

# Public Charter Schools

## Information & Application Booklet



Charles County Public Schools

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# Introduction

## The Maryland Public Charter School Program

During the 2003 General Assembly session, the Maryland Public Charter School Act was passed and Governor Robert L. Ehrlich, Jr. signed the measure into law on May 22, 2003 (SB 75 -- Chapter 358, 2003 Laws of Maryland). The new law authorizes the establishment of public charter schools in Maryland. With the enactment of the new law, Maryland joins a growing number of states that encourage the development and operation of public charter schools. The Maryland statute invites the creation of public charter schools to help introduce alternative means within the public school system to provide innovative learning opportunities and creative educational approaches to improve the education of all students.

Maryland's law defines a "public charter school" as a "public school" that is nonsectarian, is chosen by parents for their children, and is open to all students on a space available basis. A charter school can be either a newly created school or a conversion of an already operating public school. A public charter school operates with the approval of a local board of education in accordance with a written charter executed between the local board of education and the administrative entity operating the public charter school. Just as any other public school, a public charter school is subject to federal, state, and local laws prohibiting discrimination and must comply with all applicable health and safety laws.

## Chartering Authority and Eligibility in Maryland

A "charter" is a formal agreement or contract entered into by a chartering authority and a statutorily authorized applicant. This guidance/application document provides assistance to those interested in sponsoring a charter school. Charles County Public Schools (CCPS) staff will help applicants understand the application process, consult with applicants concerning all requirements, and provide guidance throughout the application process.

The Board of Education of Charles County is the charter authority and is responsible for final approval of all applications. Approval is based on standards that are consistent with the state law authorizing public charter schools. Maryland's Public Charter School Law defines a charter school as a public school. Therefore, the public charter schools will generally operate under the same requirements and provisions as all other public schools in the school system.

## Beyond The Education Program

Public charter school sponsors are responsible for the management and administrative functions of the charter schools and adherence to local board of education policy. The new Public Charter School Law permits a local school system and the designated leadership of a prospective charter school to negotiate a broad range of options that may be mutually agreed upon to both the school system and the chartering school leadership.

# Reporting Requirements

## Legal Requirements

Charter schools are subject to the same legal requirements as all other public schools, unless a waiver is granted. This includes all federal and state laws and regulations, as well as local school system policies and rules. The Maryland State Board of Education has the authority to waive certain state laws and regulations, and the Board of Education of Charles County has the authority to waive certain local policies. Otherwise, the charter school will be expected to comply with all legal requirements.

## Special Education Requirements

All schools under the authority of the Board of Education of Charles County, including charter schools, are public schools, and as such are specifically required to comply with federal and state special education laws and regulations, including the Individuals with Disabilities Education Act (IDEA), the Code of Maryland Regulations (COMAR) 13A.05.01 Provision of a Free Appropriate Public Education, and COMAR 13A.05.02 Administration of Services for Students with Disabilities. The Maryland State Department of Education (MSDE) will provide technical assistance to the operators of a public charter school to help the school meet requirements of federal and state laws, but the charter school will be held responsible for implementing all procedures necessary to ensure compliance.

*Note: The Maryland Public Charter School Act prohibits the Board of Education of Charles County from granting a charter to a public charter school whose operation would be inconsistent with any public policy initiative, court order, or federal improvement plan governing the provision of special education and related services.*

## Programs for English Learners

Charter Schools are public schools and are required to comply with federal and state laws and regulations pertaining to programs for non-English and limited-English proficient students. A Local School System (LSS) shall ensure that the authorizing process for a public charter school and the application address the roles and responsibilities of the LSS and the applicants and operators of the public charter school consistent with Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and the Code of Maryland Regulations (COMAR) 13A.05.07, Programs for Learners. The MSDE shall provide technical assistance to the operators of a public charter school to help the school meet requirements of federal and state laws.

## Maryland State Requirements

The State of Maryland determines requirements for enrollment, attendance, discipline, high school graduation requirements, and student records maintenance. MSDE requires annual reporting of student data from all local education systems. The charter school, as a part of CCPS, will be expected to use CCPS reporting systems and comply and participate in all reporting requirements as required by the following: Maryland Student Records Manual, MSDE departmental reports, and all other MSDE reports, as required.

# Getting Started

## The Four Step Chartering System for Charles County Public Schools

### Step 1: Information Gathering and Intention Form

The initial step is for individuals or organizations interested in creating a charter school to gather information about the Public Charter School law and local policy, as well as information about what is entailed in creating a charter school. If the individuals or organization wish to proceed with an application for a charter school, they should submit Intention Form A directly to the Superintendent of Schools, Charles County Public Schools, P.O. Box 2770, La Plata, Maryland, 20646. The Intention Form A is located in this booklet and online at [www.ccboe.com](http://www.ccboe.com) (click on the Charter Schools link).

### Step 2: Prospectus

Applicants are required to complete and send a Prospectus summarizing their charter proposal prior to submission of a full application. This part of the process is an opportunity for a potential public charter school applicant to determine the need for and feasibility of creating a public charter school within Charles County Public Schools. This is also the opportunity to develop and describe the educational program to be offered at the public charter school that will address the needs of students. The Prospectus must be received within 30 calendar days after CCPS has received the Intention Form. The Prospectus Guidelines is located in Appendix A, Guideline B of this document and online at [www.ccboe.com](http://www.ccboe.com) (click on the Charter Schools link).

### Step 3: Application Development

The next step is the application development, submission, and review process. The application development and submission process provide opportunities for the prospective public charter school organizing body to thoroughly describe all aspects of the proposed educational program and to clearly delineate various administrative functions that will need to be fulfilled during the planning, opening, and operation of the public charter school. The application development process culminates in the submission of a completed application to the local board of education for its review and subsequent approval or denial. If the application is approved, a Charter Agreement must be developed within 30 calendar days. If the application is denied, the applicant may appeal the decision to the Maryland State Board of Education.

### Step 4: Charter Agreement

The Charter Agreement is a contract that is binding by law and explains in detail the responsibilities of all the parties involved in the implementation of the public charter school. This legally enforceable document describes all aspects of the new public charter school and identifies the education program to be offered to students as well as the administrative activities that will be undertaken in the establishment and operation of the public charter school. It also specifies that the local school system or public charter school operator will be responsible to fulfill the various elements, both programmatic and administrative, within the new program and the process and basis for terminating a Charter Agreement. The thoroughness of the application process can pave the way for the conversion of the approved application into the main component of the formal Charter Agreement. Additional negotiations may be limited depending on the thoroughness of the application process.

## Public School Conversion

The Maryland Public Charter School Law permits the conversion of an existing public school to a public charter school. Public charter school applications may be submitted to Charles County Public Schools by: 1. The staff of a public school if an 80% majority vote by certified staff is obtained; 2. A parent or guardian of a student who attends a public school in Charles County if an 80% majority of parents whose children attend the school vote in favor of the charter; 3. A nonsectarian nonprofit entity; 4. A nonsectarian institution of higher education in the state, or 5. Any combination of the above. (If the charter sponsors are a combination of 1 or 2 above, and 80% majority of the combined total must be obtained prior to the submission of an application.) With the exception of specific considerations such as these, all other requirements relating to the establishment of a public charter school within the school system would apply to the prospective converted school.

## Summary

In summary, there is much to consider when a community contemplates establishing a public charter school. A prospective applicant should review the responsibilities and administrative functions that are required to operate a public charter school in order to maintain an informed application development process and assist in identifying the specific areas that will need consideration and inclusion within the Charter Agreement between the applicant and local school system officials.

Potential applicants may submit the Intention Form and application at any time. It is recommended to plan for approximately 1 year to complete the application development phase and allow for another 18–20 months from application submission to opening the school. The opening of the public charter school will depend on the applicant's ability to complete all necessary tasks required to successfully open a school. The expected opening date should be outlined in the Charter Application but will be specified in the Charter Agreement.

It is important that the applicant(s) and the chartering authority establish open and effective communication. Working together to establish a strong partnership from the beginning of the application process can go a long way to identify, communicate, and solve future problems. Additionally, national information resources relating to virtually all aspects of establishing and operating good charter schools should be consulted and utilized.

The Board of Education of Charles County must have confidence that the applicant has the knowledge and capacity to open a public charter school, can effectively oversee all aspects of the charter school's operations and finances, and will work cooperatively in partnership with the Board of Education of Charles County, the Superintendent, and CCPS staff to make the school a success.

# The Application Process

After the Intention Form and Prospectus have been received, but prior to submitting an application, the prospective charter school organizing body and CCPS staff designated by the Superintendent may schedule time to meet and examine all aspects of the proposed educational program. This is in order to help identify various administrative functions that will need to be fulfilled during the planning, opening, and operation of the public charter school.

Within 30 calendar days of receipt of an application, CCPS staff will review the application for technical completion. If elements of the application are found to be incomplete, the application will be returned with a request for the required information in order to render the application technically complete. The revised technically complete application should be resubmitted to CCPS within 30 calendar days.

CCPS staff designated by the Superintendent will review all completed applications. The staff will evaluate applications using a variety of processes, to determine if the applicant is a viable candidate for receipt of a charter.

Applications meeting all the criteria for technical completion will be reviewed and evaluated. Results of the evaluation, along with the Superintendent's recommendation will be presented to the Board of Education of Charles County. The decision of the Board of Education of Charles County to approve or deny an application will occur within 120 calendar days of receipt of the technically complete application.

Some of the key issues that will be scrutinized in the application process are:

- An education plan which reflects the school's commitment to academic achievement, and which is appropriate to the school's demographic population.
- A realistic budget that reflects accurately projected income and does not contain unreliable sources such as future grants. (Please see Form H for sample financial documents.)
- A lottery provision that complies with the statute.
- Acknowledgement that the school is subject to all laws that apply to public schools and demonstrated knowledge that the school can comply with those laws.
- The purchase of insurance as required by law. (Please see Appendix C for Insurance Requirements)
- A plan for an adequate facility and realistic funding for the facility (Please see Form G.).
- The overall quality and completeness of the application.
- The amount of planning and research that has been invested in the application.
- The research base of curricula to be offered by the school.
- A plan to involve parents.

Upon the approval of the application, a Charter Agreement shall be developed within 30 calendar days. This agreement is a contract that is binding by law and explains in detail the responsibilities of all the parties involved in the implementation of the public charter school. Much of the information found in the application will be incorporated into the Charter Agreement.

The Board of Education of Charles County must have confidence that the applicant has the knowledge and capacity to open a public charter school, can effectively oversee all aspects of the charter school's operations and finances, and will work cooperatively in partnership with the Board of Education of Charles County, the Superintendent, and CCPS staff to make the school a success.

