

Anne Arundel County Public Schools

Public Charter Schools

Information & Application Booklet

Program Contact

*Senior Manager of
Alternative Programs*
410.224.8572



Table of Contents

Introduction • 1

- The Maryland Public Charter School Program • 1
- Chartering Authority and Eligibility in Maryland • 1
- Beyond the Education Program • 1

MSDE Reporting Requirements • 2

- Every Student Succeeds Act • 2
- Special Education Requirements • 2
- Programs for Non-English and Limited-English Proficient Students • 2
- Maryland State Requirements • 3

Getting Started • 4

- The Chartering System • 4
- Public Schools Conversion • 5
- Summary • 5

The Application Process • 6

- What Will You Need • 7
- Additional Evaluation Procedures • 7
- Application Timeline • 8

Application Instructions • 9

- General Directions • 10
- Part A: Overview • 11
- Part B: Instruction & Student Services • 15
- Part C: Business & Management Services • 23
- Guiding Questions • 35

Appendix A: Forms & Guidelines

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

Appendix B: Scoring Rubric

Appendix C: Guidelines

Appendix D: Frequently Asked Questions

Introduction

The Maryland Public Charter School Program

During the 2003 General Assembly session, the Maryland Public Charter School Act was passed and signed into law (Title 9, “Maryland Public Charter School Program,” §§ 9-101 to 9-112 of the Education Article). This law authorizes the establishment of public charter schools in Maryland. 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. The application to establish a public charter school is usually the mechanism through which an applicant explains in detail its plans to establish and operate a school. The chartering authority may assist the applicant in understanding the application process, consult with the applicant concerning all requirements, and provide guidance throughout the application process. It is the chartering authority’s responsibility to review and approve or disapprove an application based on standards established by the chartering authority consistent with the state law authorizing public charter schools. The Board of Education of Anne Arundel County is the chartering authority in Anne Arundel County.

Beyond The Education Program

On a smaller scale, a public charter school will respond to similar management and administrative functions as any other public school. In that 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 consistent with the services provided to other public schools within that system.

The 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 by both the school system and the charter school’s leadership.

Federal Education Program & Maryland State Department of Education (MSDE) Reporting Requirements

The “Every Student Succeeds Act – ESSA”

Charter schools are subject to a number of requirements under the *Every Student Succeeds Act* which reauthorized the *Elementary and Secondary Education Act* (ESEA). This act contains the bulk of laws authorizing most federal education programs, including the federal charter schools grant program. Because charter schools are public schools, charter schools that receive funds under any of the ESSA programs are required to comply with the ESSA requirements for use of the funds.

Special Education Requirements

Charter Schools are public schools, and as such are required to comply with federal and state special education laws and regulations. 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 the 2004 Individuals with Disabilities Education Improvements Act (IDEA) Amendments and 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. Furthermore, the state board shall provide technical assistance to the operators of a public charter school to help the school meet requirements of federal and state laws, including 20 U.S.C. § 1400, et seq. and § 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794.

Note: *As required by the Maryland Public Charter School Act, the Anne Arundel County Board of Education will not grant a charter to a public 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 Non-English and Limited-English Proficient Students

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 Non-English and Limited-English Proficient Students. The state board 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 the AACPS local school system, will be expected to use AACPS 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

Anne Arundel County Public Schools' Four-Step Chartering System

Step 1: Information Gathering & *Intention Form*

Intention Form *Form A*

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 an **Intention Form A** directly to the Senior Manager of Alternative Programs, Anne Arundel County Public Schools, 2644 Riva Road, Annapolis, Maryland, 21401. The **Intention Form A** is located in this booklet and online at www.aacps.org (click on the *Charter Schools* link).

Step 2: Prospectus

Prospectus *Guideline B*

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 Anne Arundel 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 AACPS has received the *Intention Form*. The **Prospectus Guidelines** is located in this booklet and online at www.aacps.org (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 provides 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 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 of 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 Anne Arundel 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 Anne Arundel 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 of 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 Application Process

After the *Intention Form* and *Prospectus* have been received, but prior to submitting an application, the prospective charter school organizing body and Anne Arundel County Public Schools' 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, AACPS 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 AACPS within 30 calendar days.

AACPS staff designated by the Superintendent will review all completed applications. The staff will evaluate applications using a variety of processes, including, but not limited to, rubrics and interviews of the applicants determined to be viable candidates for receipt of a charter.

Applications meeting all the criteria for technical completion will be reviewed and evaluated using the Application Scoring Rubric (Appendix B). Applicants and Founding Board Members will then be scheduled for a panel interview. Results of those reviews will be presented to the Superintendent and Board of Education. Their decision 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 J 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 I for Facility Requirements.)
- 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 of 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.

What Will You Need?

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 your project from the outset, it is a good idea to plan for approximately one year to complete the application development, and allow an additional 18–20 months from application submission to opening of school.

- **Financial Resources:** The cost of preparing a charter proposal depends on the types of resources available to the applicants planning group from the beginning of the process. Examples of costs could range from printing and publicity, communications-related expenses, filing fees for nonprofit corporation 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 facilitate student achievement with a coherent program design. A clear vision will also give potential employees, prospective students, and parent's clear indications of what will be expected of them and 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, 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 leader 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 to the ultimate success of the public charter school. The school leader will be a vital link between the public charter school, the management board, the parents, teachers and staff, as well as the public school system, in creating cohesive relationships that promote student achievement. *The school leader, as well as all employees, must have credentials appropriate to running a school.*
- **Community Involvement:** Building community involvement around your school's vision is important for a successful public charter school.

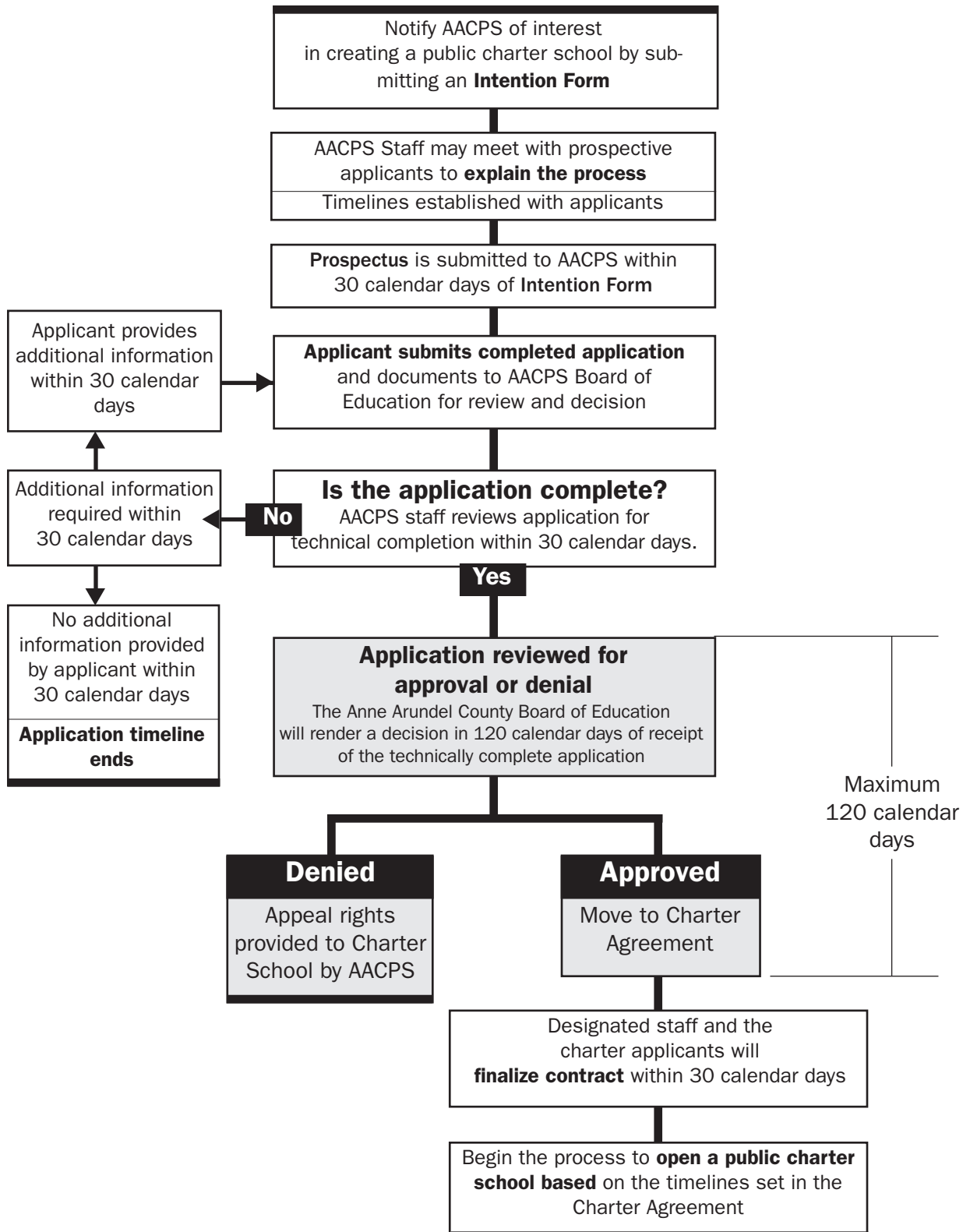
Additional Evaluation Procedures

All charter school proposals will be evaluated for the impact of the proposed charter on the students and communities. The Anne Arundel County Board of Education 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 Anne Arundel County Board of Education as outlined in policy CFB (706/EG), Naming School Facilities.

