

# BALTIMORE CITY PUBLIC SCHOOLS

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**2021-2022 Charter School Application and Guidelines  
(Approved schools would open in the fall of 20222023)**

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## Application Guidelines

### Introduction

Since the enactment of the Public Charter School Act of 2003, local education agencies (LEAs), or districts, have served as the authorizers for new public charter schools to operate in the State of Maryland. The first charter schools in Maryland opened in the 2005-06 academic school year, providing the promise of innovative public schools for parents and students throughout the State.

The *Baltimore City Public School System Public Charter School Application and Guidelines* provides guidance for a charter school applicant to plan properly for a proposed charter school. Please pay particular attention to the sequence for responding to the statements contained in these guidelines. The order has been developed to facilitate the review of the application.

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

### Baltimore City Priorities for Charter Schools

In evaluating applications to open new charter and operator-led schools, City Schools will prioritize applications that propose to convert an already existing underperforming school to a charter program with an accelerated learning model. Additional consideration will be given for conversion applicants who:

- Propose to implement a high-performing charter program in areas of the city where the model does not exist and have a track record of (1) strong governance and financial management practices; (2) improving student performance for student populations that are similar to the school they are seeking to convert; and (3) strong leadership and staff retention.
- Seek to convert a traditional high school which takes in students below grade level and provides access to rigorous content that prepares students for high school, college and career.
- Propose advanced high school programming, such as early college high school in which students can earn an Associate's Degree as well as a high school diploma or an International Baccalaureate program.
- Propose robust Career Readiness programming that meets an identified CTE need and leads to certifications/credentials that are: (1) aligned with industry expectations, postsecondary pathways, and our local workforce communities; (2) integrated with work-based learning experiences; and (3) accessible to our diverse student populations.
- Propose a dual-language or late language immersion program.

In evaluating applications to open new charter and operator led schools, the City Schools will prioritize applications that:

- ~~Propose to convert an already existing underperforming school by operators with a track record of strong governance and financial management practices who have a~~

~~record of improving student performance for student populations that are similar to the school they are seeking to convert and have a strong track record of leadership and staff retention. Additional consideration will be given for applicants seeking to convert a traditional high school which takes in students below grade level and provides access to rigorous content that prepares students for high school, college and career.~~

- ~~• Propose to replicate high performing charter programs in areas of the city where the model does not exist.~~
- ~~• Propose advanced high school programming, such as early college high school in which students can earn an Associates Degree as well as a high school diploma, International Baccalaureate program, or robust career preparation that meets an identified CTE need or provides programming similar to the P-TECH program.~~
- ~~• Propose a dual language or late language immersion program.~~

## Application Format

The narrative of the application should be limited to a discussion of the criteria outlined in the application questions. Supporting information or materials that may help the Board to better assess the proposed public charter school should be included in the appendices.

The application should be clear and as concise as possible. It should fully address each question. The application must contain all of the following sections and appendices in the order listed below.

Cover Sheet (form provided)  
Table of Contents  
Application Checklist  
Executive Summary (no more than 2 pages)

1. Academic Plan
2. School Culture and Climate
3. Governance and Finance
4. Operations

*(Sections 1 - 4 may not exceed 75-80 pages.)*

5. Statements of Agreement
6. Attachments/ Appendices (see list on page 21)

### Examples of additional information that should be included in the appendices include:

curriculum samples showing alignment with the Maryland College and Career-Ready Standards; content and performance standards; letters or other materials demonstrating community support; program descriptions; architectural drawings/floor plans of potential school sites; financial statements; parent, student, or faculty handbooks; samples of student work, etc. Please use labeled tabs or dividers to separate each appendix item.

### Technical Review:

The Office of New Initiatives (ONI) will review every application to ensure that every section of the application is complete, every section has been addressed, and formatting requirements have been met. ~~Failure to pass the technical review will mean the end of the review process for the application.~~

Follow these formatting guidelines *exactly*:

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

- The footer of each page should include the applicant/school name, date of submission and page number.
- Follow the numbering scheme used in this application when writing your response. If you leave any sections out of your application or any section is incomplete, it will not pass the technical review. If an area is not applicable to your application, include the section heading but write “n/a” beneath it.
- Submit ten hard copies of the application to the authorizer, as well as one complete electronic copy in Microsoft Word on a flash or jump drive. **(This version should include everything that is in the paper application, and only the flash drive copy should contain your team’s disclosures).**
- Include tabs to separate each of the sections of the application and the appendices.
- All copies of the proposal should be on standard size (8½” x 11”) paper of regular weight.

All application materials should be submitted by noon on **March 25, 2021-2022** to:

**Office of New Initiatives  
Baltimore City Public Schools  
200 East North Avenue, Room 319 B  
Baltimore, MD 21202**

Applications submitted after the deadline will **not** be considered in the 2021-2022 application cycle.

#### **Application Evaluation:**

If-Once the application passes technical review, it will be fully reviewed by the authorizer’s evaluation committee using the Application Evaluation Rubric. Applicants will be notified no later than six weeks after submission if the application is ineligible for full review.

#### **Interview:**

Applicants **may** be invited with their founding group and/or proposed board of trustees to participate in an interview with the authorizer’s evaluation committee. The purpose of the interview is to assess the capacity of the applicant to develop and deliver the school’s academic program. The interview is designed to determine the founding group’s understanding of academic and operational accountability, as well as the state and local laws and policies governing public schools. In addition, the interview will provide opportunities to address questions generated by reviewers during the application review process, provide further verbal clarification, or elaborate on responses within the written application.

#### **Preliminary Report and Submission of Supplemental Materials**

Following the application evaluation and interview, applicants will be given a preliminary report outlining the strengths and weaknesses of their application package. -Applicants will be

given the opportunity to submit supplemental materials to address weaknesses outlined in the report.

**Board Presentation**

Applicants **may** be invited to present a brief overview of their proposal to the Baltimore City Board of School Commissioners in a public session. This opportunity will also allow the Board to interact with the applicant.

Cover Sheet<sup>1</sup>

**This application is a proposal to establish and operate a public charter school in the Baltimore City Public School System (City Schools).**

Name of Proposed Charter School: \_\_\_\_\_

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

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

Contact Person: \_\_\_\_\_

Address: \_\_\_\_\_

Daytime Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Fax: \_\_\_\_\_

Federal Tax Identification #: \_\_\_\_\_

Name of Person Authorized to Negotiate (if different from contact person)

\_\_\_\_\_

Authorized Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation or plagiarism could result in disqualification from the application process or revocation after award. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization. The name of the person authorized to negotiate must be member of local founding group and not be serving as a consultant.*

**Start-up Information**

Proposed Start Date \_\_\_\_\_

**Table 1. Projected School Population**

	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Grades served <u>(add a row for each grade level)</u></i>					
<i>Projected number of students per grade</i>					
<i>Average number of students per class</i>					
<i>Total projected enrollment</i>					
<i>Number of teachers</i>					

Location of school (address or area of city) \_\_\_\_\_

Names of Organizations Involved in Planning (if applicable): \_\_\_\_\_

Name of Educational Management Organization (if applicable): \_\_\_\_\_

**Type of Application (Check One)**

\_\_\_\_\_

<sup>1</sup> (Font for this page only, differs from application guidelines. It is 10-point font in order to contain the contents of this page to 1 page.)

New Public Charter School    New Contract School    Conversion of an Existing Public School;  
name of school \_\_\_\_\_ (see definition on page [3740](#))

### Executive Summary

In **no more than two pages**, summarize the proposed school's mission and vision, the school model, the community's need for this school, how this school will address one or more of City Schools' priorities and the founding group's capacity to make this school a success. (Note: the executive summary will be used to brief staff and school board members. In addition, the summary will be posted on the Baltimore City Public Schools website during the approval process for public consideration and feedback.) If the application proposes a conversion of a current school, please take an additional two pages to address the following section related to conversion plans.

### Conversion Plan (if applicable)

If you are proposing to convert an existing public school into a charter school, please complete the following, not to exceed two pages:

1. **School History:** Provide a description of the existing school's background, ~~not to exceed two pages~~. Please include the following:
  - a. Type of school (elementary, middle, secondary)
  - b. Student enrollment
  - c. Student achievement data disaggregated by grade and ~~FARMS~~ economic disadvantage status
  - d. City Schools school profiles for the past three school years
  - e. Maryland Charter law establishes, conversion charter schools must meet certain requirements, including that the school is:
    - i. a low-performing school;
    - ii. is above the district average for the percentage of students who are eligible for free and reduced priced meals; and
    - iii. meets a strategic need of the district including and includes at least one of the following elements:
      1. Serving a high-need population;
      2. Increasing student performance;
      3. Increasing enrollment; or
      4. Increasing diversity.

Please document how the school meets all the above requirements for conversion charter schools.

- a. A Provide a detailed rationale for how and why obtaining charter status will better enable the school to achieve its programmatic and achievement goals. Please address what is currently preventing the school from implementing the proposed model or changes; why conversion to charter is necessary to implement the proposed plan; how the proposed conversion addresses providing innovative learning opportunities to improve student outcomes (the purpose of the Maryland law); and describe what

is innovative about the proposed educational model that will be adopted under the conversion and how it will ~~it~~ improve student outcomes.