## What Will Be Needed?

Preparing a charter application requires a great deal of time and familiarity with Maryland’s Charter Schools Law and other applicable laws, including legal constraints affecting the state’s public not-for-profit corporations. Although the specific amount of time required depends to a large degree on the human resources available for the project from the outset, it is a good idea to plan for at least one year to complete the application development, review, and approval process. Some of the areas to consider are:

- **Financial Resources** – The cost of preparing a charter proposal depends on the types of resources available to the applicant’s planning group from the beginning of the process. Examples of costs could range from printing and publicity, communications-related expenses, filing fees for nonprofit corporations and tax-exempt status, and research and travel expenses.
- **Vision and Clear Mission** – The successful public charter school provides a clear sense of purpose and mission shared by parents, students, staff, and the school’s management board. Consider what it means to be educated and how to bring students to that level in the foundation of a coherent school design. A clear vision will also give potential employees, prospective students, and parents clear indications of how they will be treated and what will be expected of them in explaining how the charter school is distinct from other public schools.
- **Applicant Team Expertise** – Developing a strong proposal for a public charter school requires a team with diverse skills and experience. A well-rounded team should include individuals who can bring skills and knowledge in educational vision, leadership, and expertise – including standards-setting, pedagogy, behavior management, and curriculum and assessment design. Other areas should include financial management and entrepreneurial skills, knowledge of the law, real estate and facilities planning, public relations, fundraising, and grant writing.
- **School Leadership** – The school’s principal would be the person running the day-to-day operations of the school once the charter is approved. This will be the most important personnel decision relative to the ultimate success of the public charter school. The school leader will be a vital link between the public charter school and the management board, the parents, teachers, and staff, as well as the public school system, in creating cohesive relationships.
- **Community Involvement** – Building community involvement around the school’s vision is important for a successful public charter school.

## Additional Evaluation Procedures

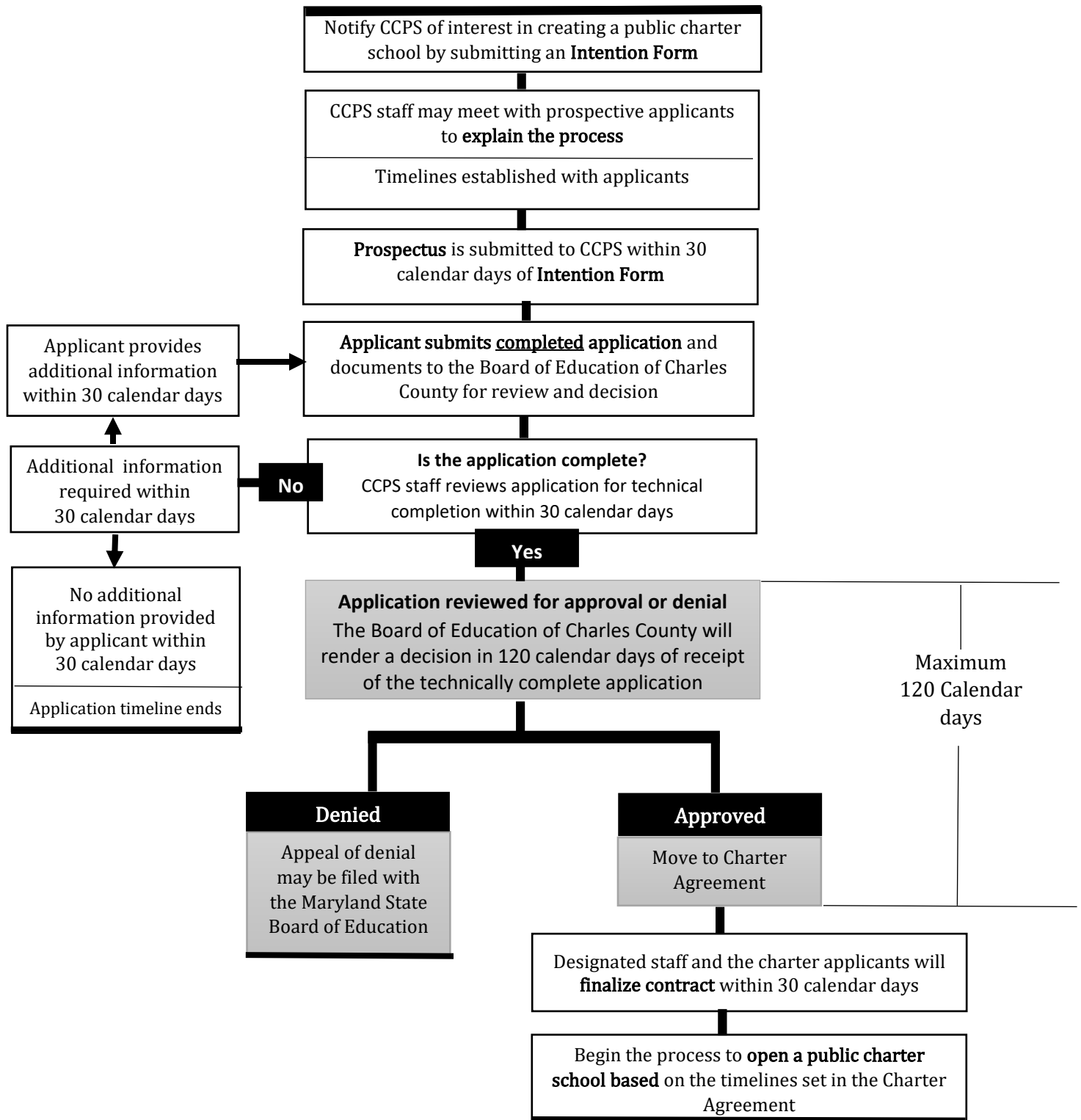
All charter school proposals will be evaluated for the impact of the proposed charter on the students and communities. The Board of Education of Charles County will take into consideration additional criteria to include:

- The positive and negative effects of the charter school on existing public schools—both charter and non-charter.
- Whether the financing mechanism for the facility is prudent and has safeguards to protect public money should unforeseen circumstances arise. Charter school founders should follow the same guidelines for naming their schools as the Board of Education of Charles County as outlined in Board Policy 7230, unless waived by the Board.
- The Board of Education of Charles County must have confidence that the applicant has the knowledge and capacity to open a public charter school, can effectively oversee all aspects of the charter school’s operations and finances, and will work cooperatively in partnership with the Board of Education of Charles County, the Superintendent, and CCPS staff to make the school a success.



# Application Timeline

Provided is an application process flow chart describing local procedures to establish a public charter school within the school system. The flow chart provides specific timelines in the process.



## Steps in Applying for a Public Charter School

At a minimum, the entire process for creating a new public charter school will take many months, and maybe years. Founders of the public charter school must be dedicated and committed to putting in the required time and energy as the school develops.

Below is a rough sketch of the major steps involved in opening a new public charter school.

- 1) Develop the idea, focus, and purpose for the school.
- 2) Do research, gather community support, and investigate funding and facilities.
- 3) File the Intention Form with the Superintendent.
- 4) File the Prospectus with the Superintendent (within 30 days of the filing of the Intention Form).
- 5) Schedule and hold meetings with the Superintendent's staff.
- 6) Begin to complete the detailed Formal Application.
- 7) Address any concerns raised by the Superintendent's staff.
- 8) Begin to gather commitments from prospective students, parents, community members.
- 9) Revise the Formal Application as necessary.
- 10) Obtain Superintendent's support and positive recommendation, if possible.
- 11) File the Formal Application with the Board of Education of Charles County.
- 12) If approved, meet with the Superintendent's designee to negotiate the Charter Agreement.
- 13) Finalize and sign Charter Agreement with the Board.
- 14) Finalize funding, facilities, staffing, curriculum, and all issues as required by the Charter Agreement.
- 15) Advertise school and receive student applications for attendance.
- 16) Open the school.

# **Public Charter School Application Instructions**

# General Directions

Please follow these general guidelines when preparing and submitting the application. The application is divided into the following sections:

<b>Part I: Overview</b>	<b>Part II: Instruction &amp; Student Services</b>	<b>Part III: Business &amp; Management Services</b>
<ol style="list-style-type: none"> <li>1. Executive Summary</li> <li>2. Profile of Founding Group</li> <li>3. Background Information</li> <li>4. Governance Structure</li> <li>5. School Management and Administrative Structure</li> <li>6. Student Population and Admissions</li> <li>7. School Calendar</li> <li>8. School Recruiting and Marketing Plan</li> <li>9. Private School Conversion</li> </ol>	<ol style="list-style-type: none"> <li>1. Educational Plan</li> <li>2. Academic Programs, Standards, and Curriculum</li> <li>3. Student Assessment</li> <li>4. Student Support Services</li> <li>5. Code of Student Conduct</li> <li>6. Family Involvement and Community Participation</li> </ol>	<ol style="list-style-type: none"> <li>1. Personnel</li> <li>2. Human Resources Information</li> <li>3. School Facilities</li> <li>4. Finances</li> <li>5. Schools Safety and Security</li> <li>6. Transportation</li> <li>7. Food and Nutrition Services</li> <li>8. Accountability Plan</li> <li>9. Final Documentation</li> </ol>

This application is intended to provide the Board of Education of Charles County with sufficient information to thoroughly review and render a decision. As the information is completed, please remember to focus on why the public charter school should be established in Charles County, and how the proposal will meet the needs of our students and the community.

The Board of Education of Charles County must have confidence that the applicant has the knowledge and capacity to open a public charter school, can effectively oversee all aspects of the charter school’s operations and finances, and will work cooperatively in partnership with the Board of Education of Charles County, the Superintendent, and CCPS staff to make the school a success.

Each section will be explained in this document and required forms will be referenced by title. All forms are attached in this document for reproduction. Forms are also available online at [www.ccoeb.com](http://www.ccoeb.com) (click on the Charter Schools link).

- **Application materials must be organized in the order set forth in this document.**
- Please submit the most thorough, organized application document possible in an effort to enhance approval decisions and the subsequent development of a Charter Agreement.
- When the application is complete, please submit 13 bound copies and 1 electronic copy (thumb-drive). All submitted materials shall become the property of CCPS. Please include page numbers and tabs to separate the three parts, as well as headings for each of the required parts under the three parts (see table above).
- The Charter School Application Cover Page, which can be located in Form C of this document, must serve as the first page of the document.
- The attached Application Checklist, which can be located in Form D of this document, is to be filled out by the applicant and included with the application after the Cover Page.

# Part I: Overview

The Board of Education of Charles County must have confidence that the applicant has the knowledge and capacity to open a public charter school, can effectively oversee all aspects of the charter school's operations and finances, and will work cooperatively in partnership with the Board of Education of Charles County, the Superintendent, and CCPS staff to make the school a success.

## 1. Executive Summary

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The Executive Summary should be an overall summary of the proposed public charter school's purpose, mission, and goals. It should give school system officials a broad idea of the vision for the school and be focused enough to describe the specific mission that would make this school innovative.

The public charter schools mission statement should be a clear, concise articulation of the school's central purpose and goals. In essence, it should state the school's reason for existence. The mission will guide the school's instructional and non-instructional program. A good mission statement should be clear, substantive, focused, and concise, demonstrating the collective deliberation and reflection that have conceived the school and will guide the school community over the long term.

Mission statements are not set in concrete. They evolve over time. Members of the governing bodies, faculty, students, alumni, and parents should be encouraged to participate in the continuing evolution of the mission statement to ensure that all of these stakeholders feel a sense of ownership in the school's core values and vision.

After deciding on a mission statement, the public charter school should establish goals aimed at fulfilling the mission. Unlike the mission statement (which focuses on the long-term objective and reason for existence), goals should be more concrete and obtainable in the short-term, providing a coherent and consistent basis on which to build an educational program aligned with the mission. Please list the public charter school's goals, and specific, measurable objectives which will be used to determine if the school has met each goal.

## 2. Profile of Founding Group

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Describe the composition of the group or partnership that is working together to apply for a charter, which demonstrates a track record of success in developing programs which assist students in meeting rigorous standards. Please include:

- A. The names and addresses of individuals or entities submitting the application;
- B. Brief descriptions of any entities involved in the application process;
- C. The names, addresses, and most recent annual reports of the organizations or corporations of which the individuals are directors or officers; and
- D. A description of the role played and the resources contributed by each individual in the organizations or corporations noted above.