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.



Public Charter School Application Instructions

General Directions

Please follow these general guidelines when preparing and submitting your application:

- The application is divided into the following sections:

PART A: Overview

1. Executive Summary
2. Profile of Founding Group
3. Background Information
4. Governance Structure
5. School Management and Administrative Structure
6. Student Population and School Calendar
7. School Recruiting and Marketing Plan
8. Private School Conversion

PART B: Instruction & Student Services

1. Educational Plan
2. Academic Programs, Standards, and Curriculum,
3. Student Assessment
4. Student Support Services
5. Code of Student Conduct
6. Parent Involvement and Community Participation

PART C: Business & Management Services

1. Personnel
2. Human Resources
3. School Facilities
4. Finances
5. School Safety and Security
6. Transportation
7. Food & Nutrition Services
8. Accountability
9. Final Documentation

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.aacps.org (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.
- Submit 3 hard copies of your application in a binder and submit 1 electronic copy (thumb drive).
- The attached **Charter School Application Cover Page** form **must** serve as the first or cover page of your document. Note that the name of the public charter school must by law include the term “public charter school.”
- The attached **Application Checklist**, is to be filled out by the applicant and included with the application after the **Cover Page**.

PART A: Overview

1. Executive Summary

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 your vision for the school, and be focused enough to describe the specific mission that would make this school unique.

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 and communicate the school's uniqueness. The mission will guide your 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.

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.

A **goal** is a statement of broad direction or purpose. A goal, by definition, will identify some outcome that will be achieved. Some characteristics of goals include that they are stated in a general way, point toward some future outcome, and identify what will be accomplished.

An **objective**, or action plan, is the measurable method or procedure that will be used to achieve a goal. Objectives outline the steps that will be taken to achieve the goal. Some characteristics of objectives is that they are Specific, Measurable, Achievable, Realistic, and Time-bound (SMART).

2. Profile of Founding Group

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 academic standards. Please include:

- A. the names and addresses of entities submitting the application;
- B. the most recent annual reports of the organizations or corporations of which the individuals are directors or officers and a description of the role played; and
- C. Articles of Incorporation of the Founding Group and the most recent IRS Form 990.

3. Background Information

**Background
Information**
Forms
Form F
Form G

Please provide the following information on the key players currently involved with the development of the charter school, the authorized agent, principal, and any individuals responsible for the day to day operation of the school. A resumé for each individual is also required.

A. References:

Provide three references for each person submitting an employment history, education history, and statement of intent profile.

Part A—3. Background Information, continued**B. *Employment History:***

The employment history should clearly support the qualifications and experiences to be considered sufficiently qualified to operate a public charter school. Specifically address qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

C. *Education History:*

Provide the educational training (including degrees earned, dates enrolled, and institution) and experience that demonstrates operators are sufficiently qualified to operate a public charter school.

D. *Statement of Intent:*

Provide a personal statement regarding each contributor's role, responsibilities, and commitment relating to this application and/or operation of the proposed public charter school.

The information and resumé provided will be subject to verification by the Board of Education.

4. Governance Structure

The Operators of the public charter school are legally responsible for all transactions of the public charter school. The Operators 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 and the by-laws or other instruments affecting the governance of the public charter school. A proposed charter school must have a Federal Tax ID number. The application for tax-exempt status must be enclosed.

The Operators should hold frequent (at least monthly) meetings. Include dates and website link for accessing agenda and meeting minutes.

Profile of the Operators of the Public Charter School:

- A. Define the Legal Status of Organization—Governance
- B. Outline any business arrangements or partnerships with existing schools, educational programs, businesses, or non-profit organizations.
- C. Describe the relevant expertise of retained consultants or professionals (e.g., accounting, finance, educational management services, risk management, human resources).
- D. Outline the proposed method for resolving conflicts between the governing body of the charter school and the chartering authority.
- E. Provide a set of by-laws for the proposed school, which includes the charter school's method for appointment/election of the governing body and the length of the terms established for each management position.
- F. Provide a proposed communication plan between the charter school founding board and AACPS personnel at the central office.

5. School Management and Administrative Structure

A stable, effective, and comprehensive school management model consistent with the mission is a key in clearly defining roles of the board and its interaction with staff. Appropriate teacher and parent input in school decision-making is essential. A well developed viable administrative management structure and knowledge of and compliance with public information laws is important in establishing a public charter school.

- A. Provide an organizational chart for the school and a narrative description of the chart. The materials supplied should clearly indicate the reporting structure of the founding board and staff, to the school director(s)/leader.
- B. Describe the roles and responsibilities of the board, including the relationship of the founding board to teachers and administrators, and AACPS.
- C. Describe the proposed management and administrative structure applicable to the operation of the public charter school in Anne Arundel County. This would include the principal and all staff responsible for implementing the proposed public charter school. Include clearly delineated responsibilities, policies, and practices needed to effectively manage the school.
- D. Attach the Code of Ethics of the proposed public charter school. The code of ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance therewith. The code of ethics and conflict of interest policy must be written to apply to the founding board, officers and employees of the school.
- E. Discuss how the charter school will comply with Maryland statutes relating to public records and public meetings as outlined in the State Government article of the *Annotated Code of Maryland*, Section 10-509, et al.

6. Student Population and School Calendar

Student Population Form Form E

Use the **Student Population Form E** to describe the grades of students to be served, the number of students at each grade level and the proposed school calendar. Please note that where differences from the AACPS school calendar exist, the charter applicant must explain the reasons for the differences and its impact on student instructional time pertaining to days and hours regulations. Calendar differences which impact the hours in a teachers work week will require negotiations with the Teacher's Association of Anne Arundel County (TAAAC).

7. Recruiting And Marketing Plan

A public charter school should have a plan to attract sufficient students to operate a school and 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. Describe how you will publicize the school 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.

8. Private School Conversion

Please indicate whether the proposed public charter school would:

- Have substantially the same governance structure and/or officers as an existing private school;
- Draw from an existing private school a substantial portion of the employees of the public charter school;
- Receive from an existing private school a substantial portion of such private school's assets or property; or
- Would be located at the same site as an existing private school.

Please provide, if you wish, any other information that you think would be helpful to the Anne Arundel County Board of Education in its evaluation of your application.

Part B: *Instruction & Student Services*

1. *Educational Plan*

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 of the local school; alignment of the mission and the educational program is the means to achieve this plan.

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. Whatever the choice—a few grades or a complete K–12 program, no growth or rapid growth in subsequent years—be prepared to provide a coherent rationale for having made that choice.

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 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 you are seeking.
- C. Explain the relationship between the student population to be served and the geographic area where you intend to locate your school. Please provide a demographic analysis that will describe the impact of your proposed school on the existing community and neighborhood schools.

*If providing
kindergarten,
AACPS follows
these timeframes:*

Children admitted to the kindergarten program in the public schools shall be at least five years old on or before September 1st of the school year in which they apply for entrance.

2. Academic Program, Standards, and Curriculum

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.

Instructional Time

Public Charter schools must provide at least as much instructional time during a school year as required by other public schools.

- 6 hours per day for full day kindergarten and grades 1–5 exclusive of lunch time;
- 6 hours and 15 minutes per day for grades 6–12 exclusive of lunch time, and

Note: Section 7-103 of the Education Article of the Maryland Annotated Code states that each public school under the jurisdiction of a county board shall be open for pupil attendance for at least 180 actual school days and a minimum of 1,080 hours for elementary and middle schools or 1,170 hours for high school hours during a 10-month period in each school year. Schools may not be open on Saturdays, Sundays, or holidays in order to meet the 180 day or 1,080 hour requirement. Schools must remain open 3 hours in order to meet the full day requirement under State Law.

Public Charter Schools must comply with the following COMAR mandated holidays:

- i. Labor Day
- ii. Thanksgiving Day and the Friday after Thanksgiving
- iii. Christmas Eve through New Year's Day
- iv. Martin Luther King, Jr. Day
- v. Good Friday
- vi. Easter Monday
- vii. Memorial Day
- viii. Primary and General Election days

- 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 your 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), 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 AACPS Strategic Plan (details outlining the AACPS Strategic Plan can be found at www.aacps.org).
- 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. 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 their 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 (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 Non- and Limited- English Proficient students. 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 for speakers of other languages (ESOL) liaison with AACPS. Responsibilities will include coordinating with the AACPS ESOL office throughout the year to ensure that all required ESOL 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 AACPS Special Education Liaison 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 Plan (IEP);

Part B—2H. Academic Programs, Standards, and Curriculum, continued

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 AACPS. Responsibilities will include coordinating with the AACPS special education office 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.

Note: The application will not be approved until a full curriculum, consistent with the school's mission, philosophy, and goals has been adopted or until a timeline and plan for the Year One curriculum are provided that convinces the Anne Arundel County Board of Education that such a curriculum will be in place prior to the opening of the public charter school.

3. Student Assessment

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 from school based assessments and state-mandated assessments are used, along with other data sources, in evaluating the progress of students and schools in accomplishing learning outcomes. These also provide data that can be used for the improvement of classroom instruction and curricular programs, empowering 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 your 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 expected student outcomes and performance standards which describe:
 - 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 public 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.
- B. Describe the methods used to identify the educational strengths and needs of students and the extent to which educational goals and performance standards are being met.