- 2. Consensus and Community Support:** Provide evidence of consensus and support among all stakeholders who are essential to the accomplishment of your proposed charter school’s educational mission. Stakeholders include but are not limited to administrators, teachers, parents, and community partners. ~~Where necessary, conversion vote procedures will be established by City Schools. Contact ONI for more information. At minimum, a conversion application should include:~~
- a. Staff survey results demonstrating 80% of current staff are in support of conversion, in conjunction with letters of support from staff (e.g., teachers, administration, support staff, etc.).
  - b. Evidence of support from families currently enrolled at the school (e.g., letters of support, petition signatures with a clear detailing of what the petition is supporting, etc.) and a detailing of what percentage of families have been engaged.
  - ~~a-c.~~ Letters of support from pre-existing school partners.

**Private School ~~Status~~ Affiliation (if applicable)**

1. **Status of school:** As per Maryland Charter Law, “a public chartering authority may not grant a charter...to a private school, parochial school, or home school.” If your organization currently operates one of these kinds of schools, please address the questions below.
  - a. Will your proposed charter school have the same or substantially the same board of trustees and/or officers as an existing private school?
  - b. Will your proposed charter school employ a substantial proportion of employees who will be drawn from an existing private school?
  - c. Will your proposed charter school receive a substantial portion of the assets and property of an existing private school?
  - d. Will your proposed charter school be located at the same site as an existing private school?
  - e. Will the private school close within one year of establishment of your proposed charter school?
  - f. Will a substantial portion of your proposed charter school’s students be drawn from the existing private school?

## SECTION 1. ACADEMIC PLAN

- 1.1 As per Maryland Charter Law, the purpose of charter schools is to establish an alternative means within the existing public school system to provide innovative learning opportunities and creative educational approaches to improve the education of students. Describe the school's model and your rationale for choosing this model. Please describe how the model you are proposing will offer innovative learning opportunities ~~that introduce new educational approaches for the first time in Baltimore~~ and how it meets the Board of School Commissioner's strategic priorities for charter schools (as detailed on page 3 of this document). Describe how these creative educational approaches differ from what is being offered by the existing public school system (including charter and other operator schools). Demonstrate how this ~~new~~ model addresses a gap between what the current portfolio of school options offers and existing demand for the proposed model. Also, demonstrate with research, experience and data how this alternative approach will improve educational outcomes for Baltimore City students and demonstrate your organization's experience with and capacity to effectively deliver this ~~innovative~~ model.
- 1.2 Please detail how this model will benefit your target student population. Make sure to explain how this model will increase student achievement overall over the five years of the contract, prevent achievement gaps from appearing, and minimize or decrease achievement gaps if they were to appear.
- 1.3 Describe the school's curriculum, including the objectives, content, and skills to be taught in the primary subject areas in each grade band, include evidence in your response, and make sure to cover the following:
- How it aligns to the Maryland College- and Career-Ready Standards
  - How it aligns to the mission and vision of the school
  - How it meets the needs of your target population.
  - How it accounts for students with disabilities, English language learners, gifted and talented students, and students who enter below grade level
  - The process for re-visiting curricular decisions as the school adds grades and pPlans for expanding or revising the curriculum over the course of the contract term. Please also describe how you ensure the process for selection of materials will continue to reflect and be sensitive to the diversity and experience of the target population, both in terms of content and creators/authors of the content.
  - If applicable, any curricular focus areas (e.g., STEM, the arts, career exploration, etc.). Provide an example of what it would look like for a student in the entry grade offered by the school to learn two subjects through your particular curricular focus area. Provide similar examples for a mid-point grade and the exit grade.
  - ~~The process for re-visiting curricular decisions as the school adds grades.~~

h.g. Describe the school's understanding of technology and reliable internet access for the school community and how the school will ensure that all students have all necessary technology/ devices in order to fully engage in digital learning.

- 1.4 What is the school's approach to student assessment? Be sure to discuss the following points:
- What tools you will use for formative and summative assessment and why.
  - How often students will be assessed.
  - How assessment results will be used over the course of the year, as well as over the course of the five-year contract.
  - How will you use assessments to identify and address barriers and biases that lead to gaps in performance between different student racial, ethnic and demographic groups?
- 1.5 How will the school's assessment results be used to develop an accountability plan? How will faculty be involved? What will the process look like? How will the plan be re-visited, and how and when will progress be tracked throughout the year? How will assessments be used to inform instructional practice, as well as the provision of supports and supplies?
- 1.6 Use the Accountability Worksheets provided in Appendix 5 to outline the school's goals for the five-year term of its charter. Complete a separate worksheet for each goal. Goals should cover the areas of academics, climate and culture, and management/governance. All goals should be SMART (specific, measurable, attainable, reflect the mission relevant, and time-specific bound) and aligned to ~~both~~ the charter renewal framework, the school mission, and the School Effectiveness Standards. Include both proficiency goals, which set targets for percentages of students achieving at a given performance level, and improvement goals, which set targets for growth over time.
- 1.7 Outline the primary instructional method(s) to be used in the school (e.g., cooperative learning) and your rationale for employing these methods, including any previous experience with these methods and resultant outcomes and/or research base.
- 1.8 In accordance with the Individuals with Disabilities Act (IDEA), charter schools are responsible for serving students with a continuum of services. All charter schools in Baltimore are public schools that enroll students through a lottery process. Therefore, all charter schools must be prepared to enroll students with diverse learning needs including limited English proficiency and students with disabilities, all of whom must be provided full and meaningful access to the general education curriculum. General education classes must be environments that are responsive to the educational needs of all children and accommodate students to the maximum extent appropriate. A continuum of services must also be available through the school so that all students can participate fully.

How will the school approach the education of children with diverse needs? Your response must cover not only students with disabilities (including those with exceptionally high needs), but also ELL students, gifted and talented students, and students who enter below grade level. **Please address the following points for each student group, as you will receive a separate rating for each:**

- a. What the process for identification and placement of students will be.
- b. How general education classrooms will be responsive to students in all student groups. Please provide an example of a lesson, outlining accommodations and/or strategies for: (i) at least two different special education disability categories, (ii) one English language learner, (iii) one gifted and talented student, and (iv) several students who are far behind grade level. How will the classroom teacher cover the material in a way that all students in his/her class master it?
- c. How will the school ensure that students of all ability levels have daily access to grade level appropriate materials and assignments?
- d. Describe any other services that will be provided for the education of children with diverse needs. How often will students access these services? How will they operate within the larger context of the school?

1.9 College readiness means that a high school graduate could matriculate at a college or university without needing remediation. Career readiness means that, upon high school graduation, a student has the skills necessary to obtain and work in a full-time job that pays a living wage. If the school will have middle or high school grades, please outline plans to ensure college and career readiness upon high school graduation and the rationale behind this plan; include relevant research and/or experience with the approach articulated in the plan. (Research shows that preparation for college must begin in the middle grades. We therefore ask applicants who are planning to educate students in the middle grades to outline college and career preparation plans as well.)

1.10 What, if any, changes to your academic program do you anticipate being necessary if students cannot meet in person? If there is a need to move to a virtual learning environment, how will that affect instructional methods used in the school? How will you ensure that all students are receiving appropriate and effective instruction in such an environment?

## SECTION 2. SCHOOL CULTURE AND CLIMATE

### *Vision, Mission, and Needs*

2.1 Describe your target student population. Identify the grade or age levels of the student population the school plans to serve. What are the characteristics and needs of the students in the geographic area where the school will be located? [Explain the relationship](#)

~~between the student population to be served and the geographic area of the planned school's facility.~~ Describe the relationship between the targeted student population and the school's mission. How will the needs of these students be met by this school? How will the needs of the district be met by this school (e.g., in the context of the school portfolio outlined in the 21st Century Buildings Initiative)? If applying for a conversion to charter status, explain how the school will benefit from becoming a charter school and how the conversion will address the needs of the community. (Note: While description of your target population should focus on a particular geographic region, your ~~response school will be open to students citywide and~~ should also anticipate serving a student population that mirrors that of City Schools with regards to students with disabilities, economically disadvantaged students, gifted students, etc. and should not be written in a manner that seeks to exclude a particular subset of students.)

- 2.2 Provide the mission and vision statements for the proposed school and its target student population. The vision statement should describe the school's ultimate impact. The mission statement describes how you are going to get there. Both the mission and vision should be student centered and make a clear case for academic programming that ensures equitable access to high quality instruction relevant to all student groups and transformative educational outcomes for all students.

#### *School Culture*

- 2.3 Describe the anticipated school culture. How will all students experience and help to build the school culture? Include any special considerations for students with diverse backgrounds such as students with disabilities, ELL students, economically disadvantaged students, homeless students, etc. How will the founding team ensure that this culture is in place from the day the school opens? What systems and structures will be in place to ensure that the school consistently operates in this way? How will school staff experience the culture? What systems will be in place to ensure that school staff understand, support and help to build this culture? How will students' families experience it? What role will families play in helping to build school culture? Include relevant information about engaging a diverse community, including families of students with disabilities, families of economically disadvantaged students, families of ELL students, homeless families, etc.?
- 2.4 Describe the extracurricular activities the school plans to offer students and the ways it will encourage their participation.
- 2.5 Outline the school's philosophy on developing positive student behavior and discipline. What strategies and practices will be in place to promote positive student behavior? How will the social and emotional learning needs of students guide the selection, implementation and monitoring of these strategies and practices to create a safe, inclusive

school climate for students? Who will make decisions about disciplinary action? What roles will teachers, administrators, support staff, parents and students play? What interventions will be used to prevent the need for disciplinary action? How do these practices and policies consider the needs of vulnerable populations like students with disabilities? (Note: The school's discipline policy will need to be compatible with the City Schools' Code of Conduct. Discipline of special education students must comply with applicable laws.)