## 3. Background Information

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For each individual listed above as a member of the founding group or management or administrative structure, please provide a detailed resume which includes:

- A. The individual's employment history that supports his or her 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.

- B. The individual's educational training (including degrees earned, dates enrolled, and institution) that supports his or her qualifications to operate a charter school.
- C. The individual's personal statement regarding his or her role and responsibilities relating to this application and/or operation of the public charter school. Note that all information provided will be subject to verification by the Board of Education of Charles County.

For each individual, also complete Disclosure Form E included in this Application and attach that completed form to the resume.

## 4. Governance Structure

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The charter school shall be overseen by a Governing Board. The Governing Board of the public charter school is legally responsible for all transactions of the public charter school. The Governing Board are expected to exercise reasonable care when making a decision as stewards of the organization. A policy on conflict of interest, including statements regarding full disclosure of connections to anyone doing business with the organization, must be included in the application.

The application must include a copy of the Articles of Incorporation (if applicable) and the Bylaws or other instruments affecting the management of the public charter school. A Governing Board must have a federal tax ID number.

- A. Describe the members of the Governing Board applying for a charter, including the names of the members, their background and experiences, and references for each.
- B. Discuss any business arrangements or partnerships with existing schools, educational programs, businesses, or non-profit organizations.
- C. Detail the relevant expertise of retained consultant or professionals (e.g., accounting, finance, educational management services, risk management, human resources).
- D. Discuss the proposed method for resolving conflicts between the Governing Board of the charter school and CCPS.
- E. Provide a set of Bylaws for the proposed school, which includes the method for appointment/election of the Governing Board and length of the terms established for each member.
- F. Provide the Governing Board's policy on conflict of interest, including statements regarding full disclosure of connections to anyone doing business with the organization.

## 5. School Management and Administrative Structure

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The Governing Board shall identify an individual who will serve as the Executive Director. A stable, effective, and comprehensive school management model consistent with the mission is a key in clearly defining roles of the operators of the school and its interaction with staff. Appropriate teacher and parent input in school decision-making is crucial as well. A well-developed, viable administrative management structure is important in establishing a public charter school.

- A. Describe the administrative management structure of the school. Include clearly delineated responsibilities, policies, and practices needed to effectively manage the school.
- B. Describe the roles and responsibilities of the management board, including the relationship of the management board to teachers and administrators.

- C. Provide an organizational chart for the school and a narrative description of the chart. The materials supplied should indicate clearly the reporting structure of the staff to the board management and staff to the school principal.
- D. Unless waived by the Board of Education of Charles County, the operators of the public charter school shall fall under Board's Ethics Policy. This Policy prohibit conflicts of interests and financial misconduct by all employees, Board members, and charter school operators.

## 6. Student Population and Admissions

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By law, the public charter school must accept any and all Charles County students in the grades served by the school who wish to attend the school, on a space-available basis. Although the school may want to focus its mission on serving a specific population of students (e.g., gifted and talented, those interested in the arts or in science, those needing special assistance, etc.), by law the charter school may not exclude students who may want to attend, except if the number of applicants exceeds the number of projected openings in the school. If the number of applicants exceed the number of projected openings, students must be admitted on a lottery basis.

- A. Indicate which grades will be served by the public charter school in the first year and in each subsequent year, and the maximum number of students which will be enrolled in each grade and in total.
- B. Provide a copy of the application for admission to the public charter school. The application should request, at a minimum, the student's name, date of birth, grade level, address, parent/guardian information, names of siblings also applying, and a signature verifying that the information is correct and that the parents/guardians are choosing education at the public charter school for their child.
- C. Describe the timetable for applications and admissions decisions.
- D. Describe how a lottery will be conducted, including any preferences the charter school may want to establish for specific students (e.g., returning students, siblings, children of founding parents, children of employees, etc.). Note that Charles County residents must be given priority in admissions over non-residents. Also note that non-residents must enroll in CCPS prior to enrolling in the charter school, and may only enroll in CCPS if approved by the Superintendent.

By law, tuition may not be collected by the public charter school. However, tuition may be charged by Charles County Public Schools in the same manner tuition may be charged under Board policy to students (e.g., non-Charles County residents) attending other Charles County Public Schools.

If the charter school plans to provide kindergarten services, note that state regulations and the Policy of the Board of Education of Charles County require that a child admitted to the kindergarten program shall be at least 5 years old on or before September 1 of the school year, unless granted early entry by the Superintendent.

Please indicate acceptance of these legal requirements and whether kindergarten services will be provided.

## 7. School Calendar

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Public charter schools must provide at least as much instruction time during a school year as required by other public schools. Accordingly, the minimum number of days of instruction is 180, and the minimum number of hours is 1,080 (for grades K-8) and 1,170 (for grades 9-12). Schools may not be open on Saturdays, Sundays, state recognized holidays, or year-round in order to meet the day and hour requirements. Schools must remain open 3 hours in one day in order to be counted as a “day of instruction” under state law. All of these day and hour requirements may be waived by the Maryland State Board of Education. In addition, the Board of Education of Charles County adopts for each school year a calendar for student school days. The public charter school must follow this calendar, unless otherwise negotiated in the Charter Agreement between the Board of Education of Charles County and school.

- A. Indicate whether the public charter school plans to operate under the CCPS calendar used for other public schools, including whether the school will be closed on the same days as other schools within CCPS. Please recognize that CCPS may require the charter school to conduct some school days virtually. If the school plans to seek a State Board waiver to remain open for instruction on weekends, holidays, or vacation days, or operate year-round, please indicate which days the school plans to open and a justification for seeking the waiver.
- B. Indicate the number of hours each day the public charter school will be open both for student instruction and for employees.

Note that employees of the public charter school are considered employees of CCPS and as such are covered by the Negotiated Agreements with the employee associations. If the number of employee working days and/or work hours will differ from those provided by the Negotiated Agreement, then the appropriate bargaining unit must bring that issue to the negotiations table to discuss it with the Board of Education of Charles County. Therefore, please discuss these matters with the appropriate representatives of the Education Association of Charles County (EACC), which represents teachers and other certificated staff, and representatives of the American Federation of State, County and Municipal Employees Local 2981 (AFSCME), which represents non-certificated employees and support staff.

## 8. School Recruiting and Marketing Plan

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A public charter school should have a 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. This would include recruitment efforts that seek to ensure a match between the school program and applicants’ educational and personal needs.

- A. Demonstrate how the charter school will publicize information to attract a sufficient pool of applicants.
- B. Describe steps that will be taken to reach students representative of the racial and socio-economic diversity in the community, including typically “harder to reach” families.
- C. Describe any marketing efforts which will explain the mission and purpose of the public charter school to the community in general.

## 9. Public or Private School Conversion

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Please indicate whether the proposed public charter school will be a school converted from an existing public or private school. If a public school, please identify the school. If a private school, indicate whether the proposed charter school would:

- A. Have substantially the same governance structure and/or officers as an existing private school;
- B. Draw from an existing private school a substantial portion of the employees of the public charter school;



- C. Receive from an existing private school a substantial portion of such private school's assets or property; or
- D. Would be located at the same site as an existing private school.

# Part II: Instruction & Student Services

## 1. Educational Plan

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The theory behind public charter schools is that the public charter school programs will provide educational options to students that are not available within the traditional public school system. The educational plan is a clearly articulated vision for an innovative public school, which will lead to improved educational outcomes and greater community ownership.

One of the hallmarks of public charter schools is that the operators have the choice to determine what grades they serve and how many students in each grade. Accordingly, public charter schools come in all sizes and many serve a different set of grades than a district public elementary, middle or secondary school.

In determining the success of the academic program consider clarity of the school's measurable academic goals and if they reflect high expectations which are designed to facilitate the attainment of the school's mission.

- A. Describe the methods by which the charter school will measure its progress towards achieving their stated objectives.
- B. Provide the grades that the charter school would serve, the number of students to be served in each grade, the number of children expected in each class, and the total number of enrolled students expected for each year of the charter that is being sought.
- C. Explain the relationship between the student population to be served and the geographic area of the intended location of the charter school. Please provide a demographic analysis that will describe the impact of the proposed charter school on the existing community and neighborhood schools.

## 2. Academic Programs, Standards, and Curriculum

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Innovative teaching methods and curricular approaches, substantive overview of curriculum, consistency between the mission, curriculum, and student population to be served is important when establishing a public charter school. Compliance with applicable regulations to meet the needs of limited English proficient and special needs students in the school program is also to be taken into consideration when completing the application to open a public charter school.

- A. Describe the educational program of the school. Include in this description, the grades that will be served, the number of students to be served in each grade, and the number expected in each class.
- B. 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. Discuss the plans for the expansion of the curriculum over the first three years of operation. Indicate how the curriculum is aligned with the Maryland Standards of College and Career Readiness (Common Core State Standards). If the school will have a particular curriculum focus (e.g., mathematics and science, the arts, the humanities, career exploration, etc.), 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 and how it will lead to the accomplishment of the school's goals, in particular, how the curriculum will lead to high achievement for all students.
- C. Describe how the program will facilitate the attainment of the overarching goal and objectives of the CCPS Strategic Plan (details outlining the CCPS Strategic Plan can be found at [www.cchoe.com](http://www.cchoe.com)).

- D. Provide a minimum number of hours/minutes per week the school will devote to core academic subjects in each grade (i.e. language arts, mathematics, science, social studies, technology studies), the length of the school day (including the approximate start and dismissal times of the school day), and a sample schedule.
- E. Provide the school’s academic goals for the proposed educational program. These goals should reflect high expectations designed to facilitate the attainment of the school’s mission.
- F. Describe the methods by which the charter school will measure its progress towards achieving its stated goals.
- G. Thoroughly outline the instructional methods to be used, including any distinctive instructional techniques to be employed. Describe how this pedagogy will enhance student learning. Outline interventions that will be utilized (e.g. reading, mathematics, special education, etc).
- H. Describe how the charter will meet the needs of Non-and limited- English proficient students in accordance with federal and state laws and regulations, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, and the Code of Maryland Regulations (COMAR) 13A.05.07, Programs for English Learners. Such description must include the following elements:
- The process for the identification and placement of students whose first language is not English and the methods for determining the kinds of assistance that these students may need;
  - The manner in which the applicant will ensure that English language learner students are not misplaced or tracked inappropriately in other classes (including those programs or classes designed to serve students with disabilities);
  - A description of the planned implementation of the program model, including information regarding the allocation of resources to the service of all non-and limited English Proficient students including:
    1. A description of how staff, curricular materials, and facilities will be used;
    2. A statement that affirms that non and limited-English proficient students will not be excluded categorically from curricular and extra-curricular activities because of an inability to speak and understand English, and
    3. A description of the planned outreach to parents in the community, including strategies for communicating with parents who are not proficient in English.
  - The school will be required to designate a professional staff member as the school’s English learners (EL) liaison with CCPS. Responsibilities will include coordinating with the CCPS, Office of Teaching and Learning throughout the year to ensure that all required EL and related services are being provided.
- I. Describe how the public charter school will meet the needs of students with disabilities.
- The school will adhere to all provisions of federal law, relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
  - The school will be required, consistent with applicable law, to work with the designated CCPS Special Education staff to ensure that all students with disabilities that qualify under the Individuals with Disabilities Education Improvement Act (IDEA):
    1. Have available a free appropriate public education (FAPE);
    2. Are appropriately evaluated;
    3. Are provided with an Individualized Education Program (IEP);

- 4. Receive an appropriate education in the least restrictive environment (LRE);
- 5. Are involved in the development of and decisions regarding the IEP, along with their parents; and
- 6. Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.