- C. 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 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.
- D. Attach a schedule of the state assessments that the charter school will administer.
- E. Describe the methods to be used to ensure testing procedures and policies will be followed for all state mandated assessments.
- F. Describe the proposed grading policy, including the method and frequency of feedback regarding student achievement to parents and students, and AACPS. For secondary public charter schools, describe the method for determining that a student has satisfied the MSDE requirements for graduation.
- 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 you believe will be necessary for the successful operation of the charter school.
- H. Describe the anticipated challenges faced in educating the targeted population and describe methods, strategies and/or programs designed to address those anticipated challenges.

4. Student Support Services

The Charter School is expected to comply with all AACPS policies regarding student services, unless a waiver is granted. Please thoroughly describe the policies for implementation of each of the following student support services.

- A. Describe plans for student participation in extracurricular activities such as athletics, music, field trips, etc. Please note, students may not be charged for these services.
- B. Describe appropriate technology, libraries and other media that will be made available to the school's students.

Please describe and include the following written procedures:

- C. **Describe the student admission and enrollment procedures.** As required by law, admissions preference is granted to students who are eligible to attend AACPS. Enrolled students should be guaranteed admission the following year provided the appropriate grade is available. AACPS requires charter schools to use the AACPS Magnet Tracking System (MTS) to conduct the annual application process. Additionally, charter schools will use an AACPS approved vendor to conduct the school's lottery.

Part B—4C. Student Support Services, continued

1. Describe the ways in which the school will endeavor to achieve a racial/ethnic balance reflective of the community it serves.
2. Describe the timetable to be used for registering and admitting students, including a plan for the admission lottery if the number of applicants exceeds the stated program capacity.
3. In the case of an existing school being converted to charter status, suggest alternative arrangements for current students who choose not to attend the charter school.
4. Describe the proposed student enrollment policy and procedures.
5. Describe the proposed strategies for compliance with compulsory attendance laws.
6. Describe the proposed student withdrawal and transfer policy and procedures.

D. Describe the proposed policy, procedure, and conformance to federal and state laws and regulations related to Student/Family Confidentiality Standards.

E. Describe proposed immunization policy and procedures which comply with federal and state laws and regulations.

Maryland State Law requires immunization of students prior to entering school. All students enrolled in Charter Schools must comply with Maryland State immunization requirements in COMAR 10.06.04. Students who cannot show proof of required immunizations are not permitted to attend school.

Foreign born students must present documentation of Tuberculin Skin Test (Purified Protein Derivative-PPD) before attending school.

F. Describe plans for health services to be provided by the charter school, or options under consideration. Holding an R.N. or L.P.N license without school nurse certification is not acceptable. Health service staff may be full-time or part-time, but students should have health service access during school hours.

Health staff are hired, trained and supervised by Anne Arundel County Department of Health, School Health Services in accordance with a Memorandum of Understanding (MOU) with AACPS. All health staff and back-up responders (school staff chosen by the principal) must have CPR and First Aid Training to comply with COMAR 13A.05.05.09. Medications may only be administered by health staff except when, in the absence of health staff (for example, on a field trip), the school nurse has delegated the administration to a specific staff member.

In order for staff to be selected and trained, Charter School administration must contact the School Health Services Central Office at least 90 calendar days prior to the expected opening date of the Charter School.

G. **Child Development Center license** (if applicable)

Provide the license required to operate a child development center, if appropriate.

5. Code of Student Conduct

It is expected that discipline procedures would be aligned with those outlined in the AACPS *Code of Student Conduct*, unless modified in the Charter Agreement.

- Describe the Code of Conduct to be implemented in the public charter school.
- Explain the disciplinary strategies and interventions designed to address student discipline in the proposed public charter school.
- Describe the disciplinary philosophy of the proposed public charter school as it relates to student behavior.

Note: Any discipline related to students with disabilities must comply with federal, state, and local regulations. Further, all suspensions and expulsions must follow AACPS policy. The Anne Arundel County Board of Education policies can be located at the Board of Education link at www.aacps.org. Public Charter Schools are required to follow all the policies of the Anne Arundel County Board of Education unless a waiver is sought and approved.

6. Parent Involvement and Community Participation

Please include your Parent Involvement Policy and plans for conducting, with the involvement of parents, an annual evaluation of the content and effectiveness of the policy and its support of the academic quality of the public charter school.

- A. Describe how you will go about building family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parental involvement in school operations.
- B. Describe how you propose to work with parents so they have the information and training they need to better support and become more involved in their children's learning.
- C. 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 children's education.
- D. 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 you have for partnerships or other relationships with community organizations or individuals that would enrich the learning opportunities of students in the school.
- E. Clearly and concretely convey the scope of community backing for the proposed charter school and its founding board. Document this community support among teachers, parents, students, community members, institutional leaders and others, through the use of letters of support, surveys, or other tangible means. For AACPS schools converting to charter schools, provide evidence that 80% of parents/guardians and 80% of existing staff support the conversion of the school to a public charter school.

- F. Describe how parents will be involved in the charter school, including, in particular, the management and administration of the public charter school.
- G. Describe the methods for handling disputes between parents and the school.

PART C: *Business & Management Services*

1. *Personnel*

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 AACPS 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 are AACPS employees. There are no exceptions.

The Charter School application must include the following information.

- A. Provide a roster of all charter school staff identifying their proposed positions for each year of the charter. The roster should indicate and identify classroom teachers, any teaching aides or assistants, any specialty teachers, professional staff, and support personnel. All teachers, administrators, professional staff and paraprofessionals must be certified pursuant to the requirements of Maryland Certification regulations. The roster should identify the number of instructional personnel in each classroom (e.g., one teacher, one teaching assistant, one paraprofessional for each class), the certificate information where applicable, the class assignment, the subject matter to be taught and number of hours each member of the roster will work per day, per week, and per year.
- B. Detail the methodology employed to determine job positions, roles and responsibilities.
- C. Provide job descriptions for each staff member identified on the roster.
- D. Briefly describe the teaching program of typical teachers. Indicate how many hours they will be in class and what other school-related responsibilities they will have outside the classroom (lunch duty, dismissal, advisory group, after school- tutoring, coaching, etc).
- E. 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 AACPS background check procedures for such individuals.
- F. Describe personnel appraisal/evaluation/observation and accountability procedures for all staff on roster. Be specific.
- G. Provide evidence of meetings, conversations, and dialogues with bargaining units.

Part C—1. Personnel, continued**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.

In addition, 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, 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 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 subarticle in the Board of Education Article of the Annotated Code of Maryland. **The charter school is not authorized to negotiate permissive topics of bargaining unless the Board of Education 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 as required by the Education Article. 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:

Unit I: Teachers Association of Anne Arundel County (TAAAC)

Teachers, mentor teachers, resource teachers, teacher specialists, library/media specialists and “pupil services staff” to include school psychologist, psychology specialists, pupil personnel workers, and counselors

Unit II: Association of Educational Leaders (AEL)

Principals and assistant principals

Unit III: American Federation of State, County, and Municipal Employees (AFSCME)

Food service employees, custodial staff, etc.

Unit IV: Secretaries and Assistants Association of Anne Arundel County (SAAAAC)

School-based secretaries, clerks, technicians, and teacher assistants

Employee Organizations

The contact person for each of the designated employee organizations is listed below:

(Subject to change)

TAAAC

Teachers Association of Anne Arundel County

Executive Director

Teacher Association of Anne Arundel County

2561 Riva Road, Annapolis, MD 21401

410-224-3330

AFSCME

American Federation of State, County,
& Municipal Employees

President

1410 Bush Street, Baltimore, MD 21230

443-336-0938

AEL

Association of Educational Professionals

President

Association of Educational Leaders

2521 Riva Road, Suite L-2

Annapolis, MD 21401

410-224-3322

SAAAAC

Secretaries and Assistants Association
of Anne Arundel County

President

2521 Riva Road, Suite L-7,

Annapolis, MD 21401

410-266-3133

Copies of the negotiated agreements may be obtained by contacting: Director of Employee Relations

Anne Arundel County Public Schools

2644 Riva Road

Annapolis, MD 21401

410-222-5065

As of May 1, 2006

2. Human Resource Information

In that 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 Anne Arundel County Public Schools, will be expected to work in conjunction with the AACPS Human Resource Department on all pertinent staffing, recruiting, compensation, benefits and other related Human Resources functions, administrative procedures, and Board Policy and Regulations. For additional information on AACPS Human Resources Policies and Regulations, see www.aacps.org.

A. Recruitment, Employment and Retention

1. Describe the standards which you will use to recruit, hire, train, and retain staff. If applicable, thoroughly outline the federal requirements for hiring foreign nationals and the steps the Charter School will take to comply with requirements including costs associated with applicant processing for work authorization, if the public charter school may seek to hire foreign nationals.
2. Describe the process to utilize the AACPS online applicant tracking system (HR Navigator) in recruiting for all positions. Provide the staff positions who will be responsible for the hiring process.
3. Describe the methodology for verifying education and previous work experience.
4. Describe the methodologies for retaining staff.
5. Describe the employee discipline, investigation and grievance procedures.
6. 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.
7. Describe the procedure for dealing with employee terminations, resignations, retirements, or other separations from employment.
8. Describe the procedure for reporting workplace injuries including how to handle staffing shortages when employees are absent due to workers compensation issues.
9. Describe the plan to deal with employee shortages resulting from Leaves of Absences, FMLA, or sabbatical requests and monitoring employees absent on such leave.
10. Describe the process to comply with Maryland State Retirement Agency's regulations for limiting salaries for retired employees if the Charter School may hire retired Maryland teachers.
11. Describe the plan for utilizing the AACPS substitute teacher system.
12. Describe the process for dealing with mid-year staffing changes.

