Dallas County School System

Request for Proposals for Start Up Public Charter Schools

Local School Board Public Charter Authorizer

2026 Application Cycle
Proposed Opening in the 2028–2029 School Year

Issued by the Dallas County Board of Education

Under the Alabama School Choice and Student Opportunity Act
Ala. Code §§ 16-6F-1 through 16-6F-11

RFP number: FY2029 - 01
Board adoption date: October 22, 2026
Publication date: October 30, 2026
Application deadline: January 1, 2027 at 12:00 p.m., Central Time

Dallas County School System invites qualified nonprofit applicant groups to propose high quality public charter schools located within the boundaries of the school system. This RFP provides the application requirements, review criteria, and performance expectations applicants must address.

1 Invitation and Authorizing Vision

The Dallas County Board of Education, acting as the public charter school authorizer for Dallas County School System, invites applicants to establish start-up public charter schools within the geographic boundaries of the school system. The Board particularly seeks applicants proposing unique and innovative educational programs and services designed to meet the individualized needs of students with multiple disabilities, as well as students who may experience behavioral and academic challenges in school. Applicants must demonstrate a documented track record of successfully educating these student populations, including evidence of effective specialized instruction, comprehensive supports, and measurable student progress. Proposed programs should promote equitable access, meaningful engagement, and measurable student growth. The Board's authority to authorize public charter schools is limited to locations within Dallas County School System's geographic boundaries and does not extend to all locations within Dallas County. Authority: Ala. Code § 16-6F-6(d).

Strategic vision

Dallas County School System seeks to expand equitable access to strong educational options that prepare students to become self-sufficient, competent, productive citizens. The Board's chartering vision is to authorize schools with a clear educational purpose, sound governance, sustainable finances, and measurable results while respecting the autonomy granted by Alabama law.

The Board gives preference to otherwise qualified applications that present credible, well-resourced plans to serve at-risk students, including students facing economic disadvantage, students with disabilities, English learners, students at risk of dropping out, and students performing below academic proficiency. Applicants should explain the unmet need, proposed supports, and outcomes. This preference does not permit selective admissions or replace the requirement to demonstrate competence in every approval criterion. Authorities: §§ 16-6F-4(3), 16-6F-7(a)(4).

Eligible applicants and school models

An applicant must have 501(c)(3) tax-exempt status or have submitted an application for that status. Applicants awaiting approval must attach their IRS application. The governing board must obtain 501(c)(3) status before charter contract negotiations begin. No private or nonpublic school may establish a public charter school under this chapter. Authorities: §§ 16-6F-2(c), 16-6F-4(1), 16-6F-7(a)(8) ee and (e)(1).

This solicitation is for start-up schools. A conversion of an existing district school requires a separate, school-specific RFP after the Board identifies the school proposed for conversion. This document does not designate any district school for conversion. Authority: § 16-6F-7(a)(9).

Public school commitments

Proposals must provide tuition-free, nonsectarian public education, lawful open enrollment, and equitable access. The Board will not approve admissions requirements based on academic proficiency, special skills, financial means, or a parochial or religious theme. A specialized instructional theme may not become an enrollment screening requirement. Authorities: §§ 16-6F-5(a), 16-6F-7(b)(3), 16-6F-9(c).

2 Application Schedule and Communications

The published cycle must conform to the statewide timeline established by the Alabama State Department of Education (ALSDE). For the 2026 cycle, ALSDE's March 2026 timeline addresses schools opening in 2028–2029 and requires at least 30 days between RFP publication and the application deadline. Authority: § 16-6F-7(a)(3); ALSDE memorandum FY26-1007.

Milestone	Published date or controlling deadline
RFP release and broad public notice	October 30,2026
Written responses and any addenda posted	Dallas County School System Webpage (www.dallask12.org)
Full application due	January 1, 2027
In-person capacity interview and public forum	Dates communicated to each applicant within the review period
Board approval or denial	No later than 60 days after each application is filed
Decision report to ALSDE and applicant	Within 30 days after approval or denial
Charter contract execution	Within 60 days after application approval
Executed contract notification to ALSDE	Within 10 days after execution
School opening	2028–2029, subject to contract and preopening requirements

Designated district contact

Charter Authorizing Office: Dr. Tanya S. Miles
Email: rfp@dallask12.org
Telephone: 334-875-3440
Submission portal or delivery location: [Insert official destination]
RFP and addenda webpage: dallask12.org

Submit questions in writing to the designated contact. The district will post written responses and addenda for all applicants. Applicants are responsible for reviewing and acknowledging addenda. Oral statements do not amend this RFP. The district will broadly publicize the RFP through its website and public outreach to prospective applicants and community stakeholders.

