

Montgomery Public Schools (MPS)
Public Charter School Application - November 2020
For public charter schools seeking to open in school year 2022-2023

1. Introduction:

I. Introduction

Introduction

With the passage of the *Alabama School Choice and Student Opportunity Act*, Act 2015-3, on March 19, 2015, public charter schools may be established in Alabama in accordance with the Act. Under this law, ***a charter school is a public school that operates according to the terms of a charter, or contract, that has been approved by a local board of education and the State Board of Education or the Alabama Charter Schools Commission.*** Locally approved charter schools operate under the control and management of the local board of education. The local board is required to ensure that a locally approved charter school is subject to all applicable federal, state, and local rules, regulations, court orders, and statutes as well as meets the performance objectives identified in the contract.

This application represents the basic concepts and policies Montgomery Public Schools (MPS) requires in any charter school proposal to improve student performance and ensure compliance in the above listed areas.

2. Process & Timelines

I. EVALUATION PROCESS & TIMELINES

Evaluation Process

Complete petitions for public charter schools proposing to open for 2022-2023 must be submitted online through <https://charter.tools/> no later than 4:00 pm on Monday, November 30, 2020. All requested content must be included and all formatting guidelines must be followed in order for an application to be considered complete. The evaluation process will include four steps of review and are summarized as follows:

1. Initial Review of Charter Application

The Superintendent and/or Superintendent's designee will complete the initial review of the charter application to determine if the applicant has met all the requirements to be considered for full review. Incomplete petitions will not be considered for 2022-2023 and must be resubmitted in a subsequent annual application round. If the application is determined to be complete, the charter application will move on to Step 2. If the application is not complete, the review process will terminate, and the applicant will be issued a denial letter with the reason and area of incompleteness noted.

2. Academic Review of Charter Application and Operational Review of Charter Application

This review will be completed by review team members specific to each area of the application using the Charter.Tools program. The applications will be reviewed for program innovation, a demonstrably effective curriculum and academic plan, solid financial planning, depth and breadth of community support, evidence of strong academic leadership and an effective board, and carefully designed accountability measures.

3. Full External Team Review

Once each area has been reviewed by team members specific to each area, an external review team will review the application(s). Once the full review team has scored each application using the application rubric, applicants who have submitted a complete petition will be scheduled for an applicant interview.

4. Capacity Interview and Public Hearing

An interview will be scheduled for each applicant where the review team will ask clarifying questions. The number of people to be interviewed and to be present at the capacity interview is determined by the applicant group. Please limit the number to no more than ten, if possible. In addition to a capacity interview, a public hearing will be held in the community where the school is to be located.

5. Board Review as Authorizer

The team will then submit the application(s), completed scored rubric, and details of the discussions from the full review to the MPS Superintendent for final review.

The Superintendent will then present the application to the Montgomery Public Schools Board of Education for final review and approval or denial.

The board may, pursuant to *Alabama Act 2015-03*, approve or deny the application within 60 days of the submission of a complete application, by a resolution adopted at a public meeting of the Board. If the Board approves the application, it may include reasonable and appropriate conditions that the applicant must satisfy prior to the execution of a charter contract. If the Board denies the application, it will provide an explanation for the reasons for the denial.

TIMELINE

- October 6, 2020 RFP to be issued and broadly publicized by local school board.
- November 30, 2020 Application due to Authorizer via <https://charter.tools/> online
- Applications must be submitted by 4:00 pm Monday, November 30, 2020
- Applications submitted prior to November 30 will not be considered received until November 30, so that all applications can be reviewed simultaneously.
- November 30, 2020 – January 27, 2021 Review window for authorizers to consider applications
- January 27, 2021 Decisions from authorizer due

3. Public Charter School Application Instructions

I. Applicant Overview

This application is based on all key public charter school application components required by the *Alabama School Choice and Student Opportunity Act, Ala. Code §16-6F-1, et seq, Act 2015-3*. Therefore, the Montgomery Public Schools Board of Education requires all start-up public charter schools or programs as well as any conversion charter school applicants to use this format.

1. **At a minimum, read and become familiar with the following documents:**

- Alabama School Choice and Student Opportunity Act (Act 2015-3)
- Public Charter School Rules and Regulations
- *Principles & Standards for Quality Charter School Authorizing (2012 Edition) *Taken from *National Association of Charter School Authorizers (NACSA)*
- Other Alabama State Department of Education Public Charter Schools resources and links found at www.alsde.edu
- Applicable federal laws

NOTE: The content of this application must rely significantly on the information shown above.

2. Complete all information in each section of the application in the order in which it is listed:

i. **Cover Letter**

- Formal cover letter to the MPS Board of Education signed and dated by the appropriate applicant governing board member and/or key school leader.
- Acknowledgement and Attribution
 - ⊕ The cover letter must include a statement of acknowledgement and attribution, as discussed in the introduction of this document, if applicable.
 - ⊕ Likewise, the charter authorizer’s public charter school application must also require that the public charter school applicant acknowledge and attribute professional entities’ permission to use their resource, if applicable.