B. Payroll and Benefits

1. Describe the plan for implementation of payroll processing according to AACPS procedures and negotiated agreements, including pay for supplemental activities.
2. Describe the human resources plan that will govern salaries, hiring and dismissal and benefits packages.
3. Describe the plan to monitor and report employee leave.
4. Describe the plan to adhere to court ordered garnishments and levies.

C. Certification

1. Describe how the public charter school will assist AACPS in monitoring and encouraging certificated staff employed at the charter school to maintain and renew certification.
2. Provide a detailed plan to adhere to the certification process and to fulfill certification requirements. Discuss process for addressing the requirements of conditionally certified employees.
3. Describe how professional development will adhere to AACPS policy and will be offered to the teaching staff.

D. Records Management

1. Describe the charter school's Records Maintenance procedure including the process for ensuring that AACPS receives all required official personnel file documents. Describe procedures for handling employee records on location at the Charter School site.
2. Describe the process to share AACPS employee record changes such as name, address, dependents, marriage, birth, and adoption, with the Division of Human Resources.
3. Describe the plan for working with AACPS to respond to court ordered subpoenas for employee records.
4. Provide information on the plan to house charter school's copy of employee records and state which staff members will have access to these records and the rationale for such access.

E. Contact Information

1. Provide a point of contact for the Charter School who will be responsible for interaction with the Division of Human Resources with regards to:
 - Recruitment and Retention
 - Investigations
 - Integrated Leave Management
 - Payroll
 - Benefits
 - Retirement
 - Substitutes
 - Teacher, Administrator, & Teaching Assistant Certification
 - Employee Records

3. School Facilities

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.

A Certificate of Occupancy issued by Anne Arundel County must be presented to AACPS prior to receiving any funds and within 30 calendar days before the first day of school.

**Site
Information**
Form I

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

- A. If you have already identified a site, 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 you are seeking and any present options being considered as locations. The applicant must notify AACPS 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.

4. Finances

**Budget
Forms**
Form J

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 and state 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 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 years. Because budgeted allotments will change from year to year, with changes in the local and state per pupil allotments, the three-year budget should be updated annually to reflect these changes. Federal funds and grants are not predictable for income with expenditure forecasts.

The student enrollments for the next three years will be the funding cap for the school during the term of the charter. The enrollment numbers should not fluctuate more than 10% above or below the cap in any given year. If this occurs, a revised budget must be submitted to AACPS for

review by the Assistant Superintendent for Business and Management Services to ensure that the school is financially sound to finish the year.

The State funds school systems based upon a September 30th count. Therefore, it is important that Charter Schools submit timely and accurate September 30th enrollment counts. Requests for enrollment and for grade structure changes must be submitted each year to AACPS. A review will be completed on the request in excess of the numbers projected on the application or by the 10% rule. Any changes above 10% must be approved by the Anne Arundel County Board of Education.

Projections for students with disabilities are difficult. However, there must be a commitment from the public charter school not to discriminate and to provide services to these students. Each year the State collects information regarding the number of students identified as students with disabilities on October 1st, and, the federal government takes a head count as of October 1 of each year. The allotment for children with disabilities is based on the actual funding per student for the local educational agency (LEA).

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 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 student and the school. This information cannot be used to determine a student's eligibility to attend the public charter school.

Required Financial Records

- A. AACPS 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 your 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.
- 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.

Part C—4. Finances, continued

- 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 AACPS and the public charter school applicants.
- H. Describe the process for documenting ownership and inventory control of materials and equipment.

5. School Safety & Security**A. Emergency Management**

Developing emergency management plans is a vital part of any school safety plan. Every school in AACPS 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:

1. Mitigation/Prevention measures, preparedness planning, response procedures, and recovery procedures;
2. Emergency procedures for protecting students from an internal and external threat, shelter-in place, evacuation, and active shooter;
3. Designation of an Incident Command System (ICS) Team;
4. Designation of Command Posts, Staging and Relocation sites, Student Sites, Parent/Adult Sites, and Media Sites;
5. Staff emergency management training plan;
6. Student training plan;
7. Relocation agreements for relocation sites; and
8. Process for updating and revalidating the emergency plan
9. 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. AACPS requires all schools to take appropriate measures to ensure that unauthorized persons are not able to enter schools or cause a disturbance. Develop a plan which addresses the following procedures:

1. Prevention of intruders into the school and grounds.
2. Ensuring that any visitor to a school shows proper identification and is supervised properly at all times.
3. Requirements for all visitors to sign-in.
4. Verification of the identity of all parents signing out students.
5. Requirements for contractors to sign-in on a daily basis, wear company identification and use designated entrances and exits.

6. Establishment of procedures to identify persons on the available sex offender lists.
7. Satisfactory completion of background checks on designated volunteers.
8. Satisfactory completion of a background checks for all employees and contractual employees.
9. 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 your 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 provide services; or whether private school bus vendors or Charter School owned and operated school vehicles will be utilized?
- B. Charter schools are responsible for providing transportation for students residing within a “reasonable distance” of the charter school. How has that reasonable distance been defined in your charter transportation plan? What factors helped form the basis for this distance determination?
- C. Describe the policies, that will ensure that transportation is not a barrier to equal access for all students.
- D. Students with disabilities may have IEP’s requiring specific transportation modes. Describe the procedures that will be in place to address these needs.
- E. Describe your policy for supervision of students on the bus, and while traveling between residences and bus stops.
- F. Describe the geographical attendance area for the school.
- G. Provide an implementation outline for all transport services contemplated.

7. Food & Nutrition Services

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 the local school district's Food & Nutrition Service officials.

Charter School must contact local Food & Nutrition Services officials to discuss the type of meal service that can be provided for the facility. 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:
1. Provide food on its own and forgo reimbursement after the second year of operation of the Charter School;
 2. 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
 3. Contract with the local district.

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

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 Board of Trustees, 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; and
- 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 need only to be referenced in the Plan, but 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.

Part C—8. Accountability Plan, continued**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; and
- Indicators that are aligned with goals and that will provide a reasonable basis upon which to judge 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; and
- 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, the community, providing them with timely, credible, understandable, and useful information; and
- 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

**Assurances
Form
Form H**

Please provide any additional documentation which you believe will enhance your application for a public charter school in Anne Arundel County Public Schools.

Guiding Questions

The following guiding questions may be helpful in the application development process.

- 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?
- Have you included a timeline and process for developing student content and performance standards?
- 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 your 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?
- Have you obtained verification that there are no outstanding building code violations for educational occupancy?
- Do you have a certificate of occupancy?
- 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?
- What are the bus routes? What are the pickup and drop-off plans?
- How many buses are required?
- 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. Student Population
- F. Background Information
- G. Affidavit, Disclosure, and Consent
for Background and Credit Check
- H. Compliance Assurances
- I. Site Information
- J. Budget Forms (*link to fillable docs J 1-7*)

Forms are also available for download at:

www.aacps.org

(click on the *Charter Schools* link)

Program Contact

Senior Manager of Alternative Programs

410.224.8572



Intention Form

This *Intention Form* is the first step in the Public Charter School Application process but implies no further obligation on either party. If, however, the applicant desires to submit an application for a public charter school in Anne Arundel County, then the applicant is required to submit a prospectus within 30 days of submitting this *Intention Form*. The filing of this *Intention Form* may not be used for promotion or advertising, although it may be noted in internal school communications or as otherwise authorized by Anne Arundel County Public Schools. Please inquire with any questions regarding these restrictions. For more information, contact the Senior Manager of Alternative Programs at 410-224-8572.

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:



Guidelines for the Public Charter School Prospectus

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 Anne Arundel 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:

Senior Manager of Alternative Programs
Anne Arundel County Public Schools
2644 Riva Road
Annapolis, MD, 21401



Application Cover Page

Please complete the following information. If you require assistance to complete your application, please feel free to contact the Senior Manager of Alternative Programs. Please provide 3 bound hard copies which include tabs to separate the content areas and 1 electronic copy (thumb-drive) to: *Senior Manager of Alternative Programs, Anne Arundel County Public Schools, 2644 Riva Road, Annapolis, MD 21401.*

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

Note: The name by law must include the term "Public Charter 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 Learning

☐ Other

Internal Use Only

Assigned tracking code

Date



Application Checklist

This document is similar to the Administrative Checklist used by the AACPS 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.** Certain information will be verified for accuracy.