3 Submission Instructions

Application package

Submit a signed application cover sheet and certification, a searchable PDF narrative, indexed attachments, and an editable spreadsheet containing the start-up budget, five-year operating budgets, and cash-flow projections. Use letter-size pages, one-inch margins, a readable 11- or 12-point font, consecutive page numbers, and the section order in this RFP. The narrative should not exceed 100 pages, excluding the cover sheet, contents, certifications, and attachments. These are district submission requirements.

Answer every question in Sections 4 through 9. Use clearly labeled attachments and cross-references. If a requirement does not apply, explain why. Distinguish secured resources from pending commitments. Do not submit student-level records or other unnecessary personally identifiable information as evidence of demand or support.

Filing and completeness

Submit the complete package through the destination listed in Section 2 by the published deadline. The district will acknowledge receipt and record the actual filing date. Applicants must not assume that transmission alone establishes receipt; retain confirmation and contact the designated office promptly if no acknowledgment is received.

The district will check timeliness, applicant eligibility, signatures, and required components. It may request limited clarification or identify missing materials under a consistent process. A completeness check, clarification request, or internal review phase does not reset or extend the statutory 60-day decision period. An incomplete application may be denied for failure to demonstrate the required capacity; the Board's action and reasons will be documented.

Letter of intent

An optional letter of intent may identify the applicant entity, proposed school name, target community, grades, opening year, enrollment, and contact person. It assists district planning and is not a substitute for the full application. Failure to submit an optional letter does not disqualify an otherwise timely application.

Applicant responsibilities

- A particular school proposal may be submitted to no more than one local school board at a time. Disclose earlier applications, decisions, and any appeal involving this proposal. Authority: § 16-6F-7(a)(2).
- Applicants bear their own preparation and participation costs. Submission and approval do not guarantee a facility, district services, grants, or other financial support.
- Provide accurate information and disclose material changes to governance, leadership, finances, location, or provider arrangements during review.
- Applications and related records are subject to applicable public records law. Identify any claimed protected information and its legal basis; confidentiality labels alone do not establish an exemption.

4 School Overview and Community Need

Respond to the following questions with supporting evidence. Authority: § 16-6F-7(a)(8) a–g, n, x and ee; § 16-6F-7(c).

4A Executive summary and educational purpose

- Provide an executive summary describing the school, proposed opening year, educational model, student population, location, governance, leadership, and financial readiness.
- State the school's mission and vision. What educational outcomes will it achieve, and how does its model address a documented need in the community?
- Identify the proposed location or geographic area and show that it lies within Dallas County School System boundaries. Describe the students and community the school expects to serve.

4B Grades and enrollment

- Provide a five-year table listing grades offered and minimum, planned, and maximum enrollment by grade and year. Explain facility limits, cohort growth, class sizes, and the minimum enrollment needed to operate sustainably.
- Explain the evidence supporting enrollment projections, recruitment timeline, anticipated student origins, and contingency actions if enrollment is below plan.

4C Community need and family partnership

- Present current educational and demographic data, family input, and other evidence of need. Attach dated survey summaries, meeting records, letters of support, or partnership commitments and describe how the evidence was gathered.
- Explain how families, including families of at-risk students, helped shape the proposal. Describe ongoing parent engagement, accessible communications, translation or interpretation, feedback procedures, and complaint resolution.
- Provide brief biographies and resumes of founding board members and proposed school leadership and management, showing their roles and relevant experience.

4D Desegregation impact

Analyze the proposed school's potential effect on the school system's obligations to establish and maintain a unitary, desegregated system. Address applicable court orders and statutory obligations, projected enrollment by race and student origin, recruitment, transportation, proposed location, and potential effects on existing schools. Explain the evidence, assumptions, and steps to prevent adverse effects. The applicant, district, and authorizer must carefully review this impact; the Board may not approve a school that hampers, delays, or negatively affects desegregation efforts. The district will conduct its own review of the applicable legal obligations. Authority: § 16-6F-7(c).