⊕ Submit Cover Letter to:

Montgomery Public Schools
C/O Dr. Vernet C. Nettles, Charter Schools Liaison
P.O. Box 1991
Montgomery, AL 36102-1991

****All other items in the application must be submitted via Charter.tools.****

ii. Cover Sheet and Enrollment Projections

iii. School Overview

iv. Section 1. Educational Program Design and Capacity

- Program Overview
- Curriculum and Instructional Design
- Student Performance Standards
- High School Graduation Requirements
- School Calendar and Schedule
- School Culture
- Supplemental Programming
- Special Populations and At-Risk Students
- Student Recruitment and Enrollment
- Student Discipline
- Parent and Community Involvement
- Educational Program Capacity

v. Section 2. Operations Plan and Capacity

- Governance
 - Legal Status and Governing Documents
 - Organizational Chart
 - Governing Board
 - Advisory Bodies
- Staffing
 - Staffing Structure
 - Staffing Plans, Hiring, Management, and Evaluation
 - Professional Development
 - Performance Management Facilities
 - Part A. Existing Public

- Facilities (If available)
 - Part B. Independent Facilities
 - Start-Up and Ongoing Operations
 - Operations Capacity

vi. Section 3. Financial Plan and Capacity

- Financial Plan
- Financial Management Capacity

***NOTE:** Each section of this application must be accurately completed and submitted before the Montgomery Public Schools Board of Education will review the application to become a public charter school in the proposed local school board jurisdiction. The application must be fully executed (signed and dated) in all pertinent sections where indicated for it to be deemed under submission and ready for review.*

3. Use a legible font and point size throughout the application.
4. The application must be submitted through Charter.tools no later than November 30, 2020
5. MPS will notify the public charter school applicant contact person regarding the school's application status upon completion of a review of the application

4. Executive Summary

I. Executive Summary

1. Complete the attached Cover Sheet and Enrollment Projection document
2. Provide an executive summary to provide a concise statement/synopsis of the following:
 - i. The proposed plan for the school
 - ii. The geographic and population considerations of the school environment
 - iii. The challenges particular to these considerations
 - iv. The applicant team's capacity to successfully open and operate a high-quality school.

**Cover Sheet and Enrollment Projection – The file provided is an Adobe form that is fillable. Please make sure that you download and save the form using Adobe Acrobat Reader to ensure that it remains fillable and that you can save the document.*

II. Mission and Vision

State the mission and vision of the proposed school. The mission statement describes the fundamental purpose of the school, relating why it will exist. The vision statement outlines how the school will operate and what it aims to achieve in the long term. The mission and vision statements provide the foundation for the entire proposal.

The mission and vision statements, when combined, should:

- What is your motivation for applying to be a charter school
- Identify the students and community to be served
- Illustrate what success will look like
- Describe how your school will align with the purposes of the *Alabama School Choice and Student Opportunity Act (Act 2015)* and MPS's stated priorities for schools.

III. Educational Need and Anticipated Student Population

Describe the larger community in which the charter school will be located to include the demographic and subgroup data as well as information about the other schools in the area?

The description should include:

- The anticipated student population
- The students/school's anticipated academic needs
- Non-academic challenges the school is likely to encounter

- Rationale for selecting the location and student body
- Enrollment priorities on which the program is based consistent with student enrollment eligibility and selection criteria.

IV. Community Engagement

Describe the relationships that you have established to generate community engagement in and support for the proposed school and how needs and/or solicited support for the school have been assessed. Briefly describe these activities and summarize the results.

V. Education Plan/School Design

Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies, and non-negotiables of the school model. Describe evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school is projected to do more effectively than the schools that are now serving the targeted population and how the school plans to achieve its goals.

VI. Leadership and Governance

As **Attachment 1**, list the members of the school's proposed leadership team and governing board, including their roles with the school and their current job title, and employer, and full resumes (including contact information and professional biographies for each individual listed).

VII. Enrollment Summary

Complete the following table, removing any rows for grades the school will not serve.

Grade Level	Number of students					
	Year 1: 20__	Year 2: 20__	Year 3: 20__	Year 4: 20__	Year 5: 20__	At Capacity: 20__
Pre K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

Enrollment Summary document is provided as a Word document. Please sure that you complete there as requested and upload as required.

Please make sure that the Enrollment Summary matches the Enrollment Summary provided in the General Section of the Charter Tools application.

5. EDUCATIONAL PROGRAM DESIGN AND CAPACITY

I. Education Program Overview

Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the research based evidence that has demonstrated success for this education program with the anticipated student population.

II. Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the state standard.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
2. Provide an overview of the planned curriculum, including, as *Attachment 2*, a sample course scope and sequence for one subject for each division (elementary, middle, high school) the school would serve. In *Attachment 3*, explain the school's curriculum; its correlation to the Alabama standards; the specific instructional materials to be used to implement the curriculum; and the process your school will follow to evaluate, review, and revise its curriculum on an annual basis.
3. Describe the primary instructional strategies that the school will expect educators to use and why they are well suited for the anticipated student population. Describe the methods and systems that educators will utilize to provide differentiated instruction to meet the needs of all students.

Applicant Evaluation: *A strong description will include the following:*

- ⊕ Framework for a rigorous, quality instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed the expectations of the Alabama Curriculum Standards aligned with the Common Core State Standards.
- ⊕ Comprehensive, quality curriculum overview that includes
 - a sample course scope and sequence for one subject for one grade for each division (elementary, middle, high school) the school would serve;
 - demonstrated alignment of course outcomes with applicable standards.
 - Sound curricular choices, by subject, including reasonable evidence the curriculum will be appropriate and effective for the targeted students.
- ⊕ Sound instructional strategies and explanation of why they are well suited for the targeted student population, including effective methods and systems for providing differentiated instruction to meet the needs of all students.

- ⊕ Evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population.

III. Student Performance Standards

Responses to the following items regarding the proposed school’s student performance standards must be consistent with applicable state and authorizer standards.

1. Describe the student performance standards for the school as a whole.
2. Provide, in **Attachment 4**, a complete set of the school’s proposed learning standards for one grade for the school will serve. Address the skills and knowledge each student will be expected to attain by the end of that grade. Approved schools will be required to submit a full set of learning standards for all grades in the school before opening.
3. If you plan to adopt or develop additional academic standards beyond the applicable state and authorizer standards, explain the types of standards (e.g., content areas, grade levels, and/or others). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example and explain how these additional standards exceed applicable state and authorizer standards.
4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.
5. Provide, in **Attachment 5**, the school’s exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

Applicant Evaluation

A strong description will have the following characteristics:

- ⊕ Clear, rigorous learning standards (provided for one grade for each division the school would serve) and exit standards aligned with applicable standards.
- ⊕ Thoughtful identification of and plan for development and adoption of any additional academic standards beyond state and authorizer requirements that the school would adopt or develop, including explanation and evidence of how those standards would exceed the state standards.
- ⊕ Clear, rigorous promotion and exit policies and standards.