Arrange document into large sections (A, B, and C) 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 A: Overview

1. Executive Summary

2. Profile of Founding Group

3. Background Information

- _____ References
- _____ Employment history
- _____ Education history
- _____ Statement of Intent
- _____ Background and Credit Check Affidavit

4. Governance Structure (if applicable)

- _____ Description of organizing group
- _____ Business arrangements, or partnerships
- _____ Expertise of consultants
- _____ Methods for conflict resolution
- _____ By-laws
- _____ Proposed communication plan

5. School Management & Administrative Structure

- _____ Organizational chart & description
- _____ Role & Responsibilities
- _____ Proposed operation structure
- _____ Proposed code of ethics
- _____ Proposed compliance plan

6. Student Population & School Calendar

7. Recruiting & Marketing Plan

- _____ Publicizing the school
- _____ Reaching the 'harder to reach' families

8. Private School Conversion

Part B: Instruction & Student Services

1. Educational Plan

- _____ Describe methods to measure progress
- _____ Grades served, number of students, etc.
- _____ Student population and the geographic area

2. Academic Program, Standards, and Curriculum

- _____ Educational program
- _____ Goals and objectives
- _____ Time spent on core classes/ Length of school day
- _____ Sample schedule
- _____ Student Achievement Goals
- _____ Learning standards and curriculum
- _____ Instructional methods
- _____ ESOL
- _____ Special education students

3. Student Assessment

- _____ Plan to assess student performance in the core academic areas.
- _____ Baseline student academic achievement levels established
- _____ Baseline rates compared to academic progress achieved
- _____ Evaluation of progress comparison
- _____ Methods used to identify educational strengths
- _____ Participation in statewide assessment program
- _____ Schedule of the state assessments

3. Student Assessment, continued

- _____ Requirements for graduation (secondary schools)
- _____ State or local rules waived
- _____ Meeting the needs of students at-risk of academic failure

4. Student Support Services

- _____ Extracurricular activities
- _____ Technology/media availability
- _____ Student Admission
- _____ Student Enrollment and attendance
- _____ Health Services/Nursing
- _____ Compulsory attendance
- _____ Student withdrawals and dismissals
- _____ Promotion of students
- _____ Student records and forms
- _____ Confidentiality standards
- _____ Immunizations

5. Code of Student Conduct

- _____ Discipline strategies & interventions
- _____ Discipline philosophy

6. Parent Involvement & Community Participation

- _____ Building family-school partnerships
- _____ Parent involvement
- _____ Staff Involvement
- _____ Community partnerships
- _____ Community backing
- _____ Handling disputes
- _____ Support for conversion to charter school

Part C: Business & Management Services

1. Personnel

- _____ Roster of Charter School
- _____ Determination of positions
- _____ Job descriptions
- _____ Teacher program and related duties
- _____ Information on volunteers
- _____ Personnel and accountability plan
- _____ Evidence of meetings, conversations

2. Human Resource Information

- _____ Recruitment, employment, and retention
- _____ Payroll and benefits
- _____ Certification
- _____ Records management
- _____ Contact information

3. School Facilities

- _____ Location or options
- _____ Suitability, renovation, and compliance
- _____ Partnerships towards acquisition of a school building
- _____ Financing plans
- _____ Identified a charter school facility
- _____ Ownership or lease
- _____ Insurance
- _____ Determination of per-pupil allocation
- _____ Ownership and inventory control of materials and equipment

4. Finances

- _____ Financial management, internal accounting procedures
- _____ Three-year budget
- _____ Budget for start-up expenses
- _____ Revenues and planned expenditures
- _____ Fund Raising
- _____ Insurance
- _____ Per-pupil allocation
- _____ Ownership and inventory control

5. School Safety & Security

- _____ Safety and security of students and staff
- _____ School insurance coverage
- _____ Emergency plans

6. Transportation

- _____ Transporting students
- _____ Reasonable distance
- _____ Policies to ensure equal access
- _____ Transportation for special needs

7. Food & Nutrition Service

- _____ Food Service Program Provided

8. Accountability Plan

- _____ Proposed three-year plan
- _____ Statement of goals
- _____ Student academic content and performance standards
- _____ Performance indicators
- _____ Benchmarks (annual/long-term)
- _____ Measurement tools
- _____ Improvement & renewal strategies
- _____ Reporting procedures

9. Final Documentation

- _____ Compliance Assurance form
- _____ Any other information for evaluation of application



Student Population

Name of Charter School

Enrollment

	Grades Served													Total Number* Served	# of Sites
	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

School Calendar

If this is different from the existing collective bargaining agreement, it must be first negotiated through the existing bargaining units with the Board of Education.

- ☐ Standard School Year
- ☐ Extended School Year
- ☐ Alternative School Year

Please describe in five words or less.

Number of Instructional Days:	Hours:	Start Date:
----------------------------------	--------	----------------

Student Population

Please define student population, i.e., special education, etc.



Background Information

Please provide the following information on the authorized agent, principal, and any individuals responsible for the day to day operation of the school. A resume for each individual is also required. The information and resume provided will be subject to verification by the Board. This page may be copied as many times as necessary.

Name	Role (Position in School)

Employment History:

Using as much space as necessary, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as it relates to the development of academic programs, operations of a school or a small business, and background in financial management.

Education History:

Using as much space as necessary, please provide your educational training (including degrees earned, dates enrolled, and institution) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

Statement of Intent:

Using as much space as necessary, provide a personal statement regarding your role and responsibilities relating to this application and/or operation of the purposed public charter school.

**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 #	
Street Address			
City		State	Zip
Phone	Date of Birth	Place of Birth	

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

3. Have you ever declared bankruptcy? Please give details on a separate signed, notarized and dated sheet. **Yes** **No**

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

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

Applicant's signature	Date
-----------------------	------



Compliance Assurances

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 Anne Arundel 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.

Agreement to Comply with Maryland Student Assessment

The Operators of _____ Public Charter School agree to comply with the Maryland Student Assessment Program.

Authorized Agent (please print)

Authorized Agent Signature

Date



Site Information and Schedule for Opening

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 your program. If program is to expand during term of agreement, describe how facility will be expanded.

Schedule on Next Page

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 A. A. County Inspections and Zoning departments.

_____ Site/building submitted to AACPS Facilities for approval by State.

_____ Lease submitted to AACPS Facilities.

_____ **Architect's contract submitted for AACPS Board of Education approval.**

_____ **Educational Specification submitted for AACPS Board of Education approval.**

_____ Reviewed Health Service requirements with A.A. County Health Department.

_____ Reviewed Food Licensing requirements with A. A. County Health Department.

_____ Schematic design submitted to AACPS Facilities for review.

_____ **Schematic Design submitted for AACPS Board of Education approval.**

_____ Design Development Documents submitted to AACPS Facilities for review.

_____ **Design Development Documents submitted for AACPS Board of Education approval.**

_____ Construction documents submitted to AACPS Facilities for review.

_____ Construction contract draft submitted to AACPS Facilities for review.

_____ Documents submitted to A.A. County PACE for permit.

_____ Anticipated date of receiving permit

_____ **Proposed construction contracts submitted for AACPS Board of Education approval.**

_____ Start construction.

_____ Complete construction.

_____ Final inspection by A.A. County Inspectors, Fire Marshal, Health Department
(Health services and food).

**30 days
before the
opening
of Charter
School**

_____ 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****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
Federal Funding		
Start-Up Grant		
Other (specify)		
State Funding		
Other (specify)		
Local Funding		
Fundraising		
Contributions		
Local Foundation and Grant Support		
Other Financing Sources		
Lines of Credit		
Loans		
Other (specify)		
Total Revenue	\$0	
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)		
Total Expenditures	\$0	

Public Charter Schools Operating Budget**Projected Revenues**

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

Revenues				
Revenue From State Source				
Per Pupil Tuition				
State Entitlements				
State Grants				
Transportation				
Revenue From Federal Sources				
Federal Entitlements				
Federal Direct Grants				
Federal Revenue Pass through the Commonwealth				
Federal Revenue Pass through another agency (specify)				
School Lunch				
Revenue From Local Sources				
Private Grant Revenue				
Fundraising				
Investment Income				
Program Fees				
Facilities Rental				
Other Revenue (specify)				
Total Revenues	\$0	\$0	\$0	\$0

Public Charter Schools Operating Budget**Four-Year Revenue Detail**

	Year One Fiscal Year	Year Two Fiscal Year	Year Three Fiscal Year	Year Four Fiscal Year
Revenue Source				
Local				
State				
Federal				
Other				
Total	\$0	\$0	\$0	\$0

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.

Type here

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

Type here

Public Charter Schools Operating Budget**Projected Expenditures**

(Page 1 of 3)

	Year One Fiscal Year	Year Two Fiscal Year	Year Three Fiscal Year	Year Four Fiscal Year
Expenditures				
School Administration				
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				
Subtotal - School Administration	\$0	\$0	\$0	\$0
Instructional Staff				
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				
Subtotal - Instructional Staff	\$0	\$0	\$0	\$0
Instructional				
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				
Subtotal - Instructional	\$0	\$0	\$0	\$0

Public Charter Schools Operating Budget**Projected Expenditures**

(Page 2 of 3)

	Year One Fiscal Year	Year Two Fiscal Year	Year Three Fiscal Year	Year Four Fiscal Year
	0	0	0	0
Expenditures, continued				
Business Services				
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				
Subtotal - Business Services	\$0	\$0	\$0	\$0
Operations and Maintenance				
Contact Labor - Non-Instructional				
Custodial Services				
Maintenance - Vehicle				
Maintenance - Facility				
Maintenance - Office Equipment				
Supplies/Materials - Maintenance				
Subtotal - Operations and Maintenance	\$0	\$0	\$0	\$0
Physical Plant				
Rent				
Mortgage				
Renovation/Construction				
Capital Debt Service				
Utilities				
Subtotal - Physical Plant	\$0	\$0	\$0	\$0
Student Services				
Health				
Transportation				
Food				
Recreation				
Subtotal - Student Services	\$0	\$0	\$0	\$0

Public Charter Schools Operating Budget***Projected Expenditures—3***

(Page 3 of 3)

	Year One Fiscal Year	Year Two Fiscal Year	Year Three Fiscal Year	Year Four Fiscal Year
	0	0	0	0
Expenditures, continued				
Miscellaneous				
Audit				
Advertising				
Dues and Subscriptions				
Workshops and Conferences				
Fundraising				
Legal				
Contingency Fund				
Subtotal - Miscellaneous	\$0	\$0	\$0	\$0
Total Expenditures	\$0	\$0	\$0	\$0