5 Education Plan and Student Supports

Authority: § 16-6F-7(a)(8) h–m and o; § 16-6F-9(a)(7), (c) and (d).

5A Academic program and instruction

- Describe curriculum, learning objectives, instructional materials, teaching methods, class structure, and delivery model. Explain research or demonstrated results supporting the model and its fit for the proposed students.
- Provide the school calendar and a sample daily schedule, showing instructional time, intervention, enrichment, teacher collaboration, and any extended-day or summer programs.
- Explain how the academic program meets applicable requirements and prepares students for state assessments. For high school grades, describe graduation pathways, credit accumulation, college and career readiness, and postsecondary partnerships.

5B Assessment and continuous improvement

- Describe internal and external assessments, administration schedules, data systems, staff training, and reporting to families and the authorizer. Include all required statewide assessments.
- Propose measurable annual proficiency, growth, subgroup, attendance, recurrent enrollment, and high school readiness targets consistent with Sections 12 and 13. Explain how teachers and leaders will use results to adjust instruction.

5C Equitable services

- Explain identification, staffing, instruction, progress monitoring, and funding for students with disabilities, English learners, students who are academically behind, and gifted students.
- Describe Child Find, evaluations, IEP and Section 504 implementation, related services, procedural safeguards, accessible facilities, and responsibility for a free appropriate public education. Identify service providers and arrangements; the school retains primary responsibility for special education.
- Describe English learner identification, language instruction, access to the general curriculum, family communication, and monitoring. Explain tiered academic and behavioral supports, intervention decisions, and enrichment.

5D School culture and activities

- Provide discipline policies, suspension and expulsion procedures, due process, protections for students with disabilities, and plans to examine discipline disparities. Explain attendance supports, school safety, bullying prevention, and student mental health referral practices.
- Describe co-curricular and extracurricular programs, access for all students, staffing, facilities, costs, and funding. Explain athletics arrangements and compliance with applicable association requirements if participating.

6 Governance and Leadership

Authority: § 16-6F-7(a)(8) g, p–v; §§ 16-6F-4(10) and (16) b, 16-6F-6(i), 16-6F-9(a), (d) and (e).

6A Legal organization and board stewardship

- Identify the nonprofit entity, incorporation status, IRS status, and proposed independent governing board. Attach organizing documents, IRS determination letter or pending application, and proposed bylaws.
- Describe board size, selection, terms, committees, removal, succession, and training. Show how at least 20 percent of the board will be parents of students who attend or have attended the school for at least one academic year. Before instruction begins, this requirement may be met by parents who intend to enroll their students.
- Explain compliance with the Alabama Open Meetings Act, public records law, State Ethics Law, and meetings within the local school system at times convenient for parents. Provide oversight, complaint, records retention, and transparency policies.

6B Roles and organizational capacity

- Provide an organization chart showing authority and reporting among the board, school leader, staff, advisory bodies, parent or teacher councils, and external organizations.
- Describe each entity's responsibilities and the board's authority over budgets, school leadership, performance, contracts, and compliance. Explain how the board will evaluate the leader and act when results are unsatisfactory.
- Provide a first-year staffing chart and staffing plan for all five operating years. Explain hiring timelines, recruitment, retention, professional development, compensation, employment policies, and performance evaluations.
- Identify qualifications required for each position and compliance with applicable federal staff requirements and criminal background checks. Explain any election to participate in the Teachers' Retirement System and Public Education Employees' Health Insurance Plan; a start-up school's election must precede contract execution and is irrevocable.

6C Conflicts and contractual independence

Provide a conflict-of-interest policy and signed disclosures for each proposed board member. Disclose business, family, employment, and financial relationships involving the applicant, school leadership, provider, affiliates, and authorizer personnel. Describe recusal, independent review, and monitoring. No governing board member may have a financial relationship to an education service provider or the staff of the authorizer. Disclosure does not cure a prohibited relationship.

Explain partnerships and contracts central to the school's mission. An authorizer employee, agent, or representative may not simultaneously serve as an employee, agent, representative, vendor, or contractor of a school it authorizes. Address independence and any proposed shared relationships explicitly.