IV. High School Graduation Requirements

High schools will be expected to meet the applicable state and authorizer graduation requirements.

1. Describe how the school will meet these requirements. Explain how students will earn Carnegie Units (credits), how grade point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed applicable state and authorizer standards, explain the additional requirements.
2. Explain how the graduation requirements will ensure students' college or career readiness, and/or both, or other postsecondary opportunities (e.g., postsecondary education, career/technical training, military service, or workplace readiness).
3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

Applicant Evaluation

A strong description will include the following characteristics:

- ⊕ Sound plan for meeting state and authorizer graduation requirements (including credits, GPA calculation, transcripts, electives) and compelling explanation of any additional requirements beyond the state's and authorizer's requirements.
- ⊕ Clear, persuasive explanation of how the school's graduation requirements will ensure student readiness for college or other post-secondary opportunities (trade school, military service, or entering the workforce).
- ⊕ Effective systems and structures for students at risk of dropping out or not meeting graduation requirements.

V. School Calendar and Schedule

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In **Attachment 6**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction.
2. Describe the structure of the school day and week. Include the number of instructional hour/minutes in a day for core subjects. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Your response should include, in **Attachment 7**, a sample daily and weekly schedule for each division of the school.

Applicant Evaluation

A strong description will include the following characteristic:

- ⊕ School calendar and sample daily and weekly schedules that meet minimum Alabama requirements (at least the equivalent of 180 days of

6.5 hours of instruction), align with the educational program, and are conducive to significantly improving student learning.

VI. School Culture

1. Describe the culture of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain how you will create and implement this culture for students, teachers, instructional leaders, and parents starting from the first day of school. Describe the plan for transitioning students who enter the school mid-year.
3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Learners (EL), students who are academically below grade level, and students at risk of academic failure.

Applicant Evaluation

A strong description would include the following characteristics:

- ⊕ Vision for school culture or ethos that will promote high expectations, a positive academic environment and intellectual and social development for all students, including those with special needs, English Language Learners, and students at risk of academic failure.
- ⊕ Coherent plan for establishing and maintaining the intended culture for students, teachers, administrators, and parents from the first day of school, and for enculturating students who enter the school mid-year.
- ⊕ Articulate, compelling descriptions of the typical daily experiences of a student and a teacher in grades served in year one. Descriptions demonstrate a well thought-out school design that reflects the vision and will support student intellectual and social development.

VII. Supplemental Programming

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Discuss the anticipated participants, including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for summer programs.
2. Describe the extra- and/or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded and delivered.
3. Describe the programs or strategies that will be used to address students' mental, emotional, and social development and health.
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

Applicant Evaluation

A strong description will include the following characteristics:

- ⊕ (If applicable) Sound plan, design, schedule, and funding for summer school that will meet anticipated student needs.
- ⊕ Well-designed plans and funding for extracurricular and co-curricular activities, programs, and services that will meet anticipated student needs and provide enrichment experiences.
- ⊕ Thoughtful, well-supported description of programs or strategies to address student mental, emotional, and social development and health, and any other student-focused activities and programs that are integral to the school's educational and student-development plans.

VIII. Special Populations and At-Risk Students

1. Describe the overall plan to serve students with special needs, including, but not limited to, students with Individualized Education Programs (IEPs) or Section 504 plans; English Learners (EL); students identified as intellectually gifted; and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.
2. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports the school will provide for these students.
3. Explain more specifically how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities. Specify the programs, strategies, and supports the school will provide, including the following:
 - a. Methods for “identifying, locating, and evaluating” students with disabilities who are in need of special education and related services; (and avoiding misidentification).
 - b. Plans for hiring and evaluating certified special education teachers and licensed related service providers, including projecting adequate staffing for the anticipated population of students.
 - c. Specific instructional programs, practices, and strategies the school will employ to ensure students with disabilities are provided a free appropriate public education in the least restrictive environment.

- d. Plans regarding continuum of placements, access to the general education curriculum, and the opportunity for students with disabilities to be educated with non-disabled peers to the greatest extent appropriate.
 - e. Plans for monitoring and evaluating the progress and success of students with disabilities.
 - f. Plans for promoting college- and career-readiness for students with disabilities, including high school graduation and post-school indicators.
 - g. Plans regarding self-monitoring of disproportionality in the areas of identification, least restrictive environment, and disciplinary actions, including suspension/expulsion of students with disabilities. Self-monitoring of disproportionality should include an understanding of the coordinated early intervening services (CEIS) requirements when significant disproportionality has been determined by the Alabama State Department of Education/Special Education Services.
 - h. Self-monitoring methods to evaluate procedural and substantive compliance with special education rules and regulations.
4. Explain how the school will identify and meet the needs of intellectually gifted learners, including the following:
- a. Approach to defining gifted, methods for ensuring equity and comparability in identification of students in need of gifted services, and methods for monitoring and ensuring racial equity in the gifted program.
 - b. Certification requirements for gifted specialists and professional development targets for general education teachers who teach gifted learners.
 - c. Methods for ensuring the needs of gifted learners are met and continuum of service delivery options that will be offered (e.g., pull-out classes, advanced classes, interest clusters, cluster grouping with differentiated curriculum for gifted learner, acceleration procedures, field studies, mentors, all of the above).
 - d. Methods for determining cognitive and affective growth among gifted learners.
 - e. Procedures related to the monitoring of achievement data for gifted learners, including plans for disaggregation and distribution of results to parents.
 - f. Self-monitoring methods for the gifted program, including what, when, and by whom.
5. Explain how the school will meet the needs of English Learner (EL) students, including the following:

- a. Methods for notifying parents/caregivers in a language they understand about the procedures that the school will use to identify EL students for possible language acquisition support.
- b. Methods for identifying and evaluating EL students with disabilities in a timely manner by administering special education evaluations in the child’s native language, unless it is clearly not feasible to do so (ensuring that a student’s language needs can be distinguished from a student’s disability related needs).
- c. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.
- d. Plans for monitoring and periodic evaluation of the progress and success of EL students, including using a reliable English language proficiency (ELP) assessment that tests in the four language domains, identifying benchmarks for exiting students from EL services, and defining plans for providing follow-up support for at least two years after students exit the program;
- e. Means for providing qualified staffing for EL students.

