1. Do or will you or your spouse have any contractual agreements with the proposed charter school?		
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?		
3. Did or will you or your spouse lease or sell property to the proposed charter school?		
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		
5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		
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?		
7. Did you or your spouse provide any start up funds to the proposed charter school?		
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?		
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?		
10. Do you currently serve as a member of the board of any public charter school?		
11. Do you currently serve as a public official?		
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		
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 on behalf of the proposed charter school?		

Signature

Date

Title

Administration 1915.1

Adopted: 10/23/03

Revised: 11/18/05; 3/20/06; 1/23/09, 6/3/13; 4/29/16; 10/28/2021

MARYLAND MODEL CHARTER SCHOOL Application Guidelines

The complete set of guidelines may be accessed at the following:

http://archives.marylandpublicschools.org/NR/rdonlyres/D86B35E8-691B-4E27-B7DA-E2BBF0B36242/33515/MDCharterSchoolModelApp_2012_.pdf

Administration 1915.1

Adopted: 10/23/03

Revised: 11/18/05; 3/20/06; 1/23/09, 6/3/13; 4/29/16; 10/28/2021

Page **16** of **18**

**Calvert County Public Schools (CCPS)
Concept Proposal for a Charter School
Key Components**

The purpose of a quality charter school in Calvert County is to establish an alternative means within the existing system for innovative learning opportunities and creative educational approaches to improve the education of students. Providing a pre-submission concept proposal gives the applicant an opportunity to informally share information and receive feedback from the Board of Education. In order for the Board to respond meaningfully, the following key components should be included in the concept proposal:

1. Information regarding founding group members, including background and education, officers, tax status of organization, etc.
2. General vision, mission, and identified focus of the school.
3. General education program goals and objectives including:
 - How the school would improve the academic performance of CCPS.
 - How the school would enhance the curricular and instructional programs of CCPS.
 - How the school would address improved student performance on accountability measures such as Partnership for Assessment of Readiness for College and Careers (PARCC) and High School Assessment (HSA).
4. Population to be served (geographic area, grade levels, number of students initially when at full capacity, number of students currently CCPS students, etc.).
5. Verification of general support for such a school including:
 - Manpower
 - Fiscal support (sources, recurring or one-time)
6. General governance structure.
7. General plan for the location of a facility.

**BOARD OF EDUCATION OF CALVERT COUNTY
Prince Frederick, Maryland**

ASSURANCE STATEMENT FOR CHARTER SCHOOL APPLICANT(S)

I understand that in operating a public charter school I am bound to comply with appropriate state and federal statutes; Maryland State Board of Education regulations and decisions; and, local board of education policies, regulations, and negotiated agreements, unless I have requested and acquired an approved waiver of any of the above.

Applicant(s) Signature

Date