7 Enrollment Facilities and Operations

Authority: §§ 16-6F-5, 16-6F-7(a)(8) n, w, y, aa and dd; § 16-6F-9.

7A Recruitment and open enrollment

- Provide recruitment materials, an enrollment calendar, application form, and admissions policy. Explain outreach to underserved families and how enrollment remains accessible to students with disabilities and English learners.
- Explain lawful grade or age limits, facility capacity, and a public random selection process when demand exceeds capacity. A start-up school must first enroll district residents; oversubscription among those residents requires random selection. Remaining capacity is offered without regard to residency through random selection as required by law.
- Give returning students and siblings the required preferences. Identify any optional preference and its legal basis. Preferences for children of founders, board members, and full-time employees may not exceed 10 percent of total enrollment. A proposed geographic preference requires authorizer approval and an overall enrollment comprising a majority of at-risk students.
- Describe public lottery notice, Alabama Open Meetings Act compliance, documentation, waitlist administration, withdrawals, re-enrollment, and annual capacity determination with the authorizer. Do not condition admission on proficiency, athletic ability, income, parent volunteering, or donations.

7B Facilities and safety

- Provide the facilities plan, location evidence, ownership or lease status, financing, capacity, classroom and service space, accessibility, renovations, inspections, and approvals. Include costs in the budget and a backup or contingency plan.
- Identify building, fire, health, safety, and occupancy requirements, emergency plans, insurance coverage, and deadlines for readiness. State whether any requested district property or service is supported by an actual agreement.

7C Services and start-up readiness

- Describe transportation, food service, technology, student records, data reporting, health services, security, and all significant ancillary services. Identify vendors, responsible staff, costs, access provisions, and contingency plans.
- Explain the school’s responsibilities as a start-up LEA, including special education, federal program administration, and data reporting. District services, if voluntarily purchased, require a separate annual service contract.
- Provide a detailed start-up plan with tasks, milestones, responsible individuals, evidence of completion, dependencies, and backup actions from approval through opening. Address staffing, enrollment, facility readiness, curriculum, cash availability, and preopening inspections.

8 Financial Plan and Sustainability

Authority: § 16-6F-7(a)(8) z–cc; §§ 16-6F-6(h)–(k), 16-6F-10.

8A Budgets and financial assumptions

- Provide a start-up budget and five-year operating budgets with clearly stated assumptions, together with monthly cash-flow projections for the start-up period and first operating year. Reconcile enrollment, staffing, provider fees, facilities, transportation, student supports, and reserves across the narrative and spreadsheet.
- Identify each public and private revenue source, allocation assumptions, receipt dates, and restrictions. Apply the current funding provisions of § 16-6F-10. Do not assume all local tax revenues transfer to a start-up school or that pending grants are secured.
- Explain the minimum viable enrollment, break-even assumptions, working capital, debt and repayment terms, and contingencies for lower enrollment, delayed funding, reduced donations, or increased costs. Include a sensitivity scenario and concrete corrective actions.

8B Financial controls and accountability

- Describe accounting systems, segregation of duties, authorized signatories, purchasing, competitive bidding, payroll, cash handling, bank reconciliation, financial reporting, board budget oversight, debt approval, related-party transactions, and fraud prevention.
- Explain compliance with generally accepted accounting principles and the annual independent CPA audit requirement. A copy of the audit report and accompanying management letter must be filed with the authorizer by June 1. Describe audit procurement, response to findings, and responsibility for timely submission.
- Disclose all donations of private funding, including gifts from foreign governments, foreign legal entities, and, when reasonably known, domestic entities affiliated with either. Identify donor, amount or value, conditions, and status. Attach evidence for anticipated fundraising contributions claimed in the application.
- Describe insurance types, coverage limits, deductibles, planned carriers, effective dates, and premiums. Explain responsibility for school debts, liabilities, and closure costs.

8C Authorizing fees and voluntary services

Any Board-approved authorizing charge must comply with § 16-6F-6(h): 3 percent of annual per-student state allocations when the Board oversees one to three schools; 2 percent for four to five; and 1 percent for six to ten. The district's charge for this cycle is [Insert adopted charge consistent with law, or state that no charge is imposed]. Applicants must budget any published charge and identify the assumed rate.