Applicant Evaluation

A strong description will include the following characteristics:

- ⊕ Demonstrated understanding of – and capacity to fulfill – state and federal obligations and requirements pertaining to students with disabilities, students identified as intellectually gifted, and English Language Learners (ELLs) including appropriate discipline procedures for students with disabilities.
- ⊕ Sound explanation of evidence from which the projection of anticipated special populations was derived.
- ⊕ Comprehensive and compelling plan for appropriate identification of students who are performing below grade level or at risk of academic failure or dropping out and a detailed plan for providing services to such students.
- ⊕ Comprehensive and compelling plan for appropriate identification of students with special needs and to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture building activities in ways that support their development, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- ⊕ Comprehensive and compelling plan for providing services to ELLs, including methods for appropriate identification of ELLs, specific instructional programs, practices, and strategies the school will employ to

ensure academic success and equitable access to the general education curriculum and core academic program for these students, plans for monitoring and evaluating student progress and success of ELLs and for exiting them from services, and plan for including ELLs in standardized testing and schoolwide educational, extra-curricular, and culture-building activities.

- ⊕ Plans describe evidence-based instructional programs and practices; effective design or adaptation of the educational program; qualified staffing; and support strategies and resources.

IX. Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that will provide equal access to interested students and parents. Specifically describe the plan for outreach to students and families who have an economic or academic disadvantage that requires special services and assistance to succeed in educational programs. Those students include, but are not limited to, students who are members of economically disadvantaged families, students who are identified as having special needs, students who are limited in English proficiency, students who are at risk of dropping out of high school, and students who do not meet minimum standards of academic proficiency.
2. Explain the plan for admitting students based on a random selection process if more students apply for admission than can be accommodated. Include any policies and procedures for student waiting lists, if appropriate, withdrawals, re-enrollment, and transfers.
3. Explain the school's policy regarding enrollment preferences with respect to students who reside within the former attendance area; students within the local school system; students outside of the local school system; previously enrolled students; siblings of students; and children of founders, governing board members, and full-time employees.
4. Provide, as ***Attachment 8***, the school's enrollment plan, which should include
 1. The school's plan for maintaining records on all enrolled students utilizing the state-adopted Alabama Student Information System (ASIM)
 2. Tentative dates for application period (if applicable) and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms
 3. Explanation of the purpose of any pre-admission activities for students or parents

Applicant Evaluation

A strong description will include the following characteristics:

- ⊕ Enrollment Policy complies with state law and that ensures the school will be open to all eligible students.
- ⊕ For New-Start Models:
 - Sound and thoughtful student recruitment and marketing plan, timeline, and Enrollment Policy that will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.
- ⊕ For Conversion Models:
 - Plans for engagement of students, families and the community that are realistic and likely to foster student retention and community support.

X. Student Discipline

Describe in detail the school’s approach to student discipline. Provide, as ***Attachment 9***, the school’s proposed discipline policy. The proposed policy must comply with any applicable state and federal laws and authorizer policies. The description of the school’s approach and the proposed policy should address each of the following:

1. Practices the school will use to promote good choices, including both penalties for infractions and incentives for positive behavior.
2. A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.
3. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.
4. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation or disciplinary rules or regulations, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students with disabilities who are expelled or out of school for more than ten days.
5. Provide, as ***Attachment 10***, how students and parents will be informed of the school’s discipline policy.

Applicant Evaluation

A strong description will include the following characteristics:

- ⊕ Student discipline policy that provides for appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals, promoting a strong school culture while respecting student rights. Legally sound policies for student discipline, suspension and expulsion, as well as appeals, including proper processes for students with disabilities.

- ⊕ Appropriate plan for disseminating the discipline policy to teachers, parents and students.

XI. Parent and Community Involvement

1. Describe the role of any parents and community members involved to date in developing the proposed school.
2. Describe what you have done to assess and build parent and community support for your school and how you will engage parents and community members from the time that the school is approved through opening.
3. Describe how you will engage parents in the life of the school (including any proposed governance roles described in Act 2015-3). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.
4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions.

Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from intended community organizations or individuals that will enrich student learning opportunities. Include, as ***Attachment 11***, existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding and/or contracts.

Applicant Evaluation

A strong description will include the following characteristics:

- ⊕ Effective strategies for informing parents and the community about the school's development.
- ⊕ Sound pre- and post- opening parent engagement plan, including family-school partnerships, that is welcoming and accessible to all parents.
- ⊕ Community resources and partnerships that will benefit students and parents and that include a) description of the nature, purposes, terms, and scope of services of any such partnerships; and b) evidence of commitment from identified community partners.

XII. Educational Program Capacity

1. Identify the key members of the school's leadership team. Identify *only* individuals who will play a substantial and ongoing role in school development, governance, and/or management and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, school

instructional leadership/management, and any essential partners who will play an important ongoing role in the school’s development and operation.

Describe the team’s individual and collective qualifications for successfully implementing the school design, including capacity in areas such as:

- School leadership, administration, and governance.
- Curriculum, instruction, and assessment.
- Performance management.
- Parent and community engagement

Describe the team’s ties to and/or knowledge of the target community.