- 2.6 How will policies be developed and key decisions made at the school? Who will provide input at what points? How will school policies and practices be vetted and finalized? Who will make the final decision? Please address these questions by developing a decision-tree for each of the following types of decisions:
- a. Academic issues
  - b. Staffing/hiring
  - c. Financial issues
  - d. Operational issues

#### *Family and Community Engagement*

- 2.7 Describe any engagement with key stakeholders regarding the development of your plans. Please detail community backing for this school including continued plans for outreach. Which community organizations have the founders done outreach to and why? Which organizations is the school seeking partnerships with, and what will be the nature of those partnerships? If any partnerships are already in place, provide evidence of support from the partner organization(s), community, and residents, such as letters of support and petitions. Evidence of support should be specific to the proposed school, relevant to the target community, and matched with the year that the charter school proposes to open ~~please attach a letter of commitment from the partner organization describing the partnership.~~
- 2.8 Describe efforts to date to market the school ~~to families in the community~~ and recruit students who are representative of the racial and socioeconomic diversity of the community. Please indicate specifically how you have engaged families not currently enrolled at City Schools. Demonstrate and quantify evidence of support from these families, and detail your plans for further engagement with potential students and families. Which strategies have worked? Which haven't worked? What is the plan for student recruitment going forward? How will school staff reach students from 'harder to reach' families, including families of students with disabilities, ELL students, economically disadvantaged students, foster students, homeless students, etc.? How does this change in a virtual environment? If applying to convert an existing school to charter status, please indicate specifically how you have engaged families currently enrolled at the school as well as families not currently attending the school.

- 2.9 How will the proposed school help increase City Schools' enrollment? Please describe your plan for attracting Baltimore City residents who do not currently attend City Schools.
- 2.10 Describe the orientation plan for parents and other interested community members.
- 2.11 Outline the school's family engagement plan.
- a. How will school staff not only build but also maintain relationships focused on student learning with families? How will the school ensure parents and students receive accurate and accessible information on student progress? What role will the school leadership play? What role will teachers play? What roles will the parent organization play in the school's operation?
  - b. How will school culture and family and community engagement be maintained in a virtual learning environment? What strategies will be used to keep students and families engaged and focused on learning?
- 2.12 Outline your plans for gauging parent satisfaction with the school and for disseminating findings about parent satisfaction.
- 2.13 If a student's parent has a concern, what is the process for addressing and resolving that concern?

### **SECTION 3. GOVERNANCE AND FINANCE**

#### *Governance*

- 3.1 Describe the members of the founding group who are working together to apply for a charter. For each individual, please include the following:
- a. Qualifications for operating or overseeing a charter school, including experience and past success with development of academic programming, operations of a school or small business, or financial management;
  - b. Any affiliation with an existing school, educational program, business, or non-profit organization.
  - c. In addition, please disclose the involvement of any consultant to the founding group here. Be sure to address the consultant's roles and responsibilities in planning for, opening, and/or operation of the school, as well as the founding group's rationale for involving a consultant in this/these components.

- 3.2 Describe any plans for further recruitment of founding members of the school. What are the gaps that the founding group is attempting to fill?
- 3.3 How is the school organization structured to ensure a smooth and ordered transition from the planning phase to implementation? Describe the plan in detail.
- 3.4 List those who will serve on the school's Board of Directors. For each board member, please include evidence of his/her fitness for and value-add to the Board.
- 3.5 How were/are Board members recruited and selected? Please provide the school's Board recruitment plan, as well as an outline of the selection criteria and process for Board members. How are parents involved in selecting the school's Board members? Outline the orientation and training program for incoming Board members.
- 3.6 Outline the roles and responsibilities of the school's Board of Directors, specifically addressing how the Board will interact with school administrators and staff and students' parents. How will this group work together to ensure that it has the knowledge and capacity to:
- a. Oversee and evaluate the school leader in partnership with the district. Who will manage the school leader? What will those interactions look like and how frequent will they be? Who will work with district staff to evaluate the principal, and how will s/he be evaluated? (Please note state law and collective bargaining agreements may prescribe certain requirements.)
  - b. Oversee the successful development and implementation of the academic program outlined in this application?
  - c. Oversee the effective management of public funds?
  - d. Ensure that the school meets its legal obligations?
  - e. Carry out its responsibilities in accordance with the laws governing non-profits?
  - f. Ensure the ongoing operation of a high-quality school?
  - g. Ensure that parents have an active role in decision making.
- 3.7 Provide a detailed organizational chart for the school, including school staff, operator staff, the school's Board of Directors and City Schools that demonstrates lines of reporting, responsibility and communication. If affiliated with an EMO, umbrella organization, or if organization runs other schools, please include a detailed description of the how the larger organization relates in the organizational chart as well.
- 3.8 Please describe the staffing model of the operating organization, to include all staff who will work in the school who are not City Schools employees, detailing their roles and description of responsibilities and services provided. Please also indicate what percentage the total fees,

salaries or other costs represent as a part of the per pupil revenue. Also, if the school will contract with an Education Management Organization (EMO), or any external entity contracted to play a role in school operations, please indicate the amount of any fees that will be paid to the EMO and the cost of any organization staff salaries that will be paid for by the school and show as a percentage of the per pupil revenue.

3.9 Provide a decision-making matrix that illustrates how the Board of Directors will develop policies and make decisions about the operation of the school. Be sure to include those who will have input into key decisions.

3.10 What is the term of office for the proposed school's Board of Directors? What is the process for transitioning members on and off the Board?

#### *Budget and Finance*

3.11 Based on projected enrollment and per-pupil funding allocations, identify the total amount of per-pupil funding the school anticipates from City Schools. (The FY21 per pupil allocation is \$9,304.) What is the contingency plan for cash flow in the event that per-pupil allocations are not available as early as expected or come in lower than expected, or the school experiences some other financial shortfall?

3.12 Detail any additional funding or in-kind donations of goods or services expected to be available for planning, start-up, and operation of the school. Please include amounts, sources, and timing of funding. Provide substantiation for any grant or loan amounts that will be used to support the school. Describe any fundraising efforts intended to generate additional capital.

3.13 Provide a detailed overview of the school's budget, including pre-operational costs and estimated revenues and expenditures for the contract term. Make sure to address the following:

- a. Explanation of key budget assumptions underlying the budget projections. Specifically, explain how the budget aligns with and supports the educational program. In the explanation on key assumptions, please include new considerations; for example, how will the school ensure its staff is equipped with the technology and tools necessary to teaching in a virtual and hybrid learning environment, in addition to having everything needed to implement the program? (See information about current average salaries for school-based staff in Appendix 14.)
- b. If the school anticipates incurring debt for any reason (e.g., the acquisition of its facility), the budget must address the schedule for debt repayment, and the budget narrative should outline the repayment plan.

- c. Complete and attach the budget worksheets provided in Appendix 5. Schools receive additional funds to serve special education students, so this budget does not need to reflect those services unless your model requires additional staffing in order to implement for students with IEPs.

3.14 Describe financing plans for acquisition and renovation of the facility.

3.15 Who will be responsible for managing the school's finances on a regular/consistent basis? Outline the skills and experience required for this position.

3.16 Describe and/or provide examples of the financial management mechanisms the school will have in place to ensure alignment with academic programming and transparency in reporting to meet legal and contractual obligations as well as to inform key stakeholders like the school's Board of Directors, parents, the district, etc. (e.g., a pro forma quarterly report or financial statement, for example).

*Partner Organizations and/or Replication Applications*

3.17 If the entity applying has operated other schools in Baltimore or elsewhere, please describe the track record of the organization in operating other schools including a description of the enrollment, grade configuration, location, demographics of the other school(s) as well as the outcomes including academic, climate and governance outcomes. Why does this record support your current application for another charter school? Please include evidence of these outcomes including the results of students on state assessments in your response or as part of the appendix.

3.18 If the organization has ever had a school closed or its contract to operate a school terminated, or if the organization has opted to close or terminate its contract for one of its schools, please provides an explanation of the situation.

3.19 If the school will be affiliated with an EMO or other partner organization, please describe the proposed contract, including roles and responsibilities, payment structure, investment disclosure, performance evaluation measures, and conditions for renewal or termination of this affiliation or partnership.

## **SECTION 4. OPERATIONS**

4.1 Provide a clear and detailed work plan for the period between approval of a charter and the opening of school. What are the big milestones you would need to hit to be ready for the opening of school and the dates by which you need to hit each milestone? What are the action steps that need to be taken to hit those milestones? What resources - financial or human - will be involved in each of those steps?