Except for lawful oversight charges, purchase of district services is not a condition of approval or contracting. Optional services require a separate annual agreement stating fees and responsibilities. No district subsidy or service commitment arises from this RFP.

9 Education Service Providers and Experienced Operators

All applicants must state whether they will contract for substantial education services, management services, or both. If no such provider is proposed, expressly state that fact. Authorities: §§ 16-6F-7(a) (10)– (11), 16-6F-9(b)(3).

9A Provider track record

Identify the provider, legal entity, owners or controlling parties, affiliates, leadership, and services. Provide evidence of success with students similar to the proposed population, including academic achievement and management of nonacademic functions where applicable. Supply school-level results, populations served, years of operation, financial and compliance records, references, and any closures, nonrenewals, revocations, litigation, or material findings, with explanations.

9B Required term sheet

Attach a proposed term sheet addressing each of the following:

- Contract duration and proposed execution date.
- Roles and responsibilities of the governing board, school staff, and provider.
- Scope of services and resources, including staffing, curriculum, technology, facilities, and business services where applicable.
- Performance evaluation measures, reporting requirements, and timelines.
- Compensation structure and all management, licensing, facility, administrative, and other fees; show each amount or formula in the budget.
- Contract oversight and enforcement methods, remedies, and access to school records and data.
- Investment disclosures, including provider or affiliate investments and financial interests.
- Renewal and termination conditions and procedures.

Explain existing or potential conflicts of interest between the school board, provider, and affiliated businesses. Address ownership and control of public funds, records, curriculum rights, equipment, and facilities, and continuity of operations if the relationship ends. The school's independent governing board must retain oversight; a provider agreement cannot transfer the charter responsibilities of the school or authorizer.

9C Applicants that already operate schools

Provide evidence of past performance and current capacity to manage growth. List all schools operated, their authorizers, grades, enrollment, academic results, audits, compliance status, and expansion plans. Explain how staffing, central services, finances, and governing board oversight will support the proposed Dallas County school without weakening existing schools. Report each school separately rather than relying solely on network averages.

10 Evaluation and Board Decision

The district will use internal and external evaluators with relevant educational, governance, financial, and legal expertise. Evaluators will disclose conflicts, recuse where appropriate, and document evidence. The review includes the written application, an in-person interview with the applicant group, and a public forum where local residents may learn about and comment on each proposal. Authority: § 16-6F-7(b).

Criterion	Evidence required to meet the standard
Education plan and community need	Coherent model; credible demand; feasible enrollment; strong instruction and assessment; adequate special population supports; lawful admissions and discipline; workable family engagement; acceptable desegregation impact.
Governance and organizational capacity	Eligible independent nonprofit board; relevant expertise; lawful board composition; clear accountability; effective conflict controls; feasible staffing, facilities, services, start-up plan, and provider oversight.
Finance and accountability	Consistent start-up and five-year budgets; supportable assumptions; adequate cash and contingencies; credible funding; sound internal controls, audit and procurement plans; affordable facilities and provider costs.
Capacity demonstration	Board and leadership explain and substantiate the plans in person; demonstrate relevant skills, decision-making, role clarity, and ability to remedy identified implementation risks.

Rating definitions and approval rule

Meets the standard: A complete, coherent, evidence-supported, feasible response demonstrates the capacity required to operate successfully. Partially meets the standard: A response has material gaps, weak evidence, or unresolved feasibility concerns. Does not meet the standard: A response is missing, inconsistent, legally deficient, or fails to demonstrate capacity.

To recommend approval, evaluators must find that the applicant meets the standard in every criterion above and satisfies all legal eligibility requirements. Strength in one area cannot offset a material deficiency in another. The Board will grant charters only to applicants demonstrating competence in each published criterion and likely to open and operate a successful school. The at-risk preference applies among otherwise qualified proposals; it does not reduce the approval standard.

Public action and notice

The Board will approve or deny by resolution in an open meeting within 60 days of filing. No action within 60 days constitutes denial. Any denial will state the reasons in the public record. Approval may include reasonable conditions to be satisfied before contract execution. A denied applicant may reapply the following year or appeal to the Alabama Public Charter School Commission under applicable law and procedures. Within 30 days of action, the district will submit the required decision report and resolution to ALSDE and provide the applicant a copy at the same time.