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned roles and any resources they have contributed or plan to contribute to the school’s development.
3. Identify the principal/head of school candidate and explain why this individual is well qualified to lead the proposed school in achieving its mission. Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing public charter school. If the proposed leader has never managed a school, describe any previous leadership roles or leadership training programs that (s)he is currently participating in or has completed. Also provide, as ***Attachment 12***, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader’s ability to effectively serve the anticipated population.
 - ∂ If no candidate has been identified, provide, as ***Attachment 13*** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school instructional leader/administrator.
4. Describe the responsibilities and qualifications of the school’s leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as ***Attachment 14***, the qualifications, resumes, and professional biographies for these individuals.
 - ∂ If these positions are not yet filled, include the timeline, criteria, and process for recruitment and hiring.
5. Explain who will work on a full-time or nearly full-time basis following assignment of a location to lead development of the school and the plan to compensate these individuals.

Applicant Evaluation

A strong description will include the following characteristics:

- ⊕ Evidence that the school leadership and management team have the collective qualifications (documented by resumes and bios for all members) to implement the school design successfully, including capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement.
- ⊕ Sound plans for sourcing and training potential leaders for future campuses and for developing a pipeline of potential leaders for the network. (If applicable) Existing leadership pipeline is adequate to meet growth projections and includes strong candidates for future schools.
- ⊕ Evidence that organizations, agencies, or consultants that are essential to successful implementation of the plan are committed to having an ongoing role with the school.
- ⊕ (If School Leader candidate(s) is identified) Evidence of the leader's experience in/ability to design, launch, and lead a school that effectively serves the target population, as well as evidence that the proposed leader is well qualified to implement the specific educational program being proposed. Any identified leadership training is appropriate for and aligned with the educational program.
- ⊕ (If School Leader candidate(s) is not yet identified) Evidence of the Board and/or network's preparation and plan to recruit and retain a leader with the ability to lead a school that effectively serves the target population.
- ⊕ Appropriate responsibilities and qualifications of the school's leadership/management team (beyond the school leader).
- ⊕ (If members of the leadership team are identified) Individuals who demonstrate the qualifications, capacities, and commitment to carry out the designated leadership roles to ensure the success of the proposed school.
- ⊕ (If leadership team is not yet identified) Sound timeline, criteria, and process for recruiting and hiring the leadership team.
- ⊕ Sound plan for leading the development of the school from post-approval to opening, including identification of a capable individual or team to lead the planning and start-up, as well as a viable plan for compensating this individual or team that is aligned with the budget.

6. OPERATIONS PLAN AND CAPACITY

I. Legal Status and Governing Documents

Describe the proposed school's legal status, including 501(c)3 non-profit status and federal tax-exempt status. In *Attachment 15* provide proof of 501(c)3 non-profit status and federal tax-exempt status (or copies of filings for the preceding items). Also, include as *Attachment 16* any governing documents already adopted, such as board policies.

Applicant Evaluation

A strong description will include the following characteristics:

- ⊕ Proposed school's legal status and structure are in compliance with state law.
- ⊕ Governing bylaws, policies, and procedures are comprehensive and sound.

II. Organization Chart

Submit, as *Attachment 17*, an organizational chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, staff, and any related bodies (such as advisory bodies or parent/educator councils) and any external organizations that will play a role in managing the school.

The organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. The organizational chart should also document clear lines of authority and reporting within the school.

Applicant Evaluation

A strong description will include the following characteristics:

- ⊕ The organizational chart clearly delineates the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.

III. Governing Board

1. Explain the governance bylaws that will guide the board, including the nature and extent of involvement by key stakeholder groups. Provide the governing board's bylaws as *Attachment 18*.
2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of the school and any advisory bodies. Describe the governing board's size, current composition, and desired composition; powers; and duties. Identify key skills, areas of expertise, and constituencies that will be represented on the governing

board. Explain how this governance structure and composition will help ensure that (a) the school will be an educational and operational success; (b) the board will evaluate the success of the school and school leader(s); and (c) there will be active and effective representation of key stakeholders, including parents.

3. List all current and identified board members and their intended roles. Summarize members' interests in and qualifications for serving on the school's governing board. Provide full resumes regarding the expertise and background of the proposed founding governing members.
4. If the current applicant team does not include the initial governing board, explain how and when the transition to the formal governing board will take place.

If this application is being submitted by an existing non-profit organization, respond to the following:

- a. Will the existing non-profit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?
 - b. If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
 - c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.
5. Explain the procedure by which governing board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.
 6. Describe how the governing board will provide evidence of its compliance and adherence to the Alabama State Ethics Law, Open Meetings Act, Public Records Law, and all other specific state laws referenced in Act 2015-3, if applicable.
 7. Identify any existing relationships that could pose actual or perceived conflicts of interest if the application is approved. Discuss specific steps that the governing board will take to avoid any actual conflicts and to mitigate perceived conflicts.
 8. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added? How will vacancies be filled? What are the priorities for recruitment of additional board members? What types of orientation or training will new board members receive, and what type of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organizations proposed growth and governance needs.