- 4.2 Provide a calendar for the school year, as well as a map of what the school day will look like for both a typical teacher and a student. Outline your rationale for this structure. (If the proposed calendar or length of school day will vary from City Schools' calendar or school day, you must submit a waiver request. Your budget must support any expenses associated with additional time.)
- 4.3 Outline your staffing plan for the school, including the number of staff members, their positions, and the student to teacher ratio for each year of the proposed contract. Provide job descriptions, recruitment plans, outline of the selection process and selection criteria for the school's teaching and support staff. Describe the highest-priority skills and qualities sought for the school's teachers, as well as the recruitment measures you will take to find a diverse group of applicants with those skills and qualities and the ways you will get at them through the selection process.
- 4.4 Please provide the names of those who will hold the following (or equivalent) positions in the school, if hired, as well as evidence that each is the right fit for the role s/he will fill:
- a. Principal/School Leader
  - b. Executive director
  - c. Curriculum lead
  - d. Business officer
  - e. Legal counsel
- 4.5 How were the people who fill these roles selected? How will they be evaluated and by whom? If these roles have not yet been filled, please provide job descriptions, recruitment plans, outline of the selection process and selection criteria for each.
- 4.6 Describe your plans in detail for developing and implementing an effective professional development program at the school. Please describe the content, frequency, and timing of your current professional develop plan and the plan for creating future professional development programming. This should include a detailed timeline of ongoing professional development opportunities (e.g., weekly, monthly, quarterly) covering the entire year, and should be cognizant of the district's systemic PD days. How will content be determined over time to adapt to the needs of the school, students and staff? How will staff be developed to deliver unique aspects of the school's programming? How will effectiveness of the school's PD programming be measured? Note: There are certain district-led professional development opportunities that are mandatory for staff.
- 4.7 If the school's staffing plan includes use of volunteers, please explain the role they will play, as well as how they will be recruited, trained, and supervised.

*Facility*

- 4.8 If a facility has been identified, please provide a description of the facility, including the number and size of classrooms, common areas (e.g., library, gymnasium, cafeteria, auditorium, etc.), and recreational space. How will the facility meet the needs of students with physical disabilities?
- 4.9 Outline the measures the school will need to make the identified facility an appropriate space for a school.
- 4.10 Outline any plans for construction or renovation, including the work to be done, as well as the timeline and cost for doing it.

## SECTION 5. STATEMENTS OF AGREEMENT

<p>Please <b>check and initial</b> to signify understanding of and commitment to the following requirements.</p> <p><i>If a contract is approved....</i></p>	
<p>5.1 The school agrees to follow the Baltimore City Public Schools Board of Commissioners rules and policies, unless the school has applied and been approved for waiver(s) of those rules and policies.</p>	<input type="checkbox"/>
<p>5.2 The school affirms that it will purchase insurance in compliance with City Schools' requirements for charter schools. (See Appendix 7 for details about City Schools' insurance requirements.)</p>	<input type="checkbox"/>
<p>5.3 The school affirms that its procurement policy will follow Maryland and City Schools' regulations.</p> <p style="text-align: center;">(If applying for a waiver please submit complete policy alternative with this application and check the box on the right.)</p>	<input type="checkbox"/>  <input type="checkbox"/>
<p>5.4 The school agrees to follow City Schools' policies and procedures for conducting a random lottery for student admission.</p>	<input type="checkbox"/>
<p>5.4a If the school is a conversion school, the school commits to continue to provide guaranteed placement, year-round, to students who live or move into the geographic zone for that school as established by the Board of School Commissioners.</p>	<input type="checkbox"/>
<p>5.5 The school agrees to develop and implement a disciplinary policy consistent with COMAR and the Board's policies around suspension, expulsion, and other disciplinary actions.</p> <p style="text-align: center;">(If applying for a waiver please submit complete policy alternative with this application and check the box on the right.)</p>	<input type="checkbox"/>  <input type="checkbox"/>
<p>5.6 The school agrees to address the National School Lunch requirements for free and reduced-price meals, including collection of applications for the program.</p> <p style="text-align: center;">(If applying for a waiver please submit complete policy alternative with this application and check the box on the right.)</p>	<input type="checkbox"/>  <input type="checkbox"/>
<p>5.7 The school affirms that it will provide transportation as appropriate and necessary in accordance with district policies. Please note that special education students may have IEPs or 504 plans requiring specific transportation modes.</p>	<input type="checkbox"/>

5.8 The school agrees to maintain financial records in accordance with generally accepted accounting principles (according to the American Institute of Certified Public Accountants) and to provide City Schools with any requested records within 48 hours of request.	<input type="checkbox"/>
5.9 The school affirms that it will follow federal and state laws (see FERPA) pertaining to student information records and comply with Board of Commissioners' policies and regulations with regard to dissemination of information about students.	<input type="checkbox"/>
5.10 The school agrees to comply with federal reporting requirements, specifically reporting on measures of annual progress to families and the community.	<input type="checkbox"/>
5.11 The school affirms that it will adhere to Baltimore City Public Schools' standards for graduation and promotion. Please review City Schools' grading and promotion policy.	<input type="checkbox"/>
5.12 The school agrees to have a certified public accountant licensed in the State of Maryland conduct an annual audit of financial statements, according to Government Auditing Standards and requirements in the contract.	<input type="checkbox"/>
<i>Required only if the proposed school plans to contract with an education management organization(EMO)</i>	
5.13 The EMO affirms that it will hold all necessary insurance policies over the term of the contract.	<input type="checkbox"/>

**Please note if this application is approved by the Board of School Commissioners, this approval is for the overall school design. Aspects of the application requiring special approval like waivers may go through a separate review process after the application has been approved.**

**SECTION 6. ATTACHMENTS**

6.1 Please attach resumes, affidavits, disclosures, and consent for background check forms (see Appendix 2 for forms) for each member of the founding group and board.
6.2 Please attach the following items: <ul style="list-style-type: none"> <li>1) Articles of Incorporation or proof of application</li> <li>2) MD certificate of good standing (preferred; required before contract can be executed)</li> <li>3) Proof of non-profit status</li> </ul>

4) By-laws
6.3 Please attach a list of any requested waivers of state and local policies and regulations. (See <a href="http://www.boarddocs.com/mabe/bcpss/board.nsf/public">http://www.boarddocs.com/mabe/bcpss/board.nsf/public</a> for a list of City Schools' policies. See <a href="http://www.marylandpublicschools.org/programs/Pages/Charter-Schools/Board-Decisions.aspx">http://www.marylandpublicschools.org/programs/Pages/Charter-Schools/Board-Decisions.aspx</a> for a summary of the State Board of Education decisions on waiver requests.) Each waiver request must include a rationale and alternative plan. <i>Please note that waivers are preliminarily reviewed, not approved or denied, at this stage of the process.</i>
6.4 Provide evidence of parental demand for the school equivalent to 60% of target enrollment (e.g., letters of support, signatures on a petition, etc.).
6.5 If applicable (e.g., if a facility has been identified), please attach items detailed in the School Facilities and School Relocations Checklist, which include a copy of the lease, proof of purchase, or letter of intent for the facility. Identify any potential conflicts of interest and arrangements by which such conflicts will be managed or avoided (see Appendix 4 for Conflict of Interest form and Appendix 6 for School Facilities and School Relocations Checklist).
6.6 Please complete and attach the Compliance Assurances sheet (see Appendix 3).
6.7 Please complete and attach a comprehensive set of Budget Spreadsheets for the proposed school (Appendix 5).
6.8 Please complete and attach the Accountability Worksheets for the proposed school (Appendix 5).
6.9 If applicable, please complete and attach a Conversion Endorsement Certification.
<b><u>6.10 Please complete and attach Policy FFA: Naming/ Renaming a School, Form 1 (N/A for conversion applicants unless pursuing a name change)</u></b>
<i>Required only if the proposed school plans to contract with an education management organization or partner organization.</i>
6.10 <del>1</del> Please attach a draft of the school's proposed contract with an education management organization (EMO) or partner organization.
6.12 <del>4</del> Please attach the EMO's or partner organization's annual report, financial statements, and MD certificate of good standing.
6.13 <del>2</del> Please attach a summary of the EMO's or partner organization's history, including a description of how it implements its program, past results of its school management efforts, the company philosophy, and background on corporate leaders.



## Forms

**Appendix 1.** Applicant's Checklist

**Appendix 2.** Affidavit, Disclosure, and Consent for

Background and Credit Check (only to be included in electronic copy of application)

**Appendix 3.** Compliance Assurances

**Appendix 4.** Conflict of Interest Form

**Appendix 5.** Model Budget Spreadsheets and Accountability Plan  
Worksheets

**Appendix 6.** School Facilities and School Relocations Checklist

**Appendix 1. Applicant’s Checklist**

Name of Charter School: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Check each box to signify completion of the associated section. Please note that this is an extremely important process. When turning in your application, staff members from the charter office will conduct a technical review. If any part (s) of the application are missing, the applicant will have the opportunity to make amendments. If necessary amendments are not made by the deadline communicated, the application will not be reviewed for the current cycle. the application will not be fully reviewed. All sections must be accounted for. The applicant will have until close of business on the due date to make amendments. If necessary amendments are not made by the deadline, the application will not be reviewed for the current cycle.