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

Type here

Public Charter Schools Operating Budget**Balance Sheet**

School Name: _____

Assets		
Cash and Cash Equivalents		0
Investments		0
Due from Other	<i>Anne Arundel County</i>	0
Governments:	<i>State of Maryland</i>	0
	<i>United States</i>	0
Accounts Receivable		0
Prepaid Items		0
Other Assets		0
Specify:		0
		0
Total Assets		\$0

Liabilities and Fund Balance		
Liabilities		
Accrued Salaries and Wages		0
Accrued Payroll Taxes and Deductions		0
Accounts Payable		0
Due to Other	<i>Anne Arundel County</i>	0
Governments:	<i>State of Maryland</i>	0
	<i>United States</i>	0
Other Liabilities		0
Specify:		0
		0
Total Liabilities		\$0

Fund Balance		
Reserve for Encumbrances		0
Unreserved:	<i>Undesignated</i>	0
Total Fund Balance		\$0

Total Liabilities and Fund Balance	\$0
---	------------

Public Charter Schools Operating Budget

Monthly Expenses

(Page 1 of 2)

School Name: _____

School Year: _____

[illegible][illegible]

Beginning Cash Balance	0	0	0	0	0	0	0
Monthly Activity	0	0	0	0	0	0	0
Ending Cash Balance	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Monthly Expenses

(Page 2 of 2)

School Year: 0

[illegible]

Expenses	July	August	September	October	November	December	Total
2% Administrative Fee	0	0	0	0	0	0	0
Staff Salaries	0	0	0	0	0	0	0
Teacher Salaries	0	0	0	0	0	0	0
Employers FICA	0	0	0	0	0	0	0
Health Care	0	0	0	0	0	0	0
Transportation	0	0	0	0	0	0	0
Rent	0	0	0	0	0	0	0
Telephone	0	0	0	0	0	0	0
Electric	0	0	0	0	0	0	0
Cleaning	0	0	0	0	0	0	0
Office Expenses	0	0	0	0	0	0	0
Other Exp.— Specify:							
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
Total Expenses	0	0	0	0	0	0	0

Beginning Cash Balance	0	0	0	0	0	0	0
Monthly Activity	0	0	0	0	0	0	0
Ending Cash Balance	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Public Charter Schools Operating Budget

School Name: _____

School Year: _____

100 Income	Salaries	Services	Supplies	Other	Equipment
101 Local Appropriations	0	0	0	0	0
120 State Revenue	0	0	0	0	0
100 Total Income	\$0	\$0	\$0	\$0	\$0

200 Expenses	Salaries	Services	Supplies	Other	Equipment
201 Administration	0	0	0	0	0
202 Mid-Level Administration	20215 · Office of the Principle	0	0	0	0
203 Instructional Salaries & Wages	20301 · Regular Programs	0	0	0	0
204 Text Books & Instructional Supplies	20401 · Regular Programs	0	0	0	0
205 Other Instructional Costs	20501 · Regular Programs	0	0	0	0
	20509 · Instructional Staff Curr. Dev	0	0	0	0
	20510 · Guidance Services	0	0	0	0
Total 205 Other Instructional Costs	0	0	0	0	0
209 Transportation	0	0	0	0	0
210 Operation of Plant	0	0	0	0	0
211 Maintenance of Plant	0	0	0	0	0
212 Fixed Charges	0	0	0	0	0
200 Total Expenditures	0	0	0	0	0
Net Income	0	0	0	0	0

Budget and Actual Report

TOTAL	Budget	Variance
0	0	0
0	0	0
\$0	\$0	\$0

[illegible]

Anne Arundel County Public Schools Public Charter Schools Application

Appendix B:

Charter Schools Application

Scoring Rubric

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section A. Overview

Reviewer Name: _____

Charter School Name: _____

1. Executive Summary	1	2	3	4	5	Comments
The applicant has clearly articulated a purpose, mission and goals that provide a broad idea of the vision for the school and is focused enough to describe the specific program that would make this school unique.						
The mission is clear, substantive, focused and concise, demonstrating the collective deliberation and reflection that have conceived the school.						
Subtotal:						(maximum points awarded =10)
2. Profile of the Founding Group	1	2	3	4	5	Comments
A. The names and addresses of entities submitting the application; B. The most recent annual reports of the organization or corporation; and C. The IRS letter of determination (501(c)(3) and IRS 990.						
Subtotal:						(maximum points awarded =5)
						Page 1 Total _____

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section A. Overview

3. Background Information	1	2	3	4	5	Comments
A. Three references are provided for each person submitting an employment history, education history, and statement of intent profile.						
B. The employment history of the applicants clearly reflects the necessary qualifications and experiences, which convince the reader that the applicant is sufficiently qualified to operate a charter school.						
C. The educational training and background of the applicants convince the reader of the applicant's capacity to develop academic programs, operate a school or small business and demonstrate a background in financial management.						
D. The applicant provides a clear and thorough statement of intent regarding their roles, responsibilities and commitment relating to this application and/or the operation of the proposed charter school.						
Subtotal:						(maximum points awarded =20)
						Page 2 Total _____

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section A. Overview

4. Governance Structure	1	2	3	4	5	Comments
A. The applicant clearly defines the legal governance status of the organization.						
B. A thorough discussion of any business arrangements or partnerships with existing schools, educational programs, business or non-profit organizations is provided.						
C. If consultants are to be utilized a detailed description of their role and relevant expertise.						
D. A thorough process for resolving conflicts between and among the governing board and the chartering authority, which is aligned with AACPS board policy, is provided.						
E. A thorough set of by-laws, which includes the charter schools method for appointment/election of the governing body and the length of the terms established for each management position, is provided.						
F. A proposed communication plan between the charter school founding board and AACPS personnel at the central office, is provided.						
Subtotal:						(maximum points awarded =30)
						Page 3 Total _____

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section A. Overview

5. School Management and Administrative Structure	1	2	3	4	5	Comments
A. An organization chart for the school and a narrative description of the chart is provided that clearly indicates the reporting structure of the founding board and staff to the school director(s)/leader.						
B. The roles and responsibilities of the board are clearly described, including the relationship of the founding board to teachers and administrators, and AACPS.						
C. The proposed management and administrative structure applicable to the operation of the public charter school in AACPS is described, which includes principal and all staff and clearly delineating responsibilities, policies, and practices needed to effectively manage the school.						
D. A Code of Ethics is provided and includes a comprehensive and formal conflict of interest policy that is written to apply to the founding board, officers and employees of the school.						
E. Discussion is included that outlines how the charter school will comply with Maryland statutes related to public records and public meetings.						
Subtotal:						(maximum points awarded =25)
						Page 4 Total _____

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section A. Overview

6. Student Population and School Calendar	1	2	3	4	5	Comments
The applicant clearly describes the grades of the students to be served, the number of students at each grade level and provides a comprehensive school calendar.						
The applicant has a plan to, or has initiated discussion with the appropriate bargaining units if differences exist between the proposed school calendar and the AACPS calendar.						
Subtotal:						(maximum points awarded =10)
7. Recruiting and Marketing Plan	1	2	3	4	5	Comments
A. A plan is provide that outlines how the charter school will publicize and attract a sufficient pool of students to operate a school.						
B. Steps that will be taken to reach students representative of the racial and socioeconomic diversity in the community are clearly outlined.						
Subtotal:						(maximum points awarded =10)
8. Private School Conversion	1	2	3	4	5	Comments
The applicant clearly indicates whether the proposed charter school is substantially the same as an existing private school, draws a substantial portion of employees from a private school, receives a substantial portion of private school's assets or property or would be located at the same site as an existing private school.						
Subtotal:						(No Points Awarded)
Page 5 Total _____						
Section A: Overview total points awarded = ____ out of 110 possible. (Total of Sections 1-8)						

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section B. Instruction and Student Services

Academic Program Standards, Curriculum, and Assessment						
Improved student achievement is the major focus of the academic program and services offered by Anne Arundel County Public Schools. The aim of public charter schools should be no different. Before approving a charter, the Board of Education will consider whether the public charter school proposal is based on an innovative approach to student learning and performance in order to improve student achievement, and whether there is consistency between the school's mission, goals, curriculum, and proposed student population. In addition, the Board must ensure that the public charter school will comply with applicable regulations to meet the needs of Limited English Learners and students receiving special education services in the school program. As part of the application, complete the following with enough detail to assist the Board in its decision.						
1. Educational Plan	1	2	3	4	5	Comments
A. The objectives of the charter school and the methods by which the charter school will measure its performance are clearly and thoroughly described.						
B. The applicant provides information on grades to be served, student teacher ratios, and takes into consideration the variables or allowances that might impact those ratios.						
C. The applicant provides a thorough demographic analysis which explains the relationship between the student population to be served and the geographic area of the proposed school location and describes the impact of the proposed school on the existing community and neighborhood schools						
Subtotal:						(maximum points awarded =15)
Page 6 Total						_____

AACPS Charter School Program

Scoring Rubric

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section B. Instruction and Student Services

2. Academic Program, Standards and Curriculum	1	2	3	4	5	Comments
A. The applicant thoroughly describes the educational program of the school, including an overview of the curricular objectives which support the Core Learning Goals of MSDE						
B. A description of the proposed curriculum is included, which provides specifics regarding its alignment to CCSS.						
C. The applicant clearly describes how the program will further the goals and objectives of the AACPS Master Plan.						
D. A sample schedule is provided which reflects the minimum number of hours/minutes per week the school will devote to core academic subjects in each grade, and reflects a plan to facilitate student achievement.						
E. The applicant provides a thorough description of student achievement goals for the proposed educational program.						
F. A thorough description of how the above stated goals and objectives will be achieved.						
Page 7 Total _____						