11 Contracting and Ongoing Oversight

Contract execution and initial term

The Board and the school's governing board must execute a charter contract within 60 days after application approval. The school's governing board must obtain 501(c)(3) status before negotiations begin. The contract must be approved in an open meeting and signed by the president of the authorizer's board and the president of the school's governing body. The district will notify ALSDE of execution and submit the contract and attachments within 10 days. Authority: § 16-6F-7(e).

The initial charter term is five operating years beginning on the first day of school operation. An approved school may delay opening for one school year to plan and prepare; a longer delay requires a requested extension that the authorizer may grant or deny based on the school's circumstances. Authority: § 16-6F-7(d).

Preopening conditions

Before opening, the school must have an executed contract and demonstrate readiness to meet building, health, safety, insurance, and other legal requirements. The district will require evidence of nonprofit status, board readiness, a lawful facility, insurance, sufficient enrollment and cash, staff readiness and background checks, instructional materials, student services, enrollment procedures, and operational systems. Conditions, deadlines, and verification responsibilities will be documented in the contract or its attachments. Authority: § 16-6F-7(f).

Performance and reporting

The contract will incorporate the framework in Sections 12 and 13, school-specific annual targets set jointly with the authorizer, a reporting calendar, and corrective action procedures. Applicants must acknowledge the framework and propose annual targets with definitions, data sources, baselines, and calculation methods. Additional school-proposed indicators must be rigorous, valid, reliable, and approved by the authorizer.

The district will collect and analyze state assessment results, monitor academic, organizational, and financial performance, and publish an annual school performance report. It will use routine desk reviews, scheduled submissions, and inquiries or site visits where warranted, consistent with the contract and without unduly restricting school autonomy. Each school is independently accountable even when multiple schools share a governing board. Authority: § 16-6F-8(a)–(b).

Corrective action and authorizer accountability

The district will promptly notify a school of apparent performance or legal deficiencies and provide a reasonable opportunity to remedy them unless the issue warrants revocation. It may require a corrective action plan and impose appropriate sanctions short of revocation. The district will submit its publicly accessible authorizer annual report within 60 days after each school fiscal year ends and participate in required annual authorizer training. Authorities: §§ 16-6F-8(b), 16-6F-6(d)(1)g and (g).

12 Academic Performance Framework

This framework is supplied for applicant review and incorporation into charter contracts. Annual numerical targets and school-specific baselines will be set jointly by the school and authorizer and recorded before operations begin, with lawful mutual refinements after baseline data become available. State accountability expectations remain applicable. Authority: § 16-6F-8(a).

Indicator	Measure and evidence	Evaluation expectation
Academic proficiency	Percent proficient on required state assessments by subject and grade; official ALSDE results.	Meet applicable state accountability requirements and each contractual annual proficiency target.
Academic growth	State growth measures where available; approved valid growth measures for other grades or subjects.	Meet each contractual annual growth target using the approved measure and comparison period.
Subgroup achievement gaps	Proficiency and growth for each major subgroup; gaps calculated on a common scale against the specified reference group.	Meet subgroup targets and the contractual annual gap-reduction targets.
Attendance	Average daily attendance; chronic absence calculated using the adopted state definition; verified attendance records.	Meet annual attendance and chronic absence targets; implement documented interventions.
Recurrent enrollment	Percent of eligible students enrolled in the prior year who return in the next year; disclose cohort, exit reasons, and exclusions.	Meet annual recurrent enrollment target; investigate attrition and subgroup disparities.
Postsecondary readiness for high schools	Applicable state college and career readiness indicators, graduation rate, credit progress, and verified pathway completion.	Meet state requirements and contractual graduation and readiness targets.
Additional mission outcomes	Authorizer-approved indicators with a defined instrument, baseline, population, and reporting schedule.	Meet approved rigorous annual targets; supplement required measures.

Disaggregation and measurement rules

Disaggregate student performance data by gender, race, poverty status, special education status, English learner status, and gifted status, subject to lawful privacy protection in public reports. Specify cohort definitions, denominators, missing data treatment, approved exclusions, and state minimum reporting group sizes. Use official state definitions where available and avoid changing calculations between years without a documented basis.