Applicant Evaluation

A strong description will include the following characteristics:

- ⊕ Effective governance structure for network and school governance, whether each school will have an independent board or there will be one or more boards overseeing multiple schools. Well planned board(s) size, powers, duties, and current and desired composition (including diverse expertise and effective representation) that will foster school(s)/network success.
- ⊕ (If applicable) Clear division of duties if there will be multiple boards serving multiple schools.
- ⊕ Clear, appropriate plans for the board(s) to evaluate the success of the school(s) and school leader(s).
- ⊕ Proposed board members who demonstrate (as documented by resumes, bios, and Board Information sheets for all currently-identified proposed members):
(a) will, capacity and commitment to govern the school(s)/network effectively;
and (b) shared vision, purposes and expectations for the school(s)/network.
- ⊕ Evidence that the proposed governing board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school including educational, financial, legal, and community experience and expertise.
- ⊕ (If applicable) Sound, timely plan for creating or transitioning to the school governing board.
- ⊕ (If applicant is an existing not-for-it organization other than a charter school governing board) Sound plan for transforming existing board to assume its new duties or forming a new board.
- ⊕ Other effective governance procedures, including planned frequency of meetings and standing committees.
- ⊕ Appropriate proposed Code of Ethics and Conflict of Interest policy/procedures that will minimize real or perceived conflicts.
- ⊕ Sound plan and timeline for board recruitment, expansion, orientation of new members, and ongoing training for members. Plan should include a thoughtful identification of desired experience and capacities.
- ⊕ (If applicable) If there will be a network-level board, plan for clear identification and plan for addressing board development needs relative to growth.

IV. Advisory Bodies

Describe any advisory bodies or councils (e.g. parent and educator councils) to be formed, and include the roles and duties of any such body. Describe the planned composition of each advisory body; the strategy for achieving that composition; the role of parents, students, and educators (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

Applicant Evaluation

A strong description will include the following characteristic:

- ⊕ Clear roles, duties, and composition of any advisory bodies/councils, and effective relationship to the school governing board and leadership.

V. Staff Structure

1. Provide, as ***Attachment 19***, a complete staffing chart for the school. The staffing chart and accompanying notes or roster should identify the following:
 - a. Year 1 positions as well as positions to be added in future years.
 - b. Administrative, instructional, and non-instructional personnel.
 - c. The number of classroom educators, paraprofessionals, and specialty educators.
 - d. Operational and support staff.
2. Explain how the relationship between the school’s leadership/administrative team and the rest of the staff will be managed.

Applicant Evaluation

A strong description will include the following characteristics:

- ⊕ Sensible five-year network staffing that will support high-quality replication at the scale proposed, while continuing success in existing schools.

VI. Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the proposed school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide as ***Attachment 20*** any personnel policies or an employee manual, if developed.
2. Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school’s strategy for retaining high-performing educators.
3. Describe the proposed school’s strategy, plans, and timeline for recruiting and hiring the teaching staff. Explain other key selection criteria and any special considerations relevant to your school design.
4. Act 2015-3, Section 9. (e)(1).
Provide an assurance that public charter schools shall comply with applicable federal laws, rules, and regulations regarding the qualification of teachers and other instructional staff. In accordance with subsection (a), teachers in public charter school shall be exempt from state teacher certification requirements.

- Approaches to earning Alabama Educator and/or Leadership Certification for individuals working in conversion public charter schools or start-up public charter schools are the same as those for individuals in the public local education agencies of Alabama.
 - After approval of a public charter school, a certification specialist at the Alabama State Department of Education (ALSDE) will be available to help the school’s human resource department to provide assistance with certification approaches and/or questions just as they do with local education agencies and registered private schools in Alabama.
5. Outline the school’s procedures for hiring and dismissing school personnel.
 6. Include a statement acknowledging the school’s understanding of the ALSDE, Educator Certification Section, criminal history background check process and, if approved, the school’s plan to comply with this process. Information can be found at www.alsde.edu/EdCert (Background Clearance).
Act 2015-3, Section 9 (d)(1). Public charter schools shall be subject to the same civil rights, health, and safety requirements, including, but not limited to, state and local public health and building codes, employee fingerprinting, and criminal background checks applicable to other public schools in the state except as otherwise specifically provided in this Act.
 7. Explain how the school’s instructional leader(s)/administrator(s) will be supported, developed, and evaluated each school year. Provide as **Attachment 21** any leadership evaluation tool(s) for the school.
 8. Explain how educators will be supported, developed, and evaluated each school year. Provide as **Attachment 22** any educator evaluation tool(s) that already exist(s) for the school.
 9. Explain how the school intends to handle unsatisfactory instructional leadership/administrator or educator performance, as well as instructional leadership, administrator, and/or educator changes and turnover.

Applicant Evaluation

A strong description will include the following characteristics:

- ⊕ Compensation packages, system, and strategy that are likely to attract and retain strong staff.
- ⊕ Recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong staff that meet ESEA requirements for being “Highly Qualified” and are well suited to the school.
- ⊕ Plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff.
- ⊕ Sensible allocation of school vs. network responsibilities for staffing.
- ⊕ Leadership and teacher evaluation tools that are likely to be effective.

- ⊕ Effective planning for unsatisfactory leadership/teacher performance and turnover.

VII. Professional Development

Describe the school’s professional development expectations and opportunities, including the following:

1. Identify the person or position responsible for professional development.
2. Discuss the components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how educators will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school’s calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and describe how such time will typically be used.

Applicant Evaluation

A strong description will include the following characteristics:

- ⊕ Sensible allocation of school vs. network responsibilities for professional development, including demonstrated understanding of and preparation for professional development needs that are common to all schools in the network.
- ⊕ Professional development standards, opportunities, leadership, and calendar/scheduling that effectively support the education program and are likely to maximize success in improving student achievement, including an induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program.

VIII. Performance Management

The authorizer will evaluate the performance of every school annually and for renewal and revocation purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter contract. The academic performance standards will consider status, growth, and comparative performance based on applicable state, federal, and school-specific measures. The financial performance standards will be based on generally accepted accounting principles for sound financial operation. Additionally, the school shall annually engage an independent certified public accountant to do an independent audit of the school’s finances. The organizational performance standards will be based primarily on

compliance with legal obligations, including fulfillment of the governing board’s fiduciary obligations related to sound governance.

Applicants may propose to supplement the authorizer’s performance standards with school-specific academic or organizational goals.