- The school will be required to designate a professional staff member as the school's special education liaison with CCPS. Responsibilities will include coordinating with the CCPS, Office of Teaching and Learning throughout the year to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the public charter school setting.
- J. Provide the school's learning standards and full curriculum, including a description of the skills and knowledge each student will be expected to attain by the end of each grade (or course) in each year of the charter.
- K. If the proposed charter school includes particular methods, strategies or programs for meeting the needs of students at-risk of academic failure, provide a description of the challenges faced in educating the targeted population and describe such methods, strategies and/or programs that the charter school plans to use to address the needs of these students. If the focus of the school itself is not aimed at low-performing students particularly, provide a description of strategies which will be used to address the needs of students who are otherwise significantly below grade level in reading and other basic skills.
- L. If the charter school is proposing to have a virtual component, please describe the plan and the impact on the instructional program.

### 3. Student Assessment

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Student assessment is an essential component of the charter schools educational plan. Assessment confirms student progress, identifies areas of low and high achievement, and improves the accountability of the school. It begins with the teacher's evaluation of student progress based on written class work, oral contributions, and homework. Such evaluations are important, but may be insufficient to assess long-term subject mastery. Formal assessments, integrated with the curriculum, will indicate overall achievement levels. Assessment results allow teachers to determine which students would benefit from additional help or additional challenge. Commitment to high academic standards for all students, well-developed assessment mechanisms, and understanding of the state assessment requirements is essential to public charter school planning.

- A. Describe the plan to assess student performance in the core academic areas. Please include the current baseline standard of achievement, the outcomes to be achieved and the method(s) of measurement to be used. Include student outcomes and performance standards to include:
  - How the baseline student academic achievement levels and prior rates of academic progress will be established.
  - How these baseline rates will be compared to rates of academic progress achieved by these same students while attending the charter school.
  - To the extent possible, how these rates of progress will be evaluated and compared with rates of progress of other closely comparable student populations. Describe how the school's planned assessments are aligned with the proposed curriculum and education goals of the school.
- B. Describe how students will, at a minimum, participate in the statewide assessment program. COMAR 13A.03.04 requires each local school system to develop and adopt test administration and data reporting policies and procedures as they relate to tests administered by or through the Maryland State Board of

Education. These policies and procedures include security of test materials, training, proper administration and monitoring of test administration, investigation and sanctions for violation of testing behaviors, and data reporting. Violation of these procedures may result in teaching or administrative credential revocation, employment termination, financial penalties, and invalidation of test scores and other reporting data.

- C. Attach a schedule of the state assessments that the charter school will administer.
- D. Describe the methods to be used to ensure testing procedures and policies will be followed for all state mandated assessments.
- E. Describe the proposed grading policy, including the method and frequency of feedback regarding student achievement to parents and students, and CCPS.
- F. For secondary public charter schools, describe the method for determining that a student has satisfied the MSDE requirements for graduation and college and career readiness.
- G. Describe any state or local rules generally applicable to public schools for which waivers may be sought. Provide a justification for any waivers of Federal statutory or regulatory provisions that is believed to be necessary for the successful operation of the charter school.

## 4. Student Support Services

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If the public charter school intends to waive any Board of Education of Charles County policies, administrative regulations, and/or procedures relating to students, alternate policies must be provided with this application. The following list is not exhaustive, but provides examples of Board policies and regulations which must be complied with unless waived:

- Enrollment and attendance data
  - Compulsory attendance
  - Student withdrawals and dismissals
  - Promotion of students
  - Discipline procedures
  - Confidentiality and retention of student records and forms
  - Immunizations (state law requires immunization of students prior to entering school)
  - Student dress code
- A. Indicate if the public charter school plans to seek waivers of any Board policies concerning student services, and if so, attach a copy of the policies which the school proposes as alternatives, including a justification for the policies.
  - B. Describe plans to provide health services to students at the public charter school. Note that a licensed school nurse must be available for students.
  - C. Describe plans for student participation in extracurricular activities such as athletics, music, etc. Note that students may not be charged for these services.
  - D. Describe appropriate technology, library services, and other media that will be made available to the school's students.
  - E. Describe plans to ensure that the charter school will comply with federal and Maryland statutes relating to student records, retention, and confidentiality.
  - F. Describe any additional services or resources that will be provided to students.

## 5. Code of Student Conduct

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The public charter school must comply with all federal and state laws concerning student discipline. In addition, discipline policies and procedures must be the same as those stated in the Board of Education of Charles County policies, as well as the Code of Student Conduct, unless otherwise modified in the Charter Agreement.

- A. Describe any local or state exceptions or waivers to be sought concerning student discipline. Note that any federal rules concerning student discipline (i.e., disciplining special education students) cannot be waived by the local school system or the Maryland State Board of Education.
- B. Describe how the school will ensure that local and state requirements concerning due process and student discipline will be followed.
- C. Describe any internal discipline measures to be implemented at the school.
- D. Describe how the school plans to notify and inform students and parents concerning discipline and student behavior expectations.

## 6. Family Involvement and Community Participation

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The most basic statement that can be made about family involvement in education is that when it happens, everyone benefits. Research has conclusively shown that family involvement and community participation in education benefits students, families, teachers, and schools, whether the program is at the elementary, middle, or high school level.

- A. Describe how the charter school will go about building family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging family involvement in school operations.
- B. Describe the role teachers, administrators, and other school staff will play in making sure that all parents are welcome to the school and are encouraged to participate in decisions about their student's education.
- C. Describe the relationship the charter school intends to build with community agencies and organizations that serve children and youth who attend the school. Discuss any commitments the charter school may have for partnerships or other relationships with community organizations or individuals that would enrich the learning opportunities of students in school.
- D. Convey as clearly and concretely as possible the scope of community backing for the proposed charter school and its founding board. Document this community support among teachers, families, students, community members, and institutional leaders and others, through the use of letters of support, surveys, or other tangible means.
- E. Describe how families will be involved in the charter school, including, in particular, the management and administration of the public charter school.
- F. Describe how staff will be involved in the charter school, including, in particular, any additional expectations that may be set for staff commitments.
- G. Describe methods for handling disputes between families and the school.
- H. For current CCPS converting to charter schools, provide evidence that a substantial percentage of parents/guardians/families and existing staff at that school support the conversion of the school to a public charter school.

# Part III: Business & Management Services

## 1. Personnel

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The Maryland Public Charter School Program Act defines all employees of the public charter school as public school employees in the county in which the public charter school is located with rights afforded them under Maryland law. Therefore, charter schools must comply with requirements and processes established by CCPS regarding recruiting, hiring, new employee processing, payroll, compensation, benefits, maintenance of certification, record keeping, legal costs, investigations and background checks, evaluations, negotiated agreements, and employee leave. **All employees of the charter school who would be covered by collective bargaining agreements negotiated by the Board of Education of Charles County are CCPS employees. There are no exceptions.**

- A. Provide a staffing plan, indicating by position title and job description, the staff being sought at the public charter school. For example, indicate how many math teachers, how many third grade reading instructors, how many building service workers, etc., the charter school plans to have, along with any specific job descriptions. All teachers, administrators, professional staff, and paraprofessionals must be certified pursuant to the requirements of Maryland Certification regulations.
- B. To the extent known, provide a roster of proposed instructional staff for the school. Note that only the Board of Education of Charles County and Superintendent can actually hire and assign staff. However, the charter school may provide any informal commitments from individual staff members who plan to seek a transfer or assignment to the school.
- C. Describe any standards or requirements the charter school would like to use in the staff assignment process. For example, the public charter school may seek to include only teachers with certain qualifications, or a certain dedication, or a certain commitment. Again, the public charter school does not control the final assignment of staff, but the Superintendent will work with the charter school to try to select only staff interested in working at the charter school.
- D. Describe any changes to the current Negotiated Agreements which may be sought by the public charter school for its staff. For example, the Negotiated Agreements limit the number of hours and days expected of staff. If any changes are sought, the appropriate employee associations must be involved in any efforts to make those changes.
- E. Describe any waivers the public charter school may seek from the Maryland State Board of Education concerning the required certification of staff.
- F. Describe how any proposed professional learning will adhere to Board of Education of Charles County policy and will be offered to the teaching staff. Note that, as employees of CCPS, the staff at the school will be invited to participate in countywide professional learning programs.
- G. Describe how school administrators will comply with required observations and evaluations of staff.
- H. Provide information on volunteers or other non-employee individuals who might be engaged in assisting in the day-to-day activities of the charter school on a full or part-time basis. Describe how the charter school will adhere to CCPS background check procedures for such individuals.

**Professional/Support Staff—Services** (Negotiable Items)

**Professional/Support Staff—Negotiated Agreements** (Collective Bargaining)

Employees assigned to a public charter school shall be covered by the terms and conditions of the existing negotiated agreement that applies.

If provisions of the charter application and agreement conflict with existing collective bargaining agreements, amendments or modifications to the existing agreement may be necessary for approval of the public charter school. Modifications agreed to by the bargaining unit representative and the public charter school applicant must be in writing and approved by the Board of Education of Charles County, prior to approval of the agreement.

The designated representatives of 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. The amendments must be approved by the Board of Education of Charles County as specified below.

As a reference, negotiations may include all matters that relate to salaries, wages, hours, and other working conditions as defined in the state law. The charter school is not authorized to negotiate permissive topics of bargaining unless the Board of Education of Charles County approves it in writing in advance.

Any amendments to a negotiated agreement shall be reduced to writing and shall be included, incorporated, and made a part of the public charter school agreement, subject to the formal approval of the Board of Education of Charles County as required by state law. Should an employee transfer from the charter school with negotiated amendments to another public school where the amendments do not apply, the employee will be subject to the terms of the negotiated agreement that apply to the new location.

The composition of the bargaining unit shall include those employees in the various job categories as defined and specified in the appropriate negotiated agreement as indicated hereafter:

**Certificated Staff:** Education Association of Charles County (EACC)

Certificated staff to include teachers, resource teachers, library/media specialists, school psychologists, pupil personnel workers, counselors, assistant principals, principals, etc.

**Non-certificated Staff:** American Federation of State, County, and Municipal Employees (AFSCME)

Food service employees, building service staff, secretaries, instructional assistants, etc.

Employee Organizations	
<b>Education Association of Charles County (EACC)</b> <b>President</b> <b>105 Centennial St.</b> <b>La Plata, MD 20646</b> <b>301-392-0150</b>	<b>AFSCME, Council 67</b> <b>1410 Bush Street</b> <b>Suite A</b> <b>Baltimore, MD 21230</b> <b>(410) 837-7278, (800) 727-3332</b>



## 2. Human Resources Information

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Maryland’s Public Charter School Law defines a charter school as a public school. There are many administrative and support services that can be provided to a charter school by the school system administration consistent with the services provided to other public schools within that system. The charter school will be expected to comply with established standards and processes with regards to recruitment and all areas of employee processing including records management.