For each indicator, annual reports will identify the target, actual result, trend, subgroup results where applicable, and a rating of Meets, Does not meet, or Not applicable. Not applicable requires an explanation; unavailable data will be identified separately and will not automatically be treated as success. The authorizer will document the evidence supporting each rating.

13 Organizational and Financial Performance Framework

The measures below address financial sustainability and board performance and stewardship required by § 16-6F-8(a), together with related legal and contract obligations. Specific reporting dates and any numerical financial thresholds will be stated in the executed contract; the school and authorizer will set annual targets jointly.

Indicator	Measure and evidence	Evaluation expectation
Governance and stewardship	Board composition; meeting notices and minutes; training; conflict disclosures; leader evaluation; required records.	Maintain lawful independent governance, required parent representation, ethics and open meeting compliance, and documented oversight.
Enrollment and student rights	Application forms; lottery records; waitlists; complaints; enrollment and discipline data.	Follow lawful admissions, preferences, public random selection, due process, and civil rights requirements.
Special populations	Required service records; qualified service capacity; compliance reviews; corrective actions.	Meet IDEA, Section 504, English learner, and other applicable service obligations.
Operational compliance	Occupancy and inspection records; insurance; safety plans; background checks; required reports.	Maintain required approvals and insurance, safe operations, and timely accurate reporting.
Financial performance	Monthly budget-to-actual reports; cash balances; cash-flow forecast; current assets and liabilities; debt schedules.	Meet annual budget and liquidity targets; pay obligations when due; address material variances and sustain operations.
Financial controls and audit	Independent CPA audit and management letter; bank reconciliations; procurement and internal control records.	Use GAAP; comply with competitive bidding; file audit and management letter by June 1; remedy material findings.
Financial transparency	Public and private revenue records; restricted fund accounting; provider fees and related-party disclosures.	Report all required funding disclosures; use restricted funds lawfully; disclose fees and avoid prohibited conflicts.

Reporting and response

The district will require financial reports at the intervals stated in the contract, an annual compliance certification, state assessment and enrollment submissions on applicable state schedules, and prompt notice of material safety, legal, or financial events. Annual performance reports will state evidence and findings separately for academics, organization, and finance. A strong result in one domain does not excuse a material legal violation in another.

If an indicator does not meet its target or compliance requirement, the report will identify the deficiency, its significance, notice provided, and required corrective action. Corrective action must specify tasks, responsible parties, deadlines, and evidence of completion. Material or persistent deficiencies may result in intervention, nonrenewal, or revocation under applicable law and the contract.

14 Renewal Revocation and Closure

Renewal requirements

Renewal decisions will be grounded in evidence of performance over the charter term under the contract framework. By July 15 in the year before expiration, the district will issue a performance report and renewal application guidance. The school has 15 calendar days to submit corrections or clarifications to the report. A school seeking renewal must file by October 1, and the authorizer must rule by resolution within 30 days after filing. Authority: § 16-6F-8(c)(1)– (6).

The renewal guidance will allow additional evidence, descriptions of improvements, and plans for the next term and will identify the decision criteria. Renewals generally are for successive five-year terms, with variation or improvement conditions permitted by law based on school circumstances. The district will make the evidence available to the school and public and issue a public report explaining its decision.

Nonrenewal and revocation

Grounds include material violations of the Act or contract, failure to meet required performance expectations or make sufficient progress as applicable, unacceptable fiscal management, and substantial violations of law. The district will apply the minimum state proficiency standard and the statutory renewal provisions in § 16-6F-8(c)(7)– (9). At renewal, a school receiving an F, or D or F grades for the three most recent years, falls below the statutory minimum state standard. The statutory exception for other indicators of strength and exceptional circumstances requires an affirmative formal Board action.

The district's processes will provide timely notice of possible revocation or nonrenewal and the reasons, reasonable time to prepare a response, an orderly proceeding for documents and testimony, representation by counsel at the charter holder's expense, witnesses, permission to record proceedings, deliberation, and a written final determination. Reasons will be stated in a resolution. Within 15 days of renewal, nonrenewal, or revocation, the district will report the action and required assurances to ALSDE and provide the school a copy at the same time. Authority: § 16-6F-8(c)(10)–(12).