1. Describe the school’s mission-specific educational goals and targets. State goals clearly in terms of the measures or assessments the school plans to use.
2. Describe any mission-specific organizational goals and internal and external measures and assessments the school plans to use. State goals clearly in terms of the measures or assessments the school plans to use.
3. In addition to all applicable mandatory state assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school’s curriculum, performance goals, and applicable state standards.
4. Explain how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
5. Identify who will be responsible for managing the data, interpreting it for classroom educators, and leading or coordinating professional development to improve student achievement.
6. Explain the training and support that school leadership and educators will receive in analyzing, interpreting, and using performance data to improve student learning.
7. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the schoolwide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Applicant Evaluation

A strong description will include the following characteristics:

- ⊕ (Optional; may be network-level or school-level) Meaningful mission-specific educational and/or organizational goals and targets, which are measurable or demonstrable by externally credible measures or assessments.
- ⊕ Quality interim assessments that are aligned with (each) school’s curriculum, performance goals, and state standards.

- ⊕ Effective plan (including qualified personnel) and system for measuring and evaluating academic progress – of individual students, student cohorts, each school, and the network as a whole – throughout the school year, at the end of each academic year, and for the charter term.
- ⊕ Comprehensive, effective plan (including qualified personnel) and system for collecting and analyzing student academic achievement data, using the data to refine and improve instruction – including providing training and support to school leadership and teachers – and reporting the data to the school community. This should include identification of the student data system to be used, as well as qualified personnel who will be responsible for managing and interpreting the data for teachers and leading or coordinating data-driven professional development.
- ⊕ Thoughtful, appropriate corrective actions the school and network will take if either falls short of the Montgomery Public School’s (or the operator’s) goals at any level, including explanation of what would trigger such actions and who would implement them.
- ⊕ Sound plan for monitoring performance of the portfolio as a whole and thoughtfully considering portfolio performance in decisions regarding continued growth and replication.

IX. Facilities

If the school is seeking to utilize an existing public school facility made available by the charter authorizer, complete Part A and Part B. If the school intends to identify and operate in an independent facility, complete only Part B.

Part A. Existing Public Facilities (if available)

1. Describe the basic facilities requirements for accommodating the school plan, including the number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.
2. List anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include, but are not limited to, the following:
 - a. Science labs
 - b. Art room (with or without kiln)
 - c. Computer labs
 - d. Library/media center
 - e. Performance/dance room
 - f. Auditorium
 - g. Other

3. List anticipated administrative/support space needs, including anticipated number of each:
 - a. Main office
 - b. Satellite office
 - c. Work room/copy room
 - d. Supplies/storage
 - e. Teacher work room
 - f. Other
4. List which, if any, of the following are essential to fulfillment of the core athletic program:
 - a. Gymnasium
 - b. Locker rooms
 - c. Weight rooms
 - d. Field(s) (football, soccer, multipurpose)
 - e. Baseball/softball field
 - f. Other (please list)
5. Identify any other significant facilities needs not already specified, including:
 - a. Playground
 - b. Large common space for assemblies and other large group meetings
 - c. Other special considerations (identify and explain)
6. Does the applicant have specific desired location(s) different from those being made available by the authorizer? ____ Yes ____ No
If Yes, and the applicant has a specific facility under consideration, identify by current school name and/or neighborhood. (you may add rows to the table as needed.)

Desired Location(s):	
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7. Is the applicant willing to share a facility with another school? ____ Yes ____ No
If so, identify by school name and/or neighborhood (you may add rows to the table as needed)

Desired location(s):	
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8. Discuss contingency plans in the event you do not receive a facility from the authorizer.

Part B. Independent Facilities

If you intend to operate in an independent facility, describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. If you currently hold a facility or have a Memorandum of Understanding or other proof of intent to secure a specific facility, please provide proof of the commitment

as **Attachment 23**. Briefly describe the facility including location, size, and amenities. Provide as **Attachment 24** supporting documents providing details about the facility. Public charter school facilities must comply with applicable state, local, and authorizer health and safety requirements. In addition, applicants must be prepared to follow applicable city planning review procedures.

NOTE: Public charter school facilities shall comply with Act 2015-3, Section 11. (a), regarding access to Alabama Public School and College Authority (PSCA) funds.

Applicant Evaluation

A strong description will include the following characteristics:

Part A. Public Facilities

(For operators proposing to locate in facilities over which the authorizer or other public authority has jurisdiction)

- Complete and compelling response to the facilities needs assessment (Facilities, Part A.) aligned with the educational program and anticipated student population.

Part B. Independent Facilities

(For all operators)

- Sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility that will meet the requirements of the educational program and anticipated student population.

X. Start-Up and Ongoing Operations

1. Provide as **Attachment 25** a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.
2. If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips, extra-curricular and co-curricular activities, food services, and all other significant operational and auxiliary services.
3. Provide the school's plan for safety and security for students, staff, faculty, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.
4. Provide as **Attachment 26** a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.

Applicant Evaluation

A strong description will have the following characteristics:

- ⊕ Detailed start-up plan specifying tasks, timelines, and responsible individuals, which is aligned with sound Start-Up Budget.
- ⊕ (If the school will provide transportation) Sound plan for student transportation, including both daily and special-event transportation.
- ⊕ Sound plans for school and student safety and security, including security personnel, technology, equipment, and policies.
- ⊕ Plan to secure comprehensive and adequate insurance coverage, including workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.

XI. Operations Capacity

1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
 - Staffing.
 - Professional development.
 - Performance management.
 - General operations.
 - Facilities management.

2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Applicant Evaluation

A strong description will include the following characteristics:

- Individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as staffing, professional development, performance management, school start-up, general operations, and facilities management.
- (If proposing an independent facility) Demonstrated experience in facilities acquisition and management, including managing build-out and/or renovations.