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section B. Instruction and Student Services

2. Academic Program, Standards and Curriculum (Continued)	1	2	3	4	5	Comments
G. The applicant clearly and thoroughly outlines the pedagogy and instructional methodology, including distinct instructional techniques to be implemented to enhance student achievement.						
H. The applicant clearly and thoroughly describes the implementation model for meeting the instructional needs of students with limited English proficiency. Applicant demonstrates the capacity to implement these programs in accordance with federal law, specifically with reference to identification and intervention models and access to the general education curriculum and non-disabled children, as well as outreach to parents in the community who are not proficient in English.						
I. The applicant demonstrates the capacity to comply with requirements of IDEA and thoroughly describes the school's plan to adhere to all provisions of the federal law, including identification, provision of services, LRE, FAPE, evaluation requirements and a process for resolution of disputes.						
Subtotal:						(maximum points awarded =45)
						Page 8 Total _____

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section B. Instruction and Student Services

3. Student Assessment	1	2	3	4	5	Comments
A. The applicant provides a thorough plan to assess student performance in the core academic areas including a method for establishing baseline student academic achievement levels and the demonstration of a sound process for comparing these data with post assessment criteria as well as to comparable student population progress.						
B. Applicant thoroughly describes the methods used to identify 1. student strengths and needs, and 2. whether goals and performance standards are being met.						
C. A sound knowledge of the expectations for participation in statewide assessments and a plan for their administration is provided.						
D. A complete schedule of assessments is included.						
E. A thorough description of the methods used to ensure testing procedures and policies will be followed.						
F. A comprehensive description of the grading policy, including method and frequency of feedback to parents and students is given. If applicant includes secondary students, a detailed description of the method for determining that a student has satisfied the requirements for graduation is provided.						
G. A sound justification for any waivers to federal, state or local regulations is provided and the applicant clearly demonstrates rationale for this request.						
Page 9 Total _____						

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section B. Instruction and Student Services

3. Student Assessment	1	2	3	4	5	Comments
H. The applicant demonstrates a sound understanding of the challenges associated with educating the proposed student population and convinces the reader of their unique capacity to implement the proposed programs designed to facilitate student academic achievement.						
Subtotal:						(maximum points awarded =40)
						Page 10 Total _____

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section B. Instruction and Student Services

4. Student Support Services	1	2	3	4	5	Comments
A. The applicant provides a thorough and comprehensive plan for student participation in extracurricular activities.						
B. The applicant thoroughly describes appropriate levels of technology and media services designed to facilitate the attainment of student and program goals.						
C.1. The applicant provides a detailed plan the school intends to implement to achieve racial/ethnic balance reflective of the community it serves.						
C. 2. The applicant provides a detailed plan for the admission lottery if the number of applicants exceeds the program capacity.						
C.3. <i>If Applicable:</i> Alternatives are given for students who do not choose to attend the charter school if the charter school is being converted from an existing school.						
C.4. The applicant provides thorough written policies and procedures with respect to student enrollment						
C.5. The applicant provides strategies for compliance with compulsory attendance laws.						
C.6. The applicant provides thorough written policies and procedures with respect to student withdrawal and transfer.						
Page 11 Total _____						

AACPS Charter School Program**Scoring Rubric**

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section B. Instruction and Student Services

4. Student Support Services (Continued)	1	2	3	4	5	Comments
D. Applicant provides thorough description of the policy, procedures and conformance to Student/Family Confidentiality Standards.						
E. Applicant provides thorough description of the policy and procedures for student immunizations.						
F. The applicant provides sound understanding of the criteria for provisions of school health services, which reflects student access to health services during school hours.						
G. If Applicable: License to operate a child development center is provided.						<i>If NA, no points assigned</i>
Subtotal:						(maximum points awarded =55)
5. Code of Student Conduct	1	2	3	4	5	Comments
The applicant provides a comprehensive Code of Student Conduct, which is aligned with AACPS policies and procedures, and articulates the disciplinary strategies and interventions designed to address student discipline and thoroughly explains the disciplinary philosophy of the proposed charter school.						
Subtotal:						(maximum points awarded =5)
						Page 12 Total _____ -

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section B. Instruction and Student Services

6. Parent Involvement and Community Participation	1	2	3	4	5	Comments
A.-B. The Parent Involvement Policy is clear and concise. The applicant clearly demonstrates in depth involvement of parents and other community members throughout the planning and design of the charter school in order to build family-school partnerships which focus on improving learning, communication and parental involvement in school operations.						
C. The application outlines strategies to foster parent involvement in student learning, encourage parent decision-making about student's education, and will foster a welcoming environment for parents.						
D. Applicant provides complete and clear description of community partnerships including roles and responsibilities. The application, at a minimum, outlines the strategy the charter school will employ to build partnerships with community agencies. Details regarding any partnership commitments from community agencies are provided. How these partnerships will enrich learning opportunities for students at the school are described clearly and such partnerships are appropriate given the mission of the school.						
Page 13 Total _____						

AACPS Charter School Program**Scoring Rubric**

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section B. Instruction and Student Services

6. Parent Involvement and Community Participation (Continued)	1	2	3	4	5	Comments
E. The application clearly conveys the scope of community backing for the charter school and its founding board by the inclusion of letters of support, surveys or other measurable / quantifiable documentation. (3.H) Conversion evidence is appropriate and clearly demonstrates 80% support from parents / guardians and existing staff for conversion.						
F.-G. Parent involvement opportunities are clearly outlined including the management and administration of the charter school. Methods for handling disputes between parents and the school are clearly provided and aligned with AACPS policy and Parent Handbook						
Subtotal:						(maximum points awarded =25)
Section B: Instruction and Student Services total points awarded = ____ out of 185 possible. (Total of Sections 1-6)						

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section C. Business and Management

The Maryland Public Charter School Program defines employees of a public charter school as public school employees and employees of a public school employer in the county in which the public charter school is located with rights afforded them under Maryland law.

In that 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.

High professional standards for teachers and 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 professional staff that is in agreement and consistent with the mission, goals, and educational approach of the school. After receipt of its charter and completion of the hiring process, the public charter school will be required to submit certificates of newly hired teachers, administrators, and professional support staff as an addendum to this application.

1. Personnel	1	2	3	4	5	Comments
The application demonstrates a clear understanding that, without exception, all employees of the public charter school are AACPS employees.						
A. The Roster of charter school staff is: <ul style="list-style-type: none"> 1. Clear and well thought out 2. Appropriate for the grades being served; 3. Appropriate for the proposed schedule and program per year; and 4. Reasonable in terms of staffing numbers, student ratios, and certification requirements. 						
Page 15 Total _____						

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section C. Business and Management

1. Personnel (<i>Continued</i>)	1	2	3	4	5	Comments
B. The methodology for determining job positions is appropriate.						
C. Job descriptions are clear and appropriate for the position being described; salary scales take into account AACPS negotiation;						
D. The school calendar, proposed school day and teaching program are in compliance with state law and negotiated agreements, or, if not, a plan to secure waivers and /or enter into discussions with the bargaining units has been provided.						
E. School safety and security in the form of adherence to the AACPS background check process is addressed.						
F. Evaluation procedures for all job descriptions/proposed staff are outlined and are in line with current AACPS negotiated agreements.						
G. Evidence of meetings and/or dialogues with bargaining units is provided and is in line with AACPS negotiated agreements, proposed teaching program and school calendar requirements.						
Subtotal:						(maximum points awarded =30)
						Page 16 Total _____

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section C. Business and Management

2. Human Resources Information	1	2	3	4	5	Comments
A. 1-3 Recruitment, Employment and Retention Application details willingness and understanding that recruiting and hiring qualified staff will be a partnership between the charter school and AACPS Human Resources. Application acknowledges willingness to utilize the current online applicant process for recruitment of all positions. Applicant demonstrates interest in supporting the submission of education and previous work experience documentation. Foreign National hiring policy of the charter school is thoroughly outlined and includes a discussion of the payment of costs associated with hiring foreign nationals.						
A. 4. Application describes methodologies for retaining staff.						
A.5 - 7 Application describes clearly and accurately: the procedure for dealing with discipline, investigations and grievance procedures; the plan for ADA accommodations; and, the procedure for dealing with employee terminations, resignations, and retirements.						
A.8, 9, 12 Application details plan to report workplace injuries and to deal with staffing shortages resulting from workplace injuries, FMLA leave or mid-year staffing changes.						
Page 17 Total _____						

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section C. Business and Management

2. Human Resources Information (<i>Continued</i>)	1	2	3	4	5	Comments
A.10 Plan demonstrates knowledge in the limitation of earnings for retired / rehired employees and impact to school system if earnings limitations are exceeded.						
A.11 Application outlines plan for utilizing the Substitute Employee Management System.						
Page 18 Total _____						

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section C. Business and Management

2. Human Resources Information (<i>Continued</i>)	1	2	3	4	5	Comments
B. 1-4 Payroll and Benefits Application clearly: <ol style="list-style-type: none"> demonstrates a working knowledge of payroll procedures including the applicants willingness to utilize AACPS payroll processing for all employees; provides a human resources plan to govern salaries, hiring, dismissal and benefits packages indicates the applicants responsibilities and requirements for monitoring and reporting employee leave; and provides a human resources plan regarding salaries, benefits, garnishments, levies, etc. For the latter, an acknowledgement that the charter school will abide by all AACPS processes and regulations regarding pay and acknowledgement that the charter school is responsible for the appropriate and associated employee salary costs could constitute an adequate response. 						
C.1-3 Certification A thorough grasp of the issues surrounding certification has been demonstrated including the impact of certification and highly qualified status under NCLB and strategies for retaining staff our discussed.						
Page 19 Total _____						