Closure protocol

Before any closure decision, the authorizer will have a protocol assigning tasks, timelines, and responsibilities for family notice, student placement, student and business records, services continuity, public funds, contracts, assets, and dissolution. The district will oversee orderly implementation. Assets are distributed first to outstanding employee payroll, then creditors, then to the State Treasury for the Education Trust Fund, subject to applicable court determinations where assets are insufficient. Authority: § 16-6F-8(d).

15 Application Cover Sheet and Certification

Complete and include this page with the application. Add a separate sheet if needed.

Proposed school name: _____

Applicant nonprofit legal name: _____

Mailing address: _____

Primary contact and title: _____

Contact email and telephone: _____

Proposed location or geographic area: _____

Opening year and first-year grades: _____

First-year minimum planned and maximum enrollment:

_____

Five-year grade span and maximum enrollment:

_____

IRS status and supporting attachment: _____

Education service provider or statement that none is proposed:

_____

Other applications decisions or appeals involving this proposal:

_____

Applicant certification

By signing below, the applicant's authorized representative certifies that the application is accurate to the best of the representative's knowledge; the applicant has disclosed material conflicts, provider relationships, and prior application history; and this particular proposal is not pending with more than one local school board at the same time.

The applicant commits to lawful tuition-free and nonsectarian operation, nondiscriminatory open enrollment, applicable student protections, and cooperation with the desegregation review. The applicant acknowledges that 501(c)(3) status must be obtained before charter contract negotiations and that approval does not authorize operation without an executed contract and satisfied preopening requirements.

The applicant acknowledges the performance framework, published review criteria, and all issued addenda and agrees to participate in the in-person capacity interview and public forum. The school's governing board will retain responsibility for charter obligations and provider oversight.

Authorized representative name and title: _____

Signature: _____ Date: _____

Governing board chair name: _____

Signature: _____ Date: _____

Addenda acknowledged by number and date: _____

16 Required Attachments and Legal References

Submission checklist

Attach and label the following materials. Explain any item not applicable. The narrative must still answer all questions; attachments alone do not replace an explanation of the school plan.

Attachment	Required material
A	Signed cover sheet and certification; executive summary; application contents and attachment index.
B	Nonprofit organizing documents; IRS determination letter or pending 501(c)(3) application; proposed bylaws; conflict policy and signed disclosures.
C	Founding board and leader biographies or resumes; organization chart; first-year staffing chart and five-year staffing plan; employment and evaluation policies.
D	Five-year grades and enrollment table; evidence of community need and support; family engagement plan; desegregation impact analysis.
E	Calendar and daily schedule; curriculum overview; assessment and target plan; special population service plans; extracurricular program plan.
F	Recruitment and enrollment timeline; admissions and public lottery procedures; student application form; discipline and due process policies.
G	Facilities and contingency plan; transportation, food service and operational plans; insurance plan; detailed start-up task schedule.
H	Financial policies and controls; start-up and five-year budgets; cash-flow and sensitivity analysis; debt terms; donation disclosures and fundraising evidence.
I	Provider term sheet, track record and conflict disclosures where applicable; school-level performance and growth capacity evidence for existing operators.

Governing authorities and source access

Ala. Code Chapter 16-6F, as amended, including Acts 2015-3 and 2023-420: §§ 16-6F-2 and 16-6F-4 (eligibility and definitions); § 16-6F-5 (enrollment); § 16-6F-6 (authorizer duties); § 16-6F-7 (RFP, application, review and contract); § 16-6F-8 (framework, oversight and closure); §§ 16-6F-9 and 16-6F-10 (operations and funding). Official Code access: https://alison.legislature.state.al.us/code-of-alabama

Alabama Administrative Code Chapter 290-3-6, Charter Schools: https://admincode.legislature.state.al.us/administrative-code/290-3-6

ALSDE memorandum FY26-1007, March 2026, and attached Timeline for Local School Board Charter Authorizers, Opening 2028–2029: https://www.alabamaachieves.org/memos/fy26-1007-application-as-a-charter-school-authorizer-for-the-local-school-board/

Application questions cover the essential elements in § 16-6F-7(a)(8)a–ee; this RFP also requests readiness, conflict, and desegregation evidence under paragraph ff and related provisions. Applicable law and current ALSDE requirements control in the event of a conflict.