Cover Sheet       Executive Summary

**1. Academic Plan**

1.1     1.2     1.3     1.4     1.5     1.6   
 1.7     1.8     1.9

**2. School Culture and Climate**

2.1     2.2     2.3     2.4     2.5     2.6   
 2.7     2.8     2.9     2.10     2.11     2.12   
 2.13     2.14     2.15     2.16     2.17     2.18

**3. Governance & Finance**

3.1     3.2     3.3     3.4     3.5     3.6   
 3.7     3.8     3.9     3.10     3.11     3.12   
 3.13     3.14     3.15     3.16     3.17     3.18   
 3.19

**4. Operations**

4.1     4.2     4.3     4.4     4.5     4.6

5. Statements of Agreement

6. Attachments

Founder resumes <input type="checkbox"/>	Proof of non-profit status <input type="checkbox"/>	Copy of lease, proof of purchase or letter of intent for facility <input type="checkbox"/>	Proposed contract with EMO (if applicable) <input type="checkbox"/>
Founder affidavits <input type="checkbox"/>	Confirmed Board roster <input type="checkbox"/>	Compliance Assurances <input type="checkbox"/>	EMO annual report (if applicable) <input type="checkbox"/>
Founder disclosures <input type="checkbox"/>	Board member resumes <input type="checkbox"/>	Budget Spreadsheets <input type="checkbox"/>	EMO financial statements (if applicable) <input type="checkbox"/>
Founder consent for background checks <input type="checkbox"/>	By-laws <input type="checkbox"/>	Accountability Worksheets <input type="checkbox"/>	EMO MD certificate of good standing (if applicable) <input type="checkbox"/>
Articles of incorporation or proof of application <input type="checkbox"/>	List of requested waivers <input type="checkbox"/>	Conversion Endorsement Certification (if applicable) <input type="checkbox"/>	EMO history (if applicable) <input type="checkbox"/>
MD certificate of good standing <input type="checkbox"/>	Evidence of parental demand <input type="checkbox"/>	<a href="#"><u>Policy FFA: Naming/ Renaming a School, Form 1 (N/A for conversion applicants unless pursuing a name change)</u></a> <input type="checkbox"/>	

**Appendix 2. Affidavit, Disclosure, and Consent for Background Check (only to be included in electronic copy)**

Instructions: Each member of the founding group and Board of Directors must return a signed copy of this form to include with the master copy of the application only.

Name: \_\_\_\_\_ SSN: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: ( ) \_\_\_\_\_ Date of Birth: \_\_\_/\_\_\_/\_\_\_ Place of Birth: \_\_\_\_\_

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

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

I do solemnly swear or affirm that the foregoing information provided by me is true and correct to the best of my knowledge. Furthermore, should any part of the information herein provided prove to be false, I recognize that it shall be just cause for denial of charter school application, or revocation of charter status.

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

\_\_\_\_\_  
Date

### Appendix 3. Compliance Assurances

\_\_\_\_\_ **Public Charter School does hereby affirm:**

#### **Admission Procedures §9-102**

Admissions will not be limited based upon ethnicity, national origin, gender, disabling condition, and proficiency in the English language or athletic ability. There will be no tuition or fees charged for attending the charter school. The charter school will admit all eligible pupils who submit a timely application. The charter school will give enrollment preference to pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school. If, by the application deadline, the number of applications exceeds the capacity of a program, class, grade level, or building, all applications for that program, class, grade level or building will be selected for the available slots through an equitable selection process, such as a lottery, except that preference shall be given to siblings of a pupil. After the application deadline, pupils for any remaining slots or from a waiting list will be accepted in chronological order.

#### **Nonsectarian Statement §9-104**

The charter school is nonsectarian in its programs, admission policies and employment practices and all other operations.

#### **Training and Professional Development §9-107(c)(d)**

The operators of the charter school will participate in applicable training and professional development as set forth by the School Board's policies and administrative procedures

#### **Special Education/Exceptional Student Services Training §9-107(c)(d)**

The operators of the charter school will take special education training classes approved by the School Board's.

#### **The charter school will comply with:**

- Maryland Public Information.
- Maryland Student Assessment.
- All applicable Maryland and Federal statutes and regulations.

\_\_\_\_\_  
Authorized Agent Name (please type)

\_\_\_\_\_  
Authorized Agent Signature

\_\_\_\_\_  
Date

**Appendix 4. Conflict of Interest Form**

*(All members of the founding group and Board of Director Members must complete this form.)*

Instructions: If you answer “yes” to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question. For purposes of this declaration, the following definitions apply:

- Financial interest – Means: (1) ownership of any interest as the result of which the owner has received within the past three years or is presently receiving, or in the future is entitled to receive, more than \$1,000 per year; or (2) ownership, or the ownership of securities of any kind representing or convertible into ownership, of more than three percent of a business entity by a board member or a qualified relative.
- Gift – Means: (1) the transfer of any service or thing of economic value, regardless of the form, without adequate and lawful consideration. (2) Gift does not include political campaign contributions regulated under the Elections Law Article, Annotated Code of Maryland, or any other provision of State or local law regulating the conduct of elections or the receipt of political campaign contributions.
- Qualified relative – Means a spouse, parent, child, or sibling.

		<u>YES</u>	<u>NO</u>
<u>1</u>	<u>Do you, or to your knowledge, any qualified relative have any contractual agreements with the proposed school or operating organization?</u>	<input type="checkbox"/>	<input type="checkbox"/>
<u>2</u>	<u>Do or will you, or to your knowledge, any qualified relative have any financial interest in any educational service provider (ESP) or any other company contracting or doing business with the proposed school or operating organization?</u>	<input type="checkbox"/>	<input type="checkbox"/>
<u>3</u>	<u>Did or will you, or to your knowledge, any qualified relative lease or sell property to the proposed school or operating organization?</u>	<input type="checkbox"/>	<input type="checkbox"/>
<u>4</u>	<u>Did or will you, or to your knowledge, any qualified relative sell any supplies, materials, equipment or other personal property to the proposed school or operating organization?</u>	<input type="checkbox"/>	<input type="checkbox"/>
<u>5</u>	<u>Have you, or to your knowledge, any qualified relative guaranteed any loans for the proposed school or operating organization or loaned it any money?</u>	<input type="checkbox"/>	<input type="checkbox"/>
<u>6</u>	<u>Are you, or to your knowledge, any qualified relative employed by City Schools, the proposed school or operating organization, its ESP, or other contractors and/or are you, or to your knowledge, any qualified relative negotiating for or do you have any arrangement concerning prospective employment with City Schools, the proposed school or operating organization, its ESP, or other contractors?</u>	<input type="checkbox"/>	<input type="checkbox"/>
<u>7</u>	<u>Did you, or to your knowledge, any qualified relative provide any startup funds to the proposed school or operating organization?</u>	<input type="checkbox"/>	<input type="checkbox"/>
<u>8</u>	<u>Did or do you, or to your knowledge, any qualified relative have a financial interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer “yes” to any of the questions 1-7?</u>	<input type="checkbox"/>	<input type="checkbox"/>
<u>9</u>	<u>Are or were you, or to your knowledge, any qualified relative an officer, director, trustee, partner, or employee any corporation, partnership, association, or other legal entity which would answer “yes” to any of the questions 1-7?</u>	<input type="checkbox"/>	<input type="checkbox"/>
<u>10</u>	<u>Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a member of the Board of Directors?</u>	<input type="checkbox"/>	<input type="checkbox"/>
<u>11</u>	<u>Do you currently serve as a member of the board of any other public charter school or operating organization?</u>	<input type="checkbox"/>	<input type="checkbox"/>
<u>12</u>	<u>Do you currently serve as a public official?</u>	<input type="checkbox"/>	<input type="checkbox"/>

13	<u>Have you, or to your knowledge, any qualified relative applied to establish or participated in the establishment of another charter or contract school?</u>	<input type="checkbox"/>	<input type="checkbox"/>
14	<u>Have you, or to your knowledge, any qualified relative, received a gift related to your position on the board of the operating organization?</u>	<input type="checkbox"/>	<input type="checkbox"/>
15	<u>Have you been convicted of bribery, attempted bribery, or conspiracy to bribe under any law?</u>	<input type="checkbox"/>	<input type="checkbox"/>
16	<u>To the best of your knowledge, have you or the proposed school or operating organization taken any action that you know would result in any City Schools official or employee violating Baltimore City Board of School Commissioners Policy BCA, Code of Ethics, which is available at this link?</u>	<input type="checkbox"/>	<input type="checkbox"/>
17	<u>To the best of your knowledge, have you engaged in any conduct that is not described above that is or could reasonably be viewed as inconsistent with the ethics policies and other requirements adopted by the Operator Board of which you are a member?</u>	<input type="checkbox"/>	<input type="checkbox"/>
18	<u>To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed school or operating organization, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed school or operating organization?</u>	<input type="checkbox"/>	<input type="checkbox"/>