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section C. Business and Management

2. Human Resources Information (<i>Continued</i>)	1	2	3	4	5	Comments
D.1-3 Records Management Application demonstrates a willingness to work with AACPS send the originals of all Official Personnel File documents to AACPS for processing, to share information changes to AACPS in a timely manner, and to work with AACPS when information is requested from official sources.						
D.4 Application clearly outlines records management strategies including file confidentiality, security and the policy to limit access to employee records at the public charter school location.						
E. Contact Information The plan includes a comprehensive contact information list, even if it means listing the job title / description of the person who will be the most appropriate contact at the time the application is submitted.						
Subtotal:						(maximum points awarded =55)
						Page 20 Total _____

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section C. Business and Management

3. School Facilities	1	2	3	4	5	Comments
A-B. Location of school or proposed location is/are viable, adequate, and included in the application.						
C. 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. Partnership developments, conversions or other facility acquisition plan is complete and clear.						
E. Finance plan for facilities is outlined clearly and concisely in both the facilities section and corresponds to numerical estimates provided in the budget / finance documentation. A plan to manage or avoid potential conflict-of-interest regarding the ownership or lease arrangement is included.						
F. Plan for acquiring educational materials, supplies, furniture, technology and other equipment is clearly outlined in the facilities section and directly corresponds to costs provided budget / finance documentation. Costs in the latter section are reasonable given the scope of the educational program and the current costs of items purchased by AACPS recently.						
Subtotal:						(maximum points awarded =25)

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section C. Business and Management

						Page 21 Total _____
4. Finances	1	2	3	4	5	Comments
A. Applicants clearly demonstrate or strongly address their intent to adhere to policies, and practices dictated GAAP accounting, State Educational Law, State Regulations and standards required by the State Financial Reporting Manual. Thorough discussions regarding the: <ul style="list-style-type: none"> Financial management and accounting practices of the school The process to track financial transactions Proposed year to date budgets and actual reports including cash flow projections, and balance sheets. 						
						Page 22 Total _____

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section C. Business and Management

4. Finances (<i>Continued</i>)	1	2	3	4	5	Comments
<p>Applicants provide clear, accurate and thorough reports on AACPS designed forms regarding:</p> <p>B. A three-year estimate of the proposed budget for operating and capital expenses</p> <p>C. The start-up expenses budget including the planning and capital expenses required before school opening. This budget should not include state funds (except for grant funding through MSDE) or funds from the LEA / BOE.</p> <p>D. Budget for the length of the proposed contract including all revenue and planned expenditures including a</p> <ul style="list-style-type: none"> i. Sensitivity analysis ii. Contingency fund (5%) iii. Monthly cash flow projections for the first year including a plan to fund any cash shortfalls. 						
E. A clear, reasonable and appropriate level of fund-raising is provided and corresponds to needs outlined by cash flow shortfalls or other deficits arising from proposed expenditures exceeding proposed revenues.						
Page 23 Total _____						

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section C. Business and Management

4. Finances (<i>Continued</i>)	1	2	3	4	5	Comments
F. A clear and thorough discussion of charter school insurance is provided including the manner in which the charter school shall be insured. The levels of insurance provided should meet or exceed insurance levels stipulated in the Charter School Application packet or related materials.						
G. Revenue arising from the annual PPE, as described in the application and on required financial documentation is accurate or within the historical range of PPE levels. Requests for modifications are reasonable and any negotiated services outlined in the application are viable and statistically in range of historical averages.						
H. The inventory management process provided is clear, complete, and sufficient to track materials and equipment purchased by the charter school. The process includes a methodology or procedure for tracking the source of funds which were used to purchase all charter school materials and equipment.						
Subtotal:						(maximum points awarded =30)
						Page 24 Total _____

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section C. Business and Management

5. School Safety and Security	1	2	3	4	5	Comments
A.1-9 A school Crisis and Emergency Management Plant that incorporates a multi-hazards safety program in compliance with MSDE Emergency Planning Guidelines for local school systems and schools is provided in detail covering the nine items outlined in the application including such things as an Incident Command System (ICS), a Utility System Emergency Plan, staff and student training plans, etc.						
B.1-9 A plan to ensure the safety and security of students, staff and facilities which demonstrates that appropriate measures are in place to ensure that unauthorized persons are not able to enter schools or cause a disturbance is provided in line with the nine items outlined in the application including such things as visitor sign-in requirements, intruder prevention plan, background checks, etc.						
Subtotal:						(maximum points awarded =10)
						Page 25 Total _____

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section C. Business and Management

6. Transportation	1	2	3	4	5	Comments
A. A clear and thorough transportation plan is provided which includes the plan for transporting students to and from school including all proposed service providers.						
B, F. The definition of "reasonable distance" and the factors used to determine this distance is concisely outlined. A thorough description of the geographic attendance area for the school is provided.						
C.-E. Policies designed to ensure that transportation is not a barrier to equal access to all students is provided. Specifically, the clear and thorough procedures are provided which address the required transportation services to students with disabilities, lower income students, and at-risk students. The plan includes a comprehensive plan for supervision of students on the bus, or while traveling between residences and bus stops.						
G. A clear, concise and sound implementation outline for all transport services proposed in section 6A is provided.						
Subtotal:						(maximum points awarded =20)
						Page 26 Total _____

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section C. Business and Management

7. Food and Nutrition Services	1	2	3	4	5	Comments
Application includes a viable food and nutrition services plan that addresses the service of school meals to all students and supports one of the three options outlined in A.1-3. Demonstrates a willingness to work with Food and Nutrition staff regarding the meals to be provided. Acknowledges the need to adhere to applicable regulations and codes including USDA nutritional guidelines.						
Intent to purchase kitchen equipment is included by a line item in the budget proposal.						
Subtotal:						(maximum points awarded =10)
						Page 27 Total _____

The following items are taken from the *Charter School Information and Application Booklet* and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2.

Section C. Business and Management

8. Accountability Plan	1	2	3	4	5	Comments
The application provides a thorough three-year accountability plan which outlines methodologies, measurement tools and communication plans to evaluate if the educational program is a success, the Charter school as a viable organization, improving student performance, maintenance of effective leadership, faithful implementation of the Charter School plan as outlined in this application, etc.						
A.-G. The accountability plan sufficiently covers the following essential elements: <ul style="list-style-type: none"> A. Challenging, measurable, attainable goals. B. A statement of student academic content and performance standards C. Measurable performance indicators D. Short-term (annual) and long-term benchmarks / performance targets E. Viable measurement tools to judge performance F. Strategies for supporting ongoing program improvement progress reporting and customer satisfaction procedures. G. Is the school meeting the terms of the charter agreement and implementing the program outlined in the application. 						
Subtotal:						(maximum points awarded =10)
Section C: Business and Management total points awarded = ____ out of 190 possible. (Total Sections 1-8)						

AACPS Charter School Program Scoring Rubric

The following items are taken from the Charter School Information and Application Booklet and serve as the criteria against which charter school applications are to be evaluated. Reviewers are asked to use the following numeric scoring system to indicate the extent to which they evaluate each criterion has been met:

- 1 = No evidence exists in the application to demonstrate that the criterion has been met
- 2 = Minimal evidence exists in the application, some but not all of the criterion have been met
- 3 = Basic evidence exists in the application to demonstrate that the criterion has been met
- 4 = Strong evidence exists in the application to demonstrate that the criterion has been met and in some cases exceeded
- 5 = Extensive evidence exists in the application to demonstrate that the criterion has been exceeded

Comments: Please include comments to justify the numeric score. Comments are required for score of 1 or 2..

Section	Maximum Points	Reviewer A	Reviewer B	Reviewer C	Reviewer D	Reviewer E	Reviewer F	Reviewer G	Reviewer H	Reviewer I	Composite Score
Overview 23%	110										- Total - Mean - Median
Instructional & Student Services 38%	185										- Total - Mean - Median
Business & Management 39%	190										- Total - Mean - Median
Total Maximum Score 100%	485										- Total - Mean - Median

Appendix C:

Insurance Guidelines

Insurance Guidelines for Public Charter Schools

from the Charter School Agreement document

Section XV—Insurance

A. Required Coverage.

Charter School will, at its own expense, purchase and maintain insurance covering all of its operation. Such insurance will include the types and limits as may be set forth by AACPS during the life of this Agreement. All insurers will be licensed by the State of Maryland and be acceptable to the AACPS. Insurance will be provided in accordance with Insurance Requirements for Public Charter School, attached hereto and made a part hereof.

B. Certificates of Insurance.

No later than five (5) days prior to beginning of operations, and at any other time request by AACPS, the Charter School will provide the AACPS with certificates of insurance or other satisfactory proof evidencing coverage in the types and limits as set forth by AACPS. All insurance policies will contain a provision requiring notice to AACPS, at least 30 days in advance, of any material change, non-renewal or termination, sent to the attention of AACPS' risk management specialist.

C. Facility Insurance.

Charter School will provide and maintain appropriate property, fire, boiler, and casualty insurance.

Anne Arundel County Public Schools | Public Charter Schools Application

Appendix D:

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.

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

FAQ

General Questions and Answers

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

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

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

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

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

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

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

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

Q: Who is responsible for completing the application?

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

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

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

Q: May '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 county board of education in which the charter school will be established.

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

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

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

A: No. However, a local board of education may develop requirements of a specific term as well 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.