High professional standards for teachers and other staff are essential to the success of the public charter school. Consideration should be given to the commitment of staff development and working conditions that will attract a quality staff. The public charter school applicant(s) should seek a professional staff that is in agreement with, and committed to, the mission, goals, and educational approach of the school. The public charter school, like all other schools within CCPS, will be expected to work in conjunction with the CCPS Office of Human Resources on all pertinent staffing, recruiting, compensation, benefits, and other related Human Resources function administrative procedures, and Board Policy and Regulations.

### A. Recruitment, Employment, and Retention

- Describe the standards which the school will use to recruit, select, train, and retain staff.
- Describe the process to partner with CCPS Office of Human Resources to hire and recruit qualified staff.
- Describe the process to utilize the CCPS online applicant tracking system in recruiting for all positions.
- Describe the employee discipline, investigation, and grievance procedures.
- Describe the procedure for reporting, workplace injuries including how to handle staffing shortages when employees are absent due to workers’ compensation issues.
- Describe the plan to deal with employee shortages resulting from Leaves of Absences, FMLA, or sabbatical requests and monitoring employees absent on such leave.
- Describe the plan for utilizing the CCPS substitute teacher system.
- Describe the process for dealing with mid-year staffing changes.
- Include a plan for providing workplace accommodations in compliance with Americans with Disabilities Act (ADA) for new hires or staff returning from an approved Leave of Absence.

### B. Payroll and Benefits

- Describe the plan for implementation of payroll processing according to CCPS procedures and Negotiated Agreements, including pay for supplemental activities.
- Describe the plan to monitor and report employee leave.

### C. Records Management

- Describe the charter school’s record maintenance procedure including the process for ensuring that CCPS receives all required official personnel file documents.
- Describe procedures for handling employee records on location at the Charter School site and maintaining security and confidentiality.

## 3. School Facilities

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When acquiring a facility, there are many things that should be considered. The final selection of the facility should take into account the safety of the facility and how effectively it can be used to educate students. Other considerations include cost for any needed renovation and/or retrofitting, rent or mortgage payments, and location.

The Maryland Public Charter Schools Act states “a Public Charter School means a public school that is in compliance with all applicable health and safety laws.” Such requirements are a function of state and local building codes and are administered by the state and local inspection agencies.

In addition, all public school facilities must meet the procedures and guidelines of MSDE and the selected facility must be approved by the Board of Education of Charles County. A Certificate of Occupancy issued by Charles County must be presented to CCPS prior to receiving any funds and within 30 calendar days before the first day of school.

In addition to the items requested in Form G provide the following information:

- A. If a site has already been identified, describe why the facility would be suitable for this charter school and how it will be used. Describe what construction/renovation will be required to make the facility suitable for education and in compliance with all applicable codes.
- B. If a building has not been selected, describe the type of site the charter school is seeking and any present options being considered as locations. The applicant must notify CCPS within three days of securing a facility.
- C. Describe plans to accommodate student and/or program expansion. A clear description of the proposed layout of the building, including the number of classroom and non-classroom spaces are provided and support the proposed student population, future expansion, and the attainment of the school's mission.
- D. Discuss any partnership developments, conversions, or other future steps toward acquisition of a facility.
- E. Provide a description of the ownership or lease arrangements, including specific or potential conflict-of-interest and arrangements by which such conflicts will be managed or avoided.
- F. Outline plans for acquiring educational materials, supplies, furniture, technology, and other equipment.
- G. Describe financing plans for facilities, if applicable.

## 4. Finances

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It is extremely important for the charter school to begin operation with an operating budget that is supported by sound financial planning. The operating budget for the charter application should be developed using local, state, and federal funds ONLY. Any other sources of income should be noted but not included in the basic operation of the school unless they represent secure sources of funding. Alternate income streams, including grants or private resources, do not represent secure sources until a guarantee is in hand.

The financial plan should include a three-year budget that is based on the projected enrollment for those three years. Budgeted allotments will change from year to year due to changes in the local and state per pupil allotments and in actual enrollment. The state funds CCPS based upon the number of students enrolled on September 30th of the previous school year under guidelines established by law and through regulation. All students enrolled on a full-time basis are counted equally, except for special education and English learners, which receive additional per pupil funding.

Federal categorical dollars such as Title I and the child nutrition (school lunch) program require that the school have information regarding household income. It is probably best to ask for this confidential information in the initial registration process. The questionnaire should include a statement of confidentiality and an explanation as to why this information is important to the child and the school.

State law requires that the Board of Education of Charles County disburse to the public charter school an amount of local, state, and federal money that is commensurate with the amount distributed on a per pupil basis to other public schools in the county. The specific amount of funding will be negotiated in the charter agreement.

- A. CCPS accounts for expenditures in accordance with GAAP, state law, and regulations and the State Financial Reporting Manual. Charter school financial documents must comply with these standards.
  - Describe the financial management and internal accounting procedures of the school.

- Detail how the charter school will track financial transactions.
  - Provide detailed proposed year to date budgets and actual reports including cash flow projections and balance sheets.
- B. Prepare and submit a three-year estimate of the public charter school budget. These projections are needed in order to estimate the annual payment to the public charter school for its operating expenses. This should include both operating and capital budget projections.
- C. Present a budget for start-up expenses, covering only the planning and capital expenses necessary before school opening. Please note that there are no specific state funds available for start-up costs associated with developing a public charter school from the Board of Education of Charles County.
- D. Present a budget for the length of the proposed charter covering all projected sources of revenue and planned expenditures. As it pertains to the budget, it is required that the applicant(s) submit a detailed and realistic financial plan and analysis. This would include the following:
- A sensitivity analysis and financial plan based on enrollment with contingency plans for reduced enrollment.
  - Five percent of the operating and five percent of the capital budget in a contingency fund.
  - Cash flow projections for the first year displayed month by month and a plan to fund any cash flow shortfalls revenue and planned expenditures. As it pertains to the budget, it is required that the applicant(s) submit a detailed and realistic financial plan and analysis.
- E. Briefly explain any plans to conduct fund-raising efforts to generate capital or to supplement the per pupil allocations.
- F. Explain the manner in which the school will be insured, including liability insurance, umbrella insurance, etc.
- G. Describe any request for per-pupil allocation modifications. This would include the local school system administrative costs and any other costs to be negotiated between CCPS and the public charter school applicant(s).
- H. Describe the process for documenting ownership and inventory control of materials and equipment. The process includes a methodology or procedure for tracking the source of funds which were used to purchase all charter school materials and equipment.

## 5. School Safety and Security

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### A. Emergency Management

Developing emergency management plans is a vital part of any school safety plan. Every school in CCPS must maintain a School Crisis and Emergency Management Plan. All charter schools must develop a plan that incorporates a multi-hazards safety program and is in compliance with the MSDE Emergency Planning guidelines for Local School Systems and Schools. Submit a plan which includes, at a minimum, the following elements:

- Mitigation/Prevention measures, preparedness planning, response procedures, and recovery procedures.
- Emergency procedures for protecting students from an internal and external threat, shelter-in place, evacuation, and active shooter.
- Designation of an Incident Command System (ICS) Team.
- Designation of Command Posts, Staging and Relocation sites, Student Sites, Parent/Adult Sites, and Media Sites.
- Staff emergency management training plan.
- Student training plan.

- Relocation agreements for relocation sites.
- Process for updating and revalidating the emergency plan.
- Utility System Emergency Plan.

## **B. Safety and Security**

Developing procedures to ensure the safety and security of students, staff, and facilities is a vital function for all schools. CCPS requires all schools to take appropriate measures to ensure that unauthorized persons are not able to enter schools or cause a disturbance. Submit a plan which addresses the following procedures:

- Prevention of intruders into the school and grounds.
- Ensuring that any visitor to a school shows proper identification and is supervised properly at all times.
- Requirements for all visitors to sign-in.
- Verification of the identity of all parents signing out students.
- Requirements for contractors to sign-in on a daily basis, wear company identification, and use designated entrances and exits.
- Establishment of procedures to identify persons on the available sex offender lists.
- Satisfactory completion of background checks on designated volunteers.
- Satisfactory completion of a background checks for all employees and contractual employees.
- Proper supervision of playground and athletic fields when students are present.

## **6. Transportation**

Charter proposals should include a plan addressing student transportation services. Bus equipment specifications, personnel requirements, student supervision, financial responsibility, calendars, emergency closing notice, protocol and management, bus stop locations, pedestrian activities, and parent supervision are but a few of the service issues that should be addressed in the charter application.

Funds for student transportation are included in the per pupil allotment amount and school planners may choose to spend these funds in a variety of ways. It is advisable to seek legal counsel on the proposed transportation plan regarding liability issues before submitting the final charter proposal.

### **The application should address the following:**

- A. Discuss the plans for transporting students to and from school. Describe whether parents will be expected to provide services; or whether private school bus vendors or charter school owned and operated school vehicles will be utilized.
- B. Describe the policies that will ensure that transportation is not a barrier to equal access for all students.
- C. Students with disabilities may have IEP's requiring specific transportation modes. Describe the procedures that will be in place to address these needs.
- D. Describe the policy for supervision of students on the bus, and while traveling between residences and bus stops.
- E. Describe the geographical attendance area for the school, if any.
- F. Provide an implementation outline for all transport services contemplated.

## 7. Food and Nutrition Services

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Charter applicants must include a plan that addresses the provision of school meals to all students, including low-income and at-risk pupils.

The charter school will provide all students with Meal Benefit Applications upon enrollment to the school. Meal Benefit Applications will be provided by CCPS.

The meal service facility must meet all local Department of Health regulations and fire codes, and be licensed as an eating and drinking establishment. The purchase of kitchen equipment will be at the charter school's expense.

- A. Provide a description of the food services to be provided by the charter school. Charter applicants have several options related to the provision of food service for their students. A charter school may choose to:
- Provide food on its own and forgo reimbursement;
  - Apply to the Maryland State Board of Education to become its own licensed School Food Authority and participate in the National School Lunch Program; or
  - Contract with CCPS.

**Note:** The National School Lunch Program (NSLP) is an entitlement, which means local schools earn a fixed federal reimbursement for each school lunch served consistent with United States Department of Agriculture (USDA) nutritional guidelines. All public and non-profit private schools may participate as long as they operate a non-profit food service program; agree to make meals available to students, using federally set income criteria, offer meals that meet federally specified nutritional requirements; and follow the recordkeeping and claims procedures required by the USDA.

## 8. Accountability Plan

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A Charter School Accountability Plan should provide information needed to measure and track the school's progress toward its goals, make program adjustments when needed, and report to parents, the community, and the chartering authority on performance and progress. The Accountability Plan is the mechanism through which the school indicates the goals (outcomes) and performance levels to which it is accountable. It is important to recognize that the performance of charter schools will also be compared by the public and the media to that of traditional public schools and with other public charter schools. The design of an Accountability Plan needs to acknowledge and prepare for this inevitable comparison.

The Accountability Plan should provide information needed to assure strong performance and continuous improvement over the foreseeable future of the school. The Plan should place a particular emphasis on documenting performance and progress over a three-year period from receipt of the charter.

Provide a three-year accountability plan for the proposed Public Charter School. Outline in detail which methodologies the public charter school will use to measure and communicate items such as:

- Is the educational program a success?
- How will the public charter school provide evidence of significantly improved or persistently strong student performance?
- How will the public charter school measure progress towards both its academic and non-academic goals?
- Is the school a viable organization?
- Are the distinctive programs of the school fully implemented and operating as intended?
- Do teachers and other staff have the training and resources they need, and are they performing effectively?