Signature \_\_\_\_\_ Title \_\_\_\_\_

Print Name \_\_\_\_\_ Date \_\_\_\_\_

**Instructions:** If you answer “yes” to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

		YES	NO
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?	<input type="checkbox"/>	<input type="checkbox"/>
2	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?	<input type="checkbox"/>	<input type="checkbox"/>
3	Did or will you or your spouse lease or sell property to the proposed charter school?	<input type="checkbox"/>	<input type="checkbox"/>
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	<input type="checkbox"/>	<input type="checkbox"/>
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?	<input type="checkbox"/>	<input type="checkbox"/>
6	Are or will the proposed charter school, its ESP, or other contractors employ you, your spouse, or any member of your immediate family?	<input type="checkbox"/>	<input type="checkbox"/>
7	Did you or your spouse provide any startup funds to the proposed charter school?	<input type="checkbox"/>	<input type="checkbox"/>
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership,	<input type="checkbox"/>	<input type="checkbox"/>

	association, or other legal entity which would answer "yes" to any of the questions 1-7?		
9	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Directors?	<input type="checkbox"/>	<input type="checkbox"/>
10	Do you currently serve as a member of the board of any public charter school?	<input type="checkbox"/>	<input type="checkbox"/>
11	Do you currently serve as a public official?	<input type="checkbox"/>	<input type="checkbox"/>
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	<input type="checkbox"/>	<input type="checkbox"/>
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school?	<input type="checkbox"/>	<input type="checkbox"/>

\_\_\_\_\_  
 Signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
 Title \_\_\_\_\_

## Appendix 5. Model Budget Spreadsheets and Accountability Worksheets

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See separate Excel and Word files found here: <https://www.baltimorecityschools.org/opening-and-operating-charter-school> <http://www.baltimorecityschools.org/charter-schools>

## Appendix 6. School Facilities and School Relocations Checklist

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See separate PDF file found here: <https://www.baltimorecityschools.org/opening-and-operating-charter-school> <http://www.baltimorecityschools.org/charter-schools>

**Reference Materials**

**Appendix 7. Insurance Requirements**

**Appendix 8. Enrollment Procedures**

**Appendix 9. Governance Guidelines**

**Appendix 10. Calendar Creation Guidance**

**Appendix 11. MSDE Charter School Information**

**Appendix 12. Current MD Charter School Statute**

**Appendix 13. Acronyms**

**Appendix 14. Average Salaries for School Staff**

**Appendix 7. Insurance Requirements**

In accordance with the charter agreement with the School Board, the School Operator shall procure and maintain in full force and effect at all times insurance policies with an independent “Insurance Broker” providing at least the limits and coverage provisions set forth below:

a. Commercial general liability insurance or its equivalent for bodily injury, personal injury and property damage including loss of use, with minimum limits of:	
\$1,000,000	Each occurrence;
\$1,000,000	Personal and advertising injury;
\$1,000,000	General aggregate; and
\$1,000,000	Products/completed operation aggregate
This insurance shall include coverage for all of the following:	
<ol style="list-style-type: none"> <li>1. Liability arising from premises and operations (provided, however, if the School is located at a School System Facility, the School Operator is not required to carry such coverage);</li> <li>2. Liability arising from the actions of independent contractors that are retained by the School Operator;</li> <li>3. Contractual liability including protection for the School Operator from bodily injury and property damage claims arising out of liability assumed under this Agreement;</li> <li>4. Liability arising from athletic participation (Any athletic participation exclusion shall be deleted);</li> <li>5. Liability arising from child care (Any specific child care exclusion shall be deleted);</li> <li>6. Liability arising from field trips or other off-premises activities (Any specific field trip exclusion or designated premises endorsement shall be deleted); and</li> <li>7. Liability arising from sexual and/or physical abuse with minimum sub-limits of \$250,000 per occurrence, \$250,000 annual aggregate.</li> </ol>	

b. If the Operator uses its own vehicle(s) to transport students, business auto liability insurance or its equivalent with a minimum limit of \$1,000,000 per accident and including coverage for all of the following:	
\$1,000,000	Minimum limit per accident
This insurance shall include coverage for all of the following:	
<ol style="list-style-type: none"> <li>1. Liability arising out of the ownership, maintenance or use of any auto (ISO symbol 1) or, if the School Operator does not own an auto, liability arising out of the ownership, maintenance or use of any hired or non-owned auto (ISO symbols 8 &amp; 9); and</li> <li>2. Automobile contractual liability.</li> </ol>	

c. Workers compensation insurance or its equivalent with statutory benefits as required by any state or federal law, including standard “other states” coverage for those employees that are not paid employees of the School Board but are employees of the School Operator; employers liability insurance or its equivalent with minimum limits of:	
Statutory	State of Maryland
Statutory	Applicable Federal
\$100,000	Each accident for bodily injury by accident;

\$100,000	Each employee for bodily injury by disease; and
\$500,000	Policy limit for bodily injury by disease.

d. Umbrella excess liability or excess liability insurance or its equivalent with minimum limits of:	
\$2,000,000	Per occurrence;
\$2,000,000	Aggregate for other than products/ completed operations and auto liability; and
\$2,000,000	Products/completed operations aggregate
and including all of the following coverages on the applicable schedule of underlying insurance:	
<ol style="list-style-type: none"> <li>1. Commercial general liability;</li> <li>2. Business auto liability; and</li> <li>3. Employer’s liability.</li> </ol>	

e. Educators legal (errors and omissions) liability insurance or its equivalent with minimum limits of:	
\$3,000,000	Each wrongful act; and
\$3,000,000	Annual aggregate.
This insurance shall include coverage for all of the following:	
<ol style="list-style-type: none"> <li>1. Any professional staff or other employees of the School Board assigned to work at or participate in the operations of the School must be included as insureds.</li> <li>2. This policy must be modified by manuscript endorsement to specifically apply on a primary basis for these School Board employees in relation to the School Board’s school board legal liability coverage.</li> </ol>	

f. The School Board, the City, and their elected and appointed officials, officers, directors, trustees, consultants, agents and employees shall be named as additional insureds under the commercial general liability and umbrella excess (or excess liability) coverages, and each certificate of insurance, or each certified policy, if requested, must so state this.	
<ol style="list-style-type: none"> <li>1. Insurance provided to the School Board, the City, and their elected and appointed officials, officers, directors, trustees, consultants, agents and employees under the School Operator’s liability insurance shall afford coverage for liability arising out of the School’s ongoing operations.</li> <li>2. Insurance provided to the School Board, the City, and their elected and appointed officials, officers, directors, trustees, consultants, agents and employees under the School’s liability or excess liability policies, shall apply separately to each insured against who claim is made or suit is brought, except with respect to the limits of insurance or self-insurance. (Any cross suits or cross liability exclusion shall be deleted from the School Operator’s liability insurance policies required herein.)</li> <li>3. Insurance provided to the School Operator shall be primary with respect to the School Board, the City, and their elected and appointed officials, officers, directors, trustees, consultants, agents or employees. Any insurance or self-insurance maintained by the School Board, the City and their elected and appointed officials, officers, directors, trustees, consultants, agents or employees shall not contribute with the School Operator’s insurance or benefit the School Operator in any way.</li> </ol>	

g. If any liability insurance purchased by the School Operator has been issued on a “claims made” basis, the School Operator must comply with the following additional conditions:

1. The School Operator shall agree to provide certificates of insurance evidencing the above coverage for a period of two years after the date that operation of the School ceases. Such certificates shall evidence a retroactive date no later than the beginning of the School’s operations.
2. With respect to each and every “claims made” insurance policy covering the School Operator with respect to actions arising out of the operation of the School, the School Operator shall provide to the School Board annually, and before the termination date of any such policy, a certificate indicating that such policy has been renewed and the annual policy premium has been paid in full. Each insurer of such policy shall agree that the School Board shall be entitled to thirty (30) days’ notice of any intention by the School Operator or the insurer to terminate the policy by lapse or otherwise, and each certificate of insurance shall so reference the School Board’s right to such notice.

h. The School Operator shall purchase and maintain, at its own expense, all risk (special form) property insurance which insures, on a replacement cost basis, against direct physical loss of or damage to the School Operator’s, the School Board’s, or the City’s personal property, fixtures and equipment located in or on the premises of the School or is otherwise in the care, custody or control of the School Operator for the insurable replacement cost of such property, fixtures and equipment located in the School. The School Operator shall also purchase business income and extra expense insurance satisfactory to protect its interests in the event of, and resulting from direct physical loss of or damage to the School Board’s, the City’s, or the School Operator’s real or personal property, fixtures and equipment, while such property is located in or on the premises of the School. Any deductible that is a condition of the School Operator’s property insurance shall be the sole responsibility of the School Operator. (The insurance contained in this section applies solely to the operation of the School, whether or not located in a School System Facility.)

1. The School Board and the City shall be named as loss payee under the School Operator’s property insurance with respect to that property in which the School Board has a financial interest, while such property is located in or on the premises of the School or is otherwise in the care, custody or control of the School Operator.
2. To the fullest extent permitted by law, the School Board, the City, and School Operator each waives any right of recovery from the other for any loss of or damage to the property (or resulting loss of income or extra expense) of the other, to the extent that such loss or damage is covered by the property insurance required herein. Such waiver shall apply regardless of the cause of origin of the loss or damage, including the negligence of the other party. To the fullest extent permitted by law, no property insurer of one party shall hold any right of subrogation against the other party. The School Board, the City, and School Operator shall advise their respective insurers of the foregoing and such waiver shall be permitted under and/or business income insurance policies maintained by the School Board, the City, and School Operator.
3. The School Board is self-insured through the City’s self-insurance program for fire, theft, general liability, and automobile liability. Such coverage only protects the interests of the School Board. For

theft or vandalism of property School Board, the value of which exceeds \$5000, the School Board will process such claims through its self-insurance program.

i. The School Operator shall purchase and maintain crime insurance or group self-insurance or its equivalent with the minimum limits of:

\$500,000 each loss	Employee dishonesty;
\$100,000 each loss	Forgery or alteration; and
\$100,000 each loss	Theft, disappearance or destruction (money and securities)

This insurance shall include coverage for all of the following:

1. The definition of employee shall include students and volunteers, including fund solicitors.
2. Named insured shall include any employee welfare, pension or benefit plan sponsored and approved by the School Operator.
3. Compliance with ERISA of 1974 requirements with respect to: defining employee to include trustees, officers, employees, administrators or managers (except independent contractors) of any of the School Operator’s employee welfare, pension or benefit plans, and the named insureds directors or trustees while handling funds or other property of such plans, commingling of funds; deductible applicability; and when benefit plans are jointly insured with other entities, where applicable (Use CR 1027 or equivalent form(s)).
4. The School Board and the State of Maryland as their interest may appear are to be named as loss payees under the employee dishonestly coverage as respects property in which the School Board or the State of Maryland has a financial interest.

**Catastrophic Student Accident Insurance**

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

\$1,000,000	Accident medical expense;
\$250,000	Catastrophic cash;
\$25,000	Accidental death; and
\$25,000	Accidental dismemberment.

k. The School Operator shall procure and maintain in full force and affect the following additional insurance:

1. Directors and officer's liability insurance and professional liability insurance with a \$1,000,000 minimum limit per occurrence. The policies for such insurance shall name the School Operator Governing Board, the School Operator, the School's employees and the School's volunteers as insureds.
2. If the School Operator has entered into a School Management Contract, the School Operator shall require the School Manager to maintain management professional liability insurance with a \$1,000,000 minimum limit per occurrence.

l. The School Operator may satisfy its obligations under this Section by being an additional named insured on insurance policies of an Affiliate of the School Operator or the School Manager, if any, providing the School Operator the coverage required pursuant to this Section to the same extent as if the School Operator obtained such required insurance itself.

All policies of insurance required to be maintained pursuant to this Article (except paragraph (K)) shall be endorsed to name the School Board and its directors, officers, employees and agents as additional insureds. All policies of insurance required to be maintained pursuant to this Article shall be endorsed to provide that the insurer is required to provide the CEO with at least 30 days' prior notice of substantial reduction in coverage or amount (other than a reduction in coverage or amount resulting from a payment hereunder), cancellation or non-renewal of any policy. The CEO may from time to time, by written notice to the School Operator, amend the amount and scope of insurance coverage required by this Article to include such additional insurance coverage which, in the reasonable opinion of the CEO, is generally maintained with respect to schools by prudent school management, subject to the availability of such insurance in such amounts on commercially reasonable terms.

**INSURANCE CERTIFICATES.** No later than August 1 of the year in which this agreement is executed and no later than August 1 of each subsequent year, the School Operator shall deliver to the School Board a certificate of insurance with respect to each insurance policy required pursuant to this Article. Such certification shall be executed by an authorized officer of each insurer providing insurance hereunder and shall (1) identify underwriters, the type of insurance, the insurance limits and the policy term and (2) specifically list the special provisions enumerated for such insurance required by this Article. Concurrently with the furnishing of the certificates referred to in this Article, the School Operator shall furnish the CEO with a report of an Insurance Broker, signed by an officer of such Insurance Broker, stating that all premiums then due have been paid. In addition, the School Operator will notify the CEO in writing promptly of any default in the payment of any premium and of any other act or omission on the part of the School Operator or the School Manager, if any, which may invalidate or render unenforceable, in whole or in part, any insurance being maintained pursuant to this Article. Upon request by the CEO, the School Operator will promptly furnish the CEO with copies of all insurance policies, binders and cover notes or other evidence of insurance relating to the insurance required to be maintained pursuant to this Article.

**COORDINATION OF RISK MANAGEMENT.** The School Board and the School Operator shall coordinate risk management activities with one another. This will include the prompt reporting of any and all pending or threatened claims, filing of timely notices of claim, cooperating fully with one another in the defense of any claims and complying with any defense and reimbursement provisions of state governmental immunity laws and applicable insurance policies. Neither the School Operator nor the School Board shall defend, compromise, settle, negotiate, or otherwise affect any disposition of any claim or potential claims asserted against it to the extent such claims are insured by or through the party without the approval of the other party.

**PROPERTY INSURANCE.**

1. If the School Operator operates that School in a facility not owned or leased by the City, it must designate the School Board as an additional insured party under its property insurance policy. Such insurance coverage shall not be suspended, voided, canceled, reduced in coverage or in limits, except by the reduction of the applicable aggregate limit by claims paid, until forty-five (45) days prior written notice has been given to the School Board. There will be an exception for non-payment of premium, which is ten (10) days' notice of cancellation.
2. Such insurance is to be placed with insurers with a A.M. Best's rating of no less than A:VII, or, if not rated by A.M. Best, with minimum surpluses the equivalent of A.M Best's surplus size VII and must be licensed/approved to do business in the State of Maryland.
3. Failures to obtain property insurance coverage as required in this Section or the failure to furnish certificate(s) of property insurance as required by this Article could result in the termination of this Agreement by the School Board pursuant to Article XI herein.

## Appendix 8. Enrollment Procedures for City Schools' Charter Schools

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### I. General Policies

- A. Eligibility for enrollment must be consistent with the school's approved grade levels.
- B. Charter schools shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, economic disadvantage, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. Charter schools may not administer tests or predicate enrollment on results from any test of ability or achievement.
- C. Charter schools shall submit an electronic version of the student application for review and posting by August 30 of each year.
- D. Schools shall give public notice, of at least one month, of all application deadlines. City Schools will set the application and lottery window each year. Public notice can include, but is not limited to, website notices, announcements in school or community association newsletters, postings on community bulletin boards, radio or television announcements, and notice in local newspapers.
- E. In such cases where there are fewer spaces than eligible applicants, the charter school shall hold an enrollment lottery for all such applicants. The lottery is a system of random selection of applications to identify students for enrollment and generate the school's waiting list. During the lottery process, all completed and accepted applications submitted during the enrollment period are publicly drawn in random order until capacity is reached. The remainder of the applications are placed on the waiting list.
- F. A charter school may grant enrollment preference to students who meet specific criteria. Specifically, the following categories of applicants may be granted preference on this basis:
  1. Siblings of students currently admitted to or attending the same charter school;
  2. Children of a charter school's founders (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment and the founders are city residents); and
  3. Children of charter school employees (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment and the employees and are city residents.)
- G. Additionally, students residing within the zone for a neighborhood charter school, converted from a traditional neighborhood school, are exempted from the lottery process and may enroll at the school at any time. Conversion charter schools must enter data on any out of neighborhood zone

students who apply, and must conduct a lottery for those students if they have more applicants than space.

- H. All lotteries shall be open to the public and with notice given to all applicants at least one week prior to the lottery. The preferred method of lotteries is to use a computer random number generator. City Schools will monitor all charter school lotteries.
- I. Schools must submit all names of applicants, names of accepted students, and an ordered waitlist after the lottery is conducted. This information can be audited at any time by a City Schools designee.

## II. Age Requirements

- a. Children entering charter schools must abide by the same age restrictions as other City Schools.
- b. Children entering charter schools must abide by the same age restrictions as other City Schools.

## III. Documentation Required for Student Registration

- a. Charter applicants must meet all Board approved residency requirements.
- b. Non-residents may enroll in a City Schools' charter school on a space available basis after all Baltimore City residents have been enrolled. The City Schools resident tuition will be applied.

## IV. Enrollment Procedures

- a. Students must enroll directly with a charter school by completing an application at the school site. If the student is currently enrolled in a public school, the parent/guardian must complete a Maryland Transfer application at the current school. If the student is enrolled in a private or parochial school, check with the school to see what their policy is on transferring student records.
- b. Charter Schools have different kinds of enrollment: 1) Citywide Charter Schools have a citywide zone; and 2) Conversion Charter Schools maintain their geographic zone as defined by CITY SCHOOLS. Enrollment procedures vary by type of school.
- c. Citywide Charter Schools
  - i. Citywide Charter Schools are open to all students residing in Baltimore City. Students apply through an annual application process.
  - ii. If demand exceeds the number of available seats for any class or grade, the school must institute a lottery. Lottery procedures are outlined in Appendix B below
  - iii. There are specific allowable exemptions to enrollment through the lottery:
    - 1. Students who are enrolled in a public school at the time it is converted into a public charter school;
    - 2. Siblings/children living in the same household of students currently admitted to or attending the same charter school (on a space available basis);
    - 3. Children of a charter school's founders (percentage specified in contract with City Schools); and
    - 4. Children of charter school employees (on a space available basis)