- Is the school maintaining effective leadership by its Governing Board, competent management of its operations, and responsible use of the public funds under its stewardship?
- Is the school in compliance with the rules under which it operates?
- Is the school meeting the requirements of applicable laws and regulations?
- Is the school meeting the terms of the charter agreement and faithfully implementing the plans contained in the application?

**Essential Elements:**

**A. A statement of challenging, measurable, attainable goals.**

- Goals that focus on outcomes that are measurable, or that are accompanied by objectives that specify measurable outcomes for each goal.
- Student performance goals that are linked to a well-defined set of academic standards that specify both content and performance.
- Non-academic goals for the school that are related to such indicators as student attendance and retention, graduation rates (if applicable), types and frequency of disciplinary incidents (e.g., suspensions, expulsions), parent participation, and teacher retention.

**B. A statement of student academic content and performance standards.**

- Outline in the Accountability Plan the public charter school's academic standards and measurable outcomes per subject or content area and for each grade, age, or other grouping level outlining what students should know and be able to do. Student academic standards not only need to be referenced in the Plan, and these standards represent the foundation on which the school's academic program is based. These standards should be challenging, clear, and measurable.
- Some schools already have developed or adapted a set of standards against which they have designed (or intend to design) their instructional and assessment programs, other schools have adopted an existing instructional program that is standards based, and others have a planning schedule that call for the adoption, adaptation, or creation of academic content and performance standards over the coming months. Whatever the process may be, it will be expected for the public charter school to have in place a systematic, comprehensive statement of student academic standards to provide a solid foundation for its educational program and an anchor for its Accountability Plan.

**C. A set of performance indicators that specify what will be measured.**

- At least one indicator specified for each goal, with multiple indicators specified for some goals.
- Indicators that are aligned with goals and that will provide a reasonable basis upon which to assess the degree to which the goal has been met.

**D. Annual and long-term performance targets (benchmarks).**

- Provisions for establishing baseline performance levels for each goal and its associated indicator(s).
- One-year and three-year performance targets, as well as annual intermediate benchmarks for each performance indicator.

**E. Measurement tools capable of supplying the information needed to judge performance.**

- A design for measuring student performance that will provide credible evidence of academic progress, use corresponding assessment tools annually so as to produce longitudinal data over the term of the charter, employ multiple tools for assessing student performance (which must include any required district-wide assessments, but may also include other norm referenced tests, criterion referenced tests, authentic or performance assessments such as student portfolios, tests that measure the mastery of academic standards, etc.).
- A schedule for administering assessment instruments and gathering other data.

- A plan for arraying and analyzing data so that results can be presented in technically sound, understandable, and useful forms.

**F. Strategies for supporting program improvement and continuous system renewal.**

- Strategies for using information produced by the Accountability Plan to strengthen the performance of the school.
- Procedures for assuring that accountability information is available and regularly considered in the management of the school; the policy making processes of the Board of Trustees; plans for teacher professional development activities; and the design of program and management adjustments that are intended to improve the future performance of particular programs, and of the charter school.

**G. Procedures for reporting progress and for gauging customer satisfaction.**

- Sound plans for getting the views of students, parents, teachers, and the community on how well they believe the school is performing and how the school can be improved.
- Strategies for reporting annually to students, parents, teachers, and the community on providing them with timely, credible, understandable, and useful information.
- Plans that offer an opportunity for constituencies to raise and get answers to questions that may arise from the information that is reported.

## **9. Final Documentation**

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Please provide any additional documentation which the charter school believes will enhance the application.

# Guiding Questions

The Board of Education of Charles County must have confidence that the applicant has the knowledge and capacity to open a public charter school, can effectively oversee all aspects of the charter school's operations and finances, and will work cooperatively in partnership with the Board of Education of Charles County, the Superintendent, and CCPS staff to make the school a success. The following guiding questions may be helpful in the application development process.

- Does the founding group demonstrate the capacity to open a public charter school, can effectively oversee all aspects of the charter school's operations and finances, and will work cooperatively in partnership with the Board of Education of Charles County, the Superintendent, and CCPS staff to make the school a success?
- Does the founding group and planning processes ensure that the interests of the community, parents, teachers, and other stakeholders are reflected in the planning for the public charter school?
- Is the leadership-management group made up of individuals with relevant experience and demonstrated knowledge and skills needed to create and operate a public charter school?
- Is the proposed governance structure consistent with the stated vision and mission, and does it provide evidence that the structure will be effective?
- Is the mission clearly articulated?
- Are the goals clearly written and consistent with the mission?
- Do the goals provide a coherent and consistent basis on which to build an education program aligned with the mission?
- Are the goals consistent with the needs of identified students?
- Is a timeline and process for developing student content and performance standards included?
- Are the learning objectives, content, and skills appropriate for the target student population?
- Is the curriculum challenging, coherent, and content-rich?
- Is the instructional program consistent with the mission, philosophy, and goals of the school and does it challenge students to perform at high levels?
- Are program models and delivery strategies suitable for students who are significantly below grade level in the development of reading and other basic skills? Are interventions available to students?
- Does the school have an assessment plan that features multiple measures of student outcomes?
- Does the assessment plan make adjustments in instruction, assist in decisions about student grouping, promotion, graduation (if applicable), and improve student outcomes?
- Are the planned assessments aligned with the proposed curriculum and standards?
- Has verification been obtained indicating that there are no outstanding building code violations for educational occupancy?
- Is a certificate of occupancy included?
- What are the plans for building security, maintenance, and custodial services?
- Is the facility ADA accessible for individuals/students with disabilities?
- What is the schedule for occupancy?
- How will service agreements be funded?
- How much money is needed to operate the school? Is the proposed enrollment sufficient to fund the venture?



# Appendix A:

## Forms & Guidelines

- A. Intention Form
- B. Prospectus Guidelines
- C. Application Cover Page
- D. Application Checklist
- E. Affidavit, Disclosure, and Consent for Background and Credit Check
- F. Compliance Assurances
- G. Site Information
- H. Budget Forms

Forms are also available for download at:

[Charter School Forms](#)

Superintendent of Schools

301-934-7223

# Intention Form

## Form A

This Intention Form is the first step in the Public Charter School Application process but implies no further obligation on either party. Submission of this Intention Form expresses non-binding intent, as authorized by the public charter school's management board, to apply for a public charter school. The filing of the Intention Form may not be used for promotion or advertising, although it may be noted in internal school communications or as otherwise authorized by Charles County Public Schools. Please inquire with any questions regarding these restrictions. If, however, the applicant desires to submit an application for a public charter school in Charles County, then the applicant is required to submit a prospectus within 30 days of submitting this Intention Form. Complete as much information as possible. Please send this form to the Superintendent of Schools, Charles County Public Schools, P.O. Box 2770, La Plata, MD 20646.

### Contact Information

*School Name*

*Mailing Address*

*City*

*State*

*Zip*

*Phone*

*Fax*

*Website*

### Principal/Head of School

*Phone*

*Fax*

*email*

### Charter Sponsor (1)

*Phone*

*Fax*

*email*

### Charter Sponsor (2)

*Phone*

*Fax*

*email*

This proposed public charter school is:  for profit  not for profit  other

If other, please explain:

Grades Served/Enrollment

Grades \_\_\_\_\_ Projected expansion, if any \_\_\_\_\_

	Grades Served												Total Number Served	Approximate Projected Enrollment	
	K	1	2	3	4	5	6	7	8	9	10	11			12
Year 1															
Year 2															
Year 3															

\*Enrollment cap at all campuses and in all grades combined

1. Accreditation

Has the school ever been accredited or through accreditation? \_\_\_\_ Yes \_\_\_\_ No

Indicate agency and date of last renewal \_\_\_\_\_

Is this accreditation current? \_\_\_\_\_ or has it lapsed? \_\_\_\_\_

2. Curricular Highlights (e.g., direct instruction, core knowledge of subject areas, etc.)

3. Additional Comments

\_\_\_\_\_  
Signature of Charter Sponsor Representative

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

# Guidelines for the Public Charter School Prospectus

Form B

Applicants are required to complete and send a Prospectus summarizing their proposal prior to submitting a full application. The submission of this prospectus implies no further obligation on either party. Following are several guiding questions for the narrative. Below is a list of required contents, as well as directions for meeting the format requirements and deadline.

## Contents

---

The Prospectus must contain the following items:

- Cover page: name and location of proposed school.
- Information sheet: consisting of names, addresses, and telephone numbers of all charter sponsors.
- Five to ten page summary of the charter proposal consisting of a mission statement that indicates, in one or two sentences, what the school intends to do, for whom, and to what degree; an explanation of how the proposed school will meet the needs of the community; a brief description of the educational foundation, including curricular approach; a brief description of the plan for meeting the proposed school's educational goals; a brief description of the business plan, including financial management capabilities, potential partners and access to financial resources; and a description of the founding team's capacity to implement the educational plan and business plan.
- Leadership information for the applicant's authorized representative (as stated in the Intention Form), school leader(s), and governing board members.

(Note: Several sections of the full application will ask for the same or similar information as the Prospectus. Further expansion of information will be required in the full application.)

## Format

---

The Prospectus should adhere to the following format:

- White, 8.5" x 11" paper with one-inch margins on all sides.
- No font smaller than 11-points.
- Formatting may not be more compact than standard single-spaced.
- Spiral bound (no binders, paper clips or folders, please).

Additional information that supports the narrative may be included as attachments. Choice of attachments are up to the applicant, though they should be used to provide evidence, support a particular aspect of the Prospectus, or lend insight into the applicant, its leadership, or management personnel. Examples of attachments in the Prospectus include curriculum samples, academic standards, letters of support, financial statements, etc. All attachments should be numbered and clearly referred to by number in the Prospectus narrative.

## Deadline

---

The Prospectus must be received within 30 days after Charles County Public Schools' receipt of the Intention Form. Failure to submit a prospectus within that timeframe will require a new Intention Form.

## Submit completed Prospectus to:

---

Superintendent of Schools  
Charles County Public Schools  
P.O. Box 2770  
La Plata, Maryland 20646

# Application Cover Page

Form C

Please complete the following information. If assistance is required to complete the application, please feel free to contact the Superintendent of Schools. Please provide 13 bound hard copies which include tabs to separate the content areas and 1 electronic copy (thumb-drive) to: *Superintendent of Schools, Charles County Public Schools, P.O. Box 2770, La Plata, MD 20646*. All submitted materials shall become the property of CCPS.

## Name of Applicant(s) applying for Charter

*(Eligible applicants include staff of a public school; a parent or guardian of a student who attends a public school in the county; a nonsectarian nonprofit entity; a nonsectarian institution of higher education in the State, or any combination of those listed in § 9-104(A)(2)(I-IV) of the Educational Article.)*

## Name of Proposed Charter School

New School

Converted School

## Authorized Agent for Application

*(This may be the individual applicant or an authorized member of the public charter management board.)*

*Mailing Address*

City

State

Zip

County

*email*

*Day Time Phone*

*Fax*

## Existing Legal Arrangements

Please identify any existing legal arrangement with the following types of entities and provide documentation.

Non-Profit Corporation

Corporation

Partnership

Staff of Existing School

Tribal Entity

Sectarian

Institution of Higher Education

Other \_\_\_\_\_

I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. I understand that incomplete applications will not be considered.

I acknowledge that I have read all Maryland statutes regarding public charter schools and that, if approved, I am subject to and will ensure compliance with all relevant federal, state and local laws and requirements. I also acknowledge that, if approved to operate a charter school, I must execute a Charter Agreement with the Board of Education of Charles County prior to the opening of the school. Educational services must be provided as of the date agreed to in the Charter Agreement. Failure to do so may result in revocation of the charter approval and, if applicable, termination of the contract and revocation of the charter.

Authorized Agent (please print)

Signature of Authorized Agent

Date

**All information presented in this application becomes part of the charter contract and may be used for accountability purposes throughout the term of the charter contract.**

# Application Checklist

## Form D

This document is the Administrative Checklist used by CCPS staff in determining if an application is complete. Any section not complete, including items left blank or unanswered or missing attachments and appendices, will result in an application being deemed INCOMPLETE. Notice of deficiencies will be sent to the applicant within 30 business days of receipt of application. Incomplete applications will not be forwarded to the Board of Education of Charles County. Certain information will be verified for accuracy.

Arrange documents into large sections (I, II, and III) with tabs for each topic (1, 2, 3...). Include the page number where each item listed will be found within the application section indicated. Include a copy of this checklist with the application.

### Part I: Overview

- Executive Summary
- Profile of Founding Group
  - Names and Addresses
  - Entities Involved
  - Organizations
  - Roles of Individuals
- Background Information
  - Employment History
  - Educational Training
  - Statement of Intent
- Governance Structure
  - Description of Governing Board
  - Business Arrangements or Partnerships
  - Expertise of Consultants
  - Methods for Conflict Resolution
  - By-Laws
  - Conflict of Interest
- School Management and Administrative Structure
  - Administrative Structure Description
  - Roles & Responsibilities
  - Organizational Chart and Description
- Student Populations and Admissions
  - Grades Served
  - Admission Application
  - Timeline
  - Description of Lottery
- School Calendar
  - Calendar
  - Hours of Instruction
  - Hours of Employees
- School Recruiting and Marketing Plan

- Publicizing the School
- "Harder to Reach" Families
- Marketing Efforts
- Private School Conversion

### Part II: Instruction & Student Services

- Educational Plan
  - Describe Methods to Measure Progress
  - Grades Served, Number of Students
  - Student Population and Geographic Area
- Academic Programs, Standards, and Curriculum
  - Educational Program
  - Description of Curriculum
  - Attainment of the Strategic Plan
  - Length of School Day/ Sample Schedule
  - Academic Goals
  - Methods to Measure Progress
  - Instructional Methods
  - EL Needs
  - Special Education Students
  - Learning Standards and Full Curriculum
  - Plan for At-Risk of Academic Failure
  - Strategies to Address Low-Performing Students
  - Virtual Component
- Student Assessment
  - Plan for Assessing Core Academics
  - Alignment with Curriculum and Goals
  - Participation in Statewide Assessment
  - Schedule of State Assessments

- Testing Procedures And Policies
- Grading Policy
- Requirements for Graduation
- Waivers
- Student Support Services
  - Waivers of Board Policies
  - Health Service Plan
  - Extracurricular Activities
  - Technology and Media
  - Confidentiality of Records
  - Additional Services Offered
- Code of Conduct
  - Waivers Regarding Student Discipline
  - Due Process and Student Discipline
  - Internal Discipline Implemented
  - Communicating Discipline and Student Behavior
- Family Involvement and Community Participation
  - Building Family-School Partnerships
  - Staff Involvement
  - Community Agencies
  - Documentation of Community Support
  - Family Involvement
  - Staff Commitments
  - Handling Disputes
  - Support for Conversion to Charter School

# Application Checklist

Form D

## Part III: Business and Management Services

- Personnel
  - Staffing Plan
  - Roster of Instructional Staff
  - Staff Assignment Process
  - Changes to the Current Negotiated Agreement
  - Waiver Concerning Certification of Staff
  - Professional Learning
  - Observations and Evaluations
  - Volunteers or Non-Employee Individuals
- Human Resources
  - Recruitment, Employment, and Retention
  - Payroll and Benefits
  - Records Management
- School Facilities
  - Suitability and Renovation
  - Location or Options
  - Program Expansion
  - Partnerships Towards Acquisition of a Facility
  - Ownership or Lease Arrangements
  - Acquiring Educational Materials, Technology, and Supplies
  - Financing Plans
- Finances
  - Financial Management, Internal Accounting Procedures
  - Three-Year Budget
  - Budget for Start-Up Expenses
  - Revenue and Planned Expenditures
  - Fund-Raising
- Insurance
  - Per-Pupil Allocation
  - Documenting Ownership and Inventory Control
- School Safety & Security
  - Emergency Management Plans
  - Safety and Security of Students and Staff
- Transportation
  - Transporting Students
  - Definition of Reasonable Distance
  - Policies to Ensure Equal Access
  - Transportation of Special Needs
  - Supervision of Students
  - Geographical Attendance
  - Outline for all Transport Services
- Food & Nutrition Services
  - Description of Food Services Provided
- Accountability Plan
  - Proposed Three-Year Plan
  - Statement of Goals
  - Statement of Academic Content and Performance Standards
  - Performance Indicators
  - Benchmarks: Annual and Long-Term
  - Measurement Tools to Judge Performance
  - Improvement and Renewal Strategies
  - Procedures to Report Progress
- Final Documentation
  - Additional Documentation for Evaluation of Application

# 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, Board of Directors, etc.

Name		Social Security Number	
Street Address			
City		State	Zip Code
Telephone Number	Date of Birth	Place of Birth	

Answer questions 1-3 by indicating yes or no

Yes No

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.																										
2.	<p>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:</p> <table border="1" style="width: 100%;"> <tr> <td>1) Sexual abuse of a minor</td> <td>1) Burglary in the first degree</td> </tr> <tr> <td>2) Incest</td> <td>2) Burglary in the second or third degree</td> </tr> <tr> <td>3) First or second degree murder</td> <td>3) Aggravated or armed robbery</td> </tr> <tr> <td>4) Kidnapping</td> <td>4) Robbery</td> </tr> <tr> <td>5) Arson</td> <td>5) A dangerous crime against children</td> </tr> <tr> <td>6) Sexual assault</td> <td>6) Child abuse</td> </tr> <tr> <td>7) Sexual exploitation of a minor</td> <td>7) Sexual conduct with a minor</td> </tr> <tr> <td>8) Contributing to the delinquency of a minor</td> <td>8) Molestation of a child</td> </tr> <tr> <td>9) Commercial sexual exploitation of a minor</td> <td>9) Manslaughter</td> </tr> <tr> <td>10) Felony offenses involving distribution of marijuana or dangerous or narcotic drugs</td> <td>10) Aggravated assault</td> </tr> <tr> <td>11) Felony offenses involving the possession or use of marijuana or dangerous or narcotic drugs</td> <td>11) Assault</td> </tr> <tr> <td>12) Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs</td> <td>12) Exploitation of minors involving drug offenses</td> </tr> </table> <p><b>If YES, submit certified court record and details of incident(s), signed notarized and dated.</b></p>	1) Sexual abuse of a minor	1) Burglary in the first degree	2) Incest	2) Burglary in the second or third degree	3) First or second degree murder	3) Aggravated or armed robbery	4) Kidnapping	4) Robbery	5) Arson	5) A dangerous crime against children	6) Sexual assault	6) Child abuse	7) Sexual exploitation of a minor	7) Sexual conduct with a minor	8) Contributing to the delinquency of a minor	8) Molestation of a child	9) Commercial sexual exploitation of a minor	9) Manslaughter	10) Felony offenses involving distribution of marijuana or dangerous or narcotic drugs	10) Aggravated assault	11) Felony offenses involving the possession or use of marijuana or dangerous or narcotic drugs	11) Assault	12) Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs	12) Exploitation of minors involving drug offenses		
1) Sexual abuse of a minor	1) Burglary in the first degree																										
2) Incest	2) Burglary in the second or third degree																										
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11) Felony offenses involving the possession or use of marijuana or dangerous or narcotic drugs	11) Assault																										
12) Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs	12) Exploitation of minors involving drug offenses																										
3.	Have you ever declared bankruptcy? Please give details on a separate signed, notarized and dated sheet.																										

With signature below, permission is hereby granted to complete the background and credit check of the individual above for \_\_\_\_\_ Public Charter School. I do solemnly swear or affirm that the foregoing information provided by me for receipt of charter school status of \_\_\_\_\_ Public Charter school is true and correct to the best of my knowledge. I also agree to immediately notify Charles County Public Schools should any information provided above change for any reason prior to the granting of the charter, and either for the duration the charter is in operation or as long as I remain actively involved in the operations of the public charter school, whichever is shorter. 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 applications, or revocation of charter status of charter school by the Board of Education of Charles County.

\_\_\_\_\_  
Applicant's signature

\_\_\_\_\_  
Date



---

## Admission Procedures §9-102

Admission is not limited based upon ethnicity, national origin, gender, disabling condition, proficiency in the English language, or athletic ability. There are no tuition or fees charged for attending \_\_\_\_\_ Public Charter School.

\_\_\_\_\_ Public Charter School will admit all eligible pupils who submit a timely application. A charter school shall 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

\_\_\_\_\_ Public Charter School is nonsectarian in its programs, admission policies, and employment practices and all other operations.

---

## Special Education/Exceptional Student Services Training

The Operators of \_\_\_\_\_ Public Charter School shall take Special Education training classes approved by the Charles County Public Schools subsequent to signing the contract, but prior to the first day of instruction (§9-107(c)(d)).

---

## Agreement to Comply with Audit Requirements

The Operators of \_\_\_\_\_ Public Charter School agree to comply with audit requirements as set forth by the Board of Education of Charles County.

---

## Agreement to Comply with Maryland Comprehensive Assessment Program

The Operators of \_\_\_\_\_ Public Charter School agree to comply with the Maryland Comprehensive Assessment Program.

---

## Agreement to Comply with Federal, State, and Local Laws and Regulations

The Operators of \_\_\_\_\_ Public Charter School agree to comply with all federal, state, and local laws and regulations, unless a waiver is obtained from the applicable entity.

---

Authorized Agent (please print)

---

Authorized Agent Signature

---

Date

# Site Information and Schedule for Opening

Form G

Complete the following information for each site indicated.

If facility arrangements have been made, provide the information below:

---

Site Name

---

Site Address

---

If a facility has not been established, provide the following Site/Location Description:

A. Present option for building:

B. Specific boundary information (e.g. targeted 10 mile radius) on the planned school location:

**Facility Plan:**

Provide a summary of the Spatial Requirements (i.e. type of rooms, size and quantity including total square footage) to implement the program. If program is to expand during term of agreement, describe how facility will be expanded.

# Schedule for the Opening of the Charter School

Complete this schedule in the days prior to opening of school.

**Items in Bold** must be submitted two weeks prior to Board meeting. Two meetings may be required for approval vote.

Name of Charter School	
_____	Site/building reviewed with C. C. County Inspections and Zoning departments.
_____	Site/building submitted to CCPS Facilities for approval by State.
_____	Lease submitted to CCPS Facilities.
_____	<b>Architect's contract submitted for Superintendent of Charles County approval.</b>
_____	<b>Educational Specification submitted for Superintendent of Charles County approval.</b>
_____	Reviewed Health Service requirements with C.C. Health Department.
_____	Reviewed Food Licensing requirements with C. C. Health Department.
_____	Schematic design submitted to CCPS Facilities for review.
_____	<b>Schematic Design submitted for Superintendent of Charles County approval.</b>
_____	Design Development Documents submitted to CCPS Facilities for review.
_____	<b>Design Development Documents submitted for Superintendent of Charles County approval.</b>
_____	Construction documents submitted to CCPS Facilities for review.
_____	Construction contract draft submitted to CCPS Facilities for review.
_____	Documents submitted to C.C. PACE for permit.
_____	Anticipated date of receiving permit
_____	<b>Proposed construction contracts submitted for Superintendent of Charles County approval.</b>
_____	Start construction.
_____	Complete construction.
_____	Final inspection by C.C. County Inspectors, Fire Marshal, Health Department (Health services and food).