- iv. Once a child is admitted to a charter school, a school may not apply criteria to their continued enrollment.
  - v. The contract with the School Board will define annual enrollment for the charter school for each year of the contract term. This number is the enrollment “cap” for a specific school year. A citywide charter school receives funding based on their enrollment cap, as verified by the state certified enrollment count on September 30 of each year. Additionally, schools are expected to serve the number of students in the cap as long as students are interested in the school. The minimum allowable enrollment shall be no less than 97% of the cap or maximum enrollment.
  - vi. If a school exceeds their enrollment cap at any time during the year, they will receive no additional funds. If a school is under-enrolled on September 30th, their allocation will be adjusted accordingly.
  - vii. Charter schools must maintain their September 30th official enrollments. If a charter school experiences attrition after September 30th, the school must notify and enroll the next student on the waiting list or accept a loss of funding from the School Board. If there are no students on the waiting list, the school may enroll the next student to apply.
- d. Baltimore City Conversion Charter Schools
- i. Conversion Charter Schools are schools with enrollment zones defined by City Schools. These were traditional City Schools that converted to charter. Conversion Charter Schools are responsible for serving all the students in their geographic enrollment zone.
  - ii. Zoned students may not be turned away from these conversion schools on the basis of space availability. Proof of address will be required for enrollment.
  - iii. Students moving outside the attendance zone are permitted to complete the school year. The principal may use discretion in addressing the student’s continued enrollment at the Conversion Charter School.
  - iv. Conversion Charter schools may admit citywide students if the school does not fill its enrollment from within the designated zone and has space available. Citywide students may apply to conversion charter schools using the same application process and timeline as other Charter Schools. Once demand exceeds capacity for citywide enrollment ONLY, the school must follow the standard City Schools procedures for conducting lotteries.
  - v. Enrollment caps do not apply to Conversion Charter Schools. A Conversion Charter School receives funding based on their enrollment, as verified by the state certified enrollment count on September 30 of each year.
  - vi. Per Maryland Charter law, conversion charter schools that provide guaranteed placement to students within a geographic zone must also meet certain requirements that the school:
    - 1. is a low performing school;
    - 2. is above the district average for the percentage of students who receive services based on economic disadvantage; and
    - 3. meets a strategic need of the district including at least one of the following elements:
      - a. Serving a high-need population;

- b. Increasing student performance;
- c. Increasing enrollment; or
- d. Increasing diversity.

#### V. Re-enrolling Students

There is no requirement for families to “re-enroll” and families may not be asked to transfer from the school for failure to submit an “intent to return” form if a school elects to collect such forms. Once a student has been admitted to your school, no criteria may be applied to his/her continuing enrollment.

#### VI. Title I

A charter school must participate in Title I, if they qualify for Title I funds.

#### VII. Special Education

As public schools, charter schools must provide appropriate special education services as needed by students with disabilities. Once a lottery is conducted and enrollment is known, schools may ask families for information about special education. Once enrolled children are identified as having an IEP, the school must review the current IEP and determine whether a Child Study Team meeting must be held. Charter schools are responsible for serving the full spectrum of students with disabilities.

## Appendix 9. Governance Guidelines for Charter Schools

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### Requirements for Charter School Operators:

- The Board of a charter school is the legally responsible guardian of the school for fiduciary matters, school operations, and academic performance.
- The governing board ensures that academic programs and priorities are aligned with the school's mission and monitors school progress towards schoolwide goals and priorities regularly. The governing board also maintains and monitors on-going financial records; adheres to applicable requirements (district, state, and federal) and plans strategically to ensure organizational viability; and supports a process for the development and evaluation of its own organization and effectiveness.
- Membership of the board should be public and easily obtainable (posted in the office, on the school's website, included in the parent handbook).
- Board members must complete and file an annual conflict of interest and/or financial disclosure form to inform City Schools if they or a family member have a financial interest in any charter school in Maryland or any other state or with any person doing business with any charter school. The board must notify the Office of New Initiatives if any changes occur during the school year within 14 calendar days.
- The board must have access to legal counsel and financial expertise (pro bono, retainer, board member).
- Bylaws must be developed and submitted to the City Schools as condition for signing the contract and opening the school. Articles of incorporation and tax-exempt status must also be on file with City Schools.
- The board must designate a Contract Monitor to make decisions and have authority on behalf of the board. The Contract Monitor is named in the body of the contract with the school system and will be the point of contact for the school system. The Contract Monitor is responsible for communicating with the board and school leader.
- A representative of the board will sign the contract with the School Board. This person is traditionally the president of the board or president/executive director of the sponsoring non-profit organization. In order to sign the contract, this person must be designated by the board through a resolution.
- Meetings should be regular and publicly announced. The annual schedule should be shared widely and in advance with the school community (e.g., included in the parent handbook, reminders in monthly newsletters, posted on parent bulletin board, etc.). The board must meet quarterly at a minimum, so the schedule should reflect at least four board meetings per year. **Submit your calendar of board meetings to Office of New Initiatives in accordance with the timelines established in the contract (typically by September 1 of each year).**
- Minutes must be kept of all board meetings and made available upon request in the event City Schools conducts an audit of Board meeting materials.

*Schools must submit updated board rosters to the Office of New Initiatives in accordance with the timelines established in the contract (typically by September 1 of each year).*

*Best Practice: A Board of Directors should ideally oversee each charter school. Even if a non-profit organization is the sponsor of the school, and the organization already has a board of directors, consider the special needs of the charter school. Some organizations have a sub-committee of the board dedicated to the*

*Best Practice: The board should have no less than five members and the total number of members should always be an odd number.*

## Appendix 10. School Calendar Guidance

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### Guidance on School Calendar Creation Office of New Initiatives

If the proposed school chooses to develop alternative school calendars, consider the following guidance for school operators:

- The length of a school day, under the terms of the Baltimore Teachers Union contract, is 7 hours and 5 minutes. Any amount of time you require staff to be present beyond that span (in other words as a condition of employment) will require additional compensation at the equivalent rate of a staff members' salary.
- The school year is 190 days long. 180 days are student days and 10 days are for staff professional development. By state law students must receive instruction for no less than 180 days per year.
- If you choose to have an alternative calendar, please consider that if you have students who receive bus transportation, the cost of changing that bus transportation (i.e. if you have school when the rest of the system is closed) will be borne by you. Any overage for transportation that is a result of your calendar is a cost is your responsibility. The Office of Pupil Transportation determines all bell schedules for the district.~~In addition, City Schools requires all schools to adhere to one of seven bell schedules offered by the Office of Transportation.~~
- In addition, you should consider that there are other operational challenges that should be planned for in advance: lunch and breakfast service, access to school police, scheduling for related service providers and nurses, for example.
- Days that are considered holidays must be factored into your school calendar. If the entire system is closed for a holiday, all schools must be closed as well.
- Alternative school calendars must be approved via the waiver process and may be subject to additional requirements.

Questions? Call the Office of New Initiatives at 410-396-8550.

## Appendix 11. MSDE Charter School Information

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Please visit: <http://marylandpublicschools.org/programs/pages/charter-schools/index.aspx>

## Appendix 12. Current MD Charter School Statute

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For the full text of the Maryland Public Charter School Statute § 9-101

<https://codes.findlaw.com/md/education/md-code-educ-sect-9-101.html>

### Appendix 13. Acronyms

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COMAR	Code of Maryland Regulations
ELL	English Language Learners
FAPE	Free Appropriate Public Education
FSF	Fair Student Funding
FAQ	Frequently Asked Questions
FERPA	Family Educational Rights and Privacy Act
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
LEA	Local Education Agency
MSDE	Maryland State Department of Education
NCLB	No Child Left Behind Act of 2001
SEA	State Education Agency
SC	State Curriculum

### Appendix 14. Baltimore City Public School Staff Salaries

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Please visit: <https://www.baltimorecityschools.org/opening-and-operating-charter-school>  
<https://www.baltimorecityschools.org/charter-schools>

### Appendix 15. School Naming Guidelines

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[Policy FFA: School Naming/Renaming & FFA-RA set forth the criteria to be considered when naming a school program](#)

**Baltimore City Public School System**  
**Board of School Commissioners**

Johnette A. Richardson, *Chair*  
Ronald S. McFadden, *Vice-Chair*  
Dr. Michelle Harris Bondima  
Dr. Durreyle Brooks  
Linda Chinnia  
Ateira M. Griffin  
Dr. Martha James-Hassan  
Vernon A. Reid  
Shantell L. Roberts  
Ezra Horwitz, *Student Commissioner*  
Christian Gant, Esq., *Board Executive Officer*

Dr. Sonja Brookins Santelises, *Chief Executive Officer*

*Baltimore City Public Schools (“City Schools”) does not discriminate in its employment, programs, and activities, based on race, ethnicity, color, ancestry, national origin, religion, sex, sexual orientation, gender, gender identity, gender expression, marital status, pregnancy/parenting status, disability, veteran status, genetic information, age, or other legally or constitutionally protected attributes or affiliations. Discrimination undermines our community’s long-standing efforts to create, foster, and promote equity and inclusion for all. Some examples of discrimination include acts of hate, violence, harassment, bullying, or retaliation. For more information, see Baltimore City Board of School Commissioners Policies [JBA \(Nondiscrimination – Students\)](#), [JBB \(Sex-Based Discrimination – Students\)](#), [JICK \(Bullying, Harassment, or Intimidation of Students\)](#), [ACA \(Nondiscrimination – Employees\)](#), [ACB \(Sexual Harassment – Employees and Third Parties\)](#), [ACD \(ADA Reasonable Accommodations\)](#), and [ADA \(Equity\)](#), and the accompanying City Schools Administrative Regulations. City Schools also provides equal access to the Boy and Girl Scouts and other designated youth groups.*