<b>30 days before the opening of Charter School</b>	_____	Certificate of Occupancy
	_____	AHERA Management Plan submitted to Maryland Department of Environment
	_____	Asbestos certification
	_____	Emergency Management Plan
	_____	Final approved Shelter-in-Place and other security measures.

\_\_\_\_\_, 20\_\_\_\_ — Opening Day

# Public Charter Schools Operating Budget

Form H  
Pre--Operational

A charter school is likely to incur considerable costs before it receives its first distribution. Prepare an estimated budget February 1st (Concept proposal due) and August 15th prior to the first school year.

Revenue--Sources of Funding	Amount	Specific Source
<b>Federal Funding</b>		
Start--Up Grant		
Other (specify)		
<b>State Funding</b>		
Other (specify)		
<b>Local Funding</b>		
Fundraising		
Contributions		
Local Foundation and Grant Support		
<b><i>Other Financing Sources</i></b>		
Lines of Credit		
Loans		
Other (specify)		
<b>Total Revenue</b>	\$	
Expenditures	Amount	Assumptions (e.g., 40 hours of consulting at \$100/hour)
Legal Fees		
Accounting and Consultation Fees		
Fundraising Fees		
Marketing (including postage, printing)		
Recruitment--Students		
Recruitment--Staff		
Curriculum Development		
Staff/Board Development		
Staff Stipends		
Equipment and Supplies		
Information Technology		
Rent		
Capital		
Utilities		
Telephone/Fax		
Travel		
Other (specify)		
<b>Total Expenditures</b>	\$	

Public Charter Schools Operating Budget

Projected Revenues

	Year One Fiscal Year	Year Two Fiscal Year	Year Three Fiscal Year	Year Four Fiscal Year
<b>Major Assumptions</b>				
Student Enrollment				
Facility Size (square footage)				
Average Teacher Salary				
Student/Teacher Ratio				

<b>Revenues</b>				
<i>Revenue From State Source</i>				
Per Pupil Tuition				
State Entitlements				
State Grants				
Transportation				
<i>Revenue From Federal Sources</i>				
Federal Entitlements				
Federal Direct Grants				
Federal Revenue Pass through the Commonwealth				
Federal Revenue Pass through another agency (specify)				
School Lunch				
<i>Revenue From Local Sources</i>				
Private Grant Revenue				
Fundraising				
Investment Income				
Program Fees				
Facilities Rental				
<i>Other Revenue (specify)</i>				
<b>Total Revenues</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>

	Year One Fiscal Year	Year Two Fiscal Year	Year Three Fiscal Year	Year Four Fiscal Year
<b>Revenue Source</b>				
Local				
State				
Federal				
Other				
<b>Total</b>	\$	\$	\$	\$

Are any major changes in the revenue source expected during this four-year period? If Yes, explain in detail and include calculations. Attach additional sheets if needed.

---

What contingency plans have been made if revenues are not received or are lower than budgeted?

	Year One Fiscal Year	Year Two Fiscal Year	Year Three Fiscal Year	Year Four Fiscal Year
<b>Expenditures</b>				
<i>School Administration</i>				
Salaries and Wages -- School Director				
Salaries and Wages -- Supervisors				
Salaries and Wages -- Clerical Staff				
Fringe Benefits -- Health Insurance				
Fringe Benefits -- Retirement Benefits				
Unemployment/Workers Compensation				
Office Supplies				
Equipment and Furniture				
Information Technology				
Purchased Management Services				
	\$	\$	\$	\$
<b><i>Subtotal -- School Administration</i></b>				

	Year One Fiscal Year	Year Two Fiscal Year	Year Three Fiscal Year	Year Four Fiscal Year
<b>Expenditures</b>				
<i>Instructional Staff</i>				
Salaries and Wages -- Full--Time Teachers				
Salaries and Wages -- Part--Time Teachers				
Salaries and Wages -- Substitutes				
Fringe Benefits -- Health Insurance				
Fringe Benefits -- Retirement Benefits				
Unemployment/Workers Compensation				
<b><i>Subtotal -- Instructional Staff</i></b>	\$	\$	\$	\$

# Public Charter Schools Operating Budget

# Form H *Projected Expenditures*

	Year One Fiscal Year	Year Two Fiscal Year	Year Three Fiscal Year	Year Four Fiscal Year
<b>Expenditures</b>				
<i>Instructional Staff</i>				
Contract Labor -- Instructional Consultants				
Purchased Management Services				
Professional Development				
Special Education				
Student Assessment/Testing				
Supplies/Materials -- Instructional				
Classroom Furniture				
Equipment -- Instructional				
Textbooks				
Information Technology				
Computer Supplies and Repairs				
Library				
<b><i>Subtotal -- Instructional</i></b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>



Public Charter Schools Operating Budget

Form H

*Projected Expenditures*

	Year One Fiscal Year	Year Two Fiscal Year	Year Three Fiscal Year	Year Four Fiscal Year
<b>Expenditures</b>				
<i>Business Services</i>				
Accounting				
Advertising				
Public Relations/Marketing				
Insurance -- General Liability				
Insurance -- Vehicle				
Insurance -- Other (specify)				
Office Expenses				
Fees, Licensing, Dues, and Memberships				
Purchased Management Services				
Payroll Services				
Postage and Shipping				
Printing				
Telephone				
Travel				
<b>Subtotal -- Business Services</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
<i>Operations and Maintenance</i>				
Contact Labor -- Non--Instructional				
Custodial Services				
Maintenance -- Vehicle				
Maintenance -- Facility				
Maintenance -- Office Equipment				
Supplies/Materials -- Maintenance				
<b>Subtotal -- Operations and Maintenance</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
<i>Physical Plant</i>				
Rent				
Mortgage				
Renovation/Construction				
Capital Debt Service				
Utilities				
<b>Subtotal -- Physical Plant</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>

# Public Charter Schools Operating Budget

## Form H *Projected Expenditures*

	Year One Fiscal Year	Year Two Fiscal Year	Year Three Fiscal Year	Year Four Fiscal Year
<b>Expenditures</b>				
<i>Student Services</i>				
Health				
Transportation				
Food				
Recreation				
<b>Subtotal -- Student Services</b>	\$	\$	\$	\$

	Year One Fiscal Year	Year Two Fiscal Year	Year Three Fiscal Year	Year Four Fiscal Year
<b>Expenditures, continued</b>				
<i>Miscellaneous</i>				
Audit				
Advertising				
Dues and Subscriptions				
Workshops and Conferences				
Fundraising				
Legal				
Contingency Fund				
<b>Subtotal -- Miscellaneous</b>	\$	\$	\$	\$
<b>Total Expenditures</b>	\$	\$	\$	\$

---

Explain how the projected per--pupil expenditures are aligned with the school's mission statement.

# Public Charter Schools Operating Budget

## Balance Sheet

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

### Assets

Cash and Cash Equivalents \_\_\_\_\_

Investments \_\_\_\_\_

*Charles County* \_\_\_\_\_

Due from Other Governments: *State of Maryland* \_\_\_\_\_

*United States* \_\_\_\_\_

Accounts Receivable \_\_\_\_\_

Prepaid Items \_\_\_\_\_

Other Assets \_\_\_\_\_

Specify: \_\_\_\_\_

**Total Assets** \$

### Liabilities and Fund Balance

#### Liabilities

Accrued Salaries and Wages \_\_\_\_\_

Accrued Payroll Taxes and Deductions \_\_\_\_\_

Accounts Payable \_\_\_\_\_

Due to Other Governments: *Charles County* \_\_\_\_\_

*State of Maryland* \_\_\_\_\_

*United States* \_\_\_\_\_

Other Liabilities \_\_\_\_\_

Specify: \_\_\_\_\_

#### Fund Balance

Reserve for Encumbrances \_\_\_\_\_

Unreserved: *Undesignated* \_\_\_\_\_

**Total Fund Balance** \$

**Total Liabilities and Fund Balance** \$

# Public Charter Schools Operating Budget

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

School Year: \_\_\_\_\_

## Monthly Expenses

<b>Income</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>Total</b>
Local Appropriations							
State Revenue							
Other Income— Specify:							
<b>Total Income</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>

<b>Expenses</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>Total</b>
2% Administrative Fee							
Staff Salaries							
Teacher Salaries							
Employers FICA							
Health Care							
Transportation							
Rent							
Telephone							
Electric							
Cleaning							
Office Expenses							
Other Exp.— Specify:							
<b>Total Expenses</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>

<b>Beginning Cash Balance</b>							
Monthly Activity							
<b>Ending Cash Balance</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>

# Public Charter Schools Operating Budget

# Form H

Income	July	August	September	October	November	December	Total
Local Appropriations							
State Revenue							
Other Income— Specify:							
<b>Total Income</b>	\$	\$	\$	\$	\$	\$	\$
Expenses	July	August	September	October	November	December	Total
2% Administrative Fee							
Staff Salaries							
Teacher Salaries							
Employers FICA							
Health Care							
Transportation							
Rent							
Telephone							
Electric							
Cleaning							
Office Expenses							
Other Exp.— Specify:							
<b>Total Expenses</b>	\$	\$	\$	\$	\$	\$	\$
<b>Beginning Cash Balance</b>							
Monthly Activity							
<b>Ending Cash Balance</b>	\$	\$	\$	\$	\$	\$	\$

# Public Charter Schools Operating Budget

# Form H

100 Income		Salaries	Services	Supplies	Other	Equipment
101 Local Appropriations						
120 State Revenue						
<b>100 Total Income</b>		<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>

200 Expenses		Salaries	Services	Supplies	Other	Equipment
201 Administration						
202 Mid-Level Administration	20215 · Office of the Principle					
203 Instructional Salaries & Wages	20301 · Regular Programs					
204 Text Books & Instructional Programs Supplies	20401 · Regular					
205 Other Instructional Costs	20501 · Regular Programs					
	20509 · Instructional Staff Curr. Dev					
	20510 · Guidance Services					
Total 205 Other Instructional Costs						
209 Transportation						
210 Operation of Plant						
211 Maintenance of Plant						
212 Fixed Charges						
<b>200 Total Expenditures</b>						
<b>Net Income</b>		<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>

**Budget and Actual Report**

TOTAL	Budget	Variance
\$	\$	\$

TOTAL	Budget	Variance

# Appendix B:

## Frequently Asked Questions

These FAQs have been developed to assist public charter school applicants. The following FAQs were taken from the Maryland State Department of Education website.

The complete document can be found at  
[www.ed.gov/offices/OII/choice/charterguidance03.doc](http://www.ed.gov/offices/OII/choice/charterguidance03.doc)

Charles County Public Schools is not responsible for content of the national information resources.



**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 Maryland 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 '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, and in the future, the state may apply for these federal funds.

**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 local 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 Maryland 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 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.