7. FINANCIAL PLAN AND CAPACITY

I. Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.
2. Describe the roles and responsibilities of the school’s administration and governing board for the school finances and distinguish between each party.
3. Describe the school’s plans and procedures for conducting an annual audit of the financial and administrative operations of the school.
4. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit, annual financial report, monthly check register, and monthly financial reports.
5. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.
6. Describe the school’s plans for obtaining liability insurance to indemnify the school, its board, staff, and educators against tort claims.
7. **Budget Narrative:** As *Attachment 27*, present a detailed description of assumptions and revenue and expense estimates, including, but not limited to, the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).
 - a. Per-Student State Revenue
 - b. Anticipated Funding Sources. Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school’s operation depends.
 - c. Discuss the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
 - d. Year 1 cash flow contingency in the event that revenue projections are not met in advance of opening.
 - e. Start-up and five-year budgets with clearly stated assumptions.

Applicant Evaluation

A strong description will include the following characteristics:

- ⊕ Draft financial procedures policy or other reasonable assurance that the operator will have sound systems, policies and processes for financial

planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls, ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits.

- ⊕ Evidence that the school's leadership has a strong understanding of the appropriate delineation of roles and responsibilities among the administration and governing board regarding school finance.
- ⊕ Evidence that the school will ensure financial transparency, including plans for public adoption of the school's budget and public dissemination of its annual audit and an annual report.
- ⊕ Sound criteria and procedures for selecting contractors for any administrative services and the acquisition of liability insurance.
- ⊕ Complete, realistic, and viable start-up and five-year operating budgets.
- ⊕ Detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable).
- ⊕ Sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

II. Financial Management Capacity

Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:

- Financial management.
- Fundraising and development.
- Accounting and internal controls.

Applicant Evaluation

A strong description will include the following characteristic:

- ⊕ Individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as financial management, fundraising and development, accounting, and internal controls.

8. ATTACHMENTS

1. Requested Attachments

Please ensure that attachments are titled as requested within each section of the application. They are as follows:

Cover Sheet and Enrollment Projection (fillable pdf)

Attachment 1. List the members of the school’s proposed leadership team and governing board, including their roles with the school and their current job title, and employer, and full resumes (including contact information and professional biographies for each individual listed). *(Executive Summary - Leadership and Governance)*

Attachment 2. A sample course scope and sequence for one subject for each division (elementary, middle, high school) the school would serve. *(Educational Program Design and Capacity - Curriculum and Instructional Design)*

Attachment 3. Explain the school’s curriculum; its correlation to the Alabama standards; the specific instructional materials to be used to implement the curriculum; and the process your school will follow to evaluate, review, and revise its curriculum on an annual basis. *(Educational Program Design and Capacity - Curriculum and Instructional Design)*

Attachment 4. A complete set of the school’s proposed learning standards for one grade for the school will serve. *(Educational Program Design and Capacity – Student Performance Standards)*

Attachment 5. The school’s exit standards for graduating students. *(Educational Program Design and Capacity – Student Performance Standards)*

Attachment 6. Provide the school’s proposed calendar for the first year of operation, including total number of days/hours of instruction. *(Educational Program Design and Capacity - School Calendar and Schedule)*

Attachment 7. A sample daily and weekly schedule for each division of the school. *(Educational Program Design and Capacity - School Calendar and Schedule)*

Attachment 8. The school’s enrollment plan *(Educational Program Design and Capacity – Student Enrollment Plan)*

Attachment 9. The school’s proposed discipline policy *(Educational Program Design and Capacity – Student Discipline)*

Attachment 10. How students and parents will be informed of the school’s discipline policy. *(Educational Program Design and Capacity – Student Discipline)*

Attachment 11. Existing evidence of support from intended community partners such as letters of intents/commitment, memoranda of understanding, and/or contracts *(Educational Program Design and Capacity – Parent and Community Involvement)*

Attachment 12. The qualifications, resume, and professional biography for principal/head of school *(Educational Program Design and Capacity – Education Program Capacity)*

- Attachment 13.** The job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school instructional leader/administrator. *(Educational Program Design and Capacity – Education Program Capacity)*
- Attachment 14.** The qualifications, resumes, and professional biographies for the school's leadership/management team *(Educational Program Design and Capacity – Education Program Capacity)*
- Attachment 15.** Provide proof of 501(c)3 non-profit status and federal tax-exempt status *(Operations Plan Capacity – Legal Status and Governing Documents)*
- Attachment 16.** Any governing documents already adopted, such as board policies *(Operations Plan Capacity – Legal Status and Governing Documents)*
- Attachment 17.** An organizational chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, staff, and any related bodies *(Operations Plan Capacity – Organization Chart)*
- Attachment 18.** The governing board's bylaws *(Operations Plan Capacity – Governing Board)*
- Attachment 19.** A complete staffing chart for the school *(Operations Plan Capacity – Staff Structure)*
- Attachment 20.** Any personnel policies or an employee manual, if developed *(Operations Plan Capacity – Staffing Plans, Hiring, Management, and Evaluation)*
- Attachment 21.** Leadership evaluation tool(s) for the school *(Operations Plan Capacity – Staffing Plans, Hiring, Management, and Evaluation)*
- Attachment 22.** Educator evaluation tool(s) that already exist(s) for the school. *(Operations Plan Capacity – Staffing Plans, Hiring, Management, and Evaluation)*
- Attachment 23.** Proof if you currently hold a facility or have a Memorandum of Understanding or other proof of intent to secure a specific facility *(Operations Plan Capacity – Facilities)*
- Attachment 24.** Supporting documents providing details about future facility *(Operations Plan Capacity – Facilities)*
- Attachment 25.** A detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals *(Operations Plan Capacity – Start-Up and Ongoing Operations)*
- Attachment 26.** A list of the types of insurance coverage the school will secure, including a description of the levels of coverage *(Operations Plan Capacity – Start-Up and Ongoing Operations)*
- Attachment 27.** Detailed description of assumptions and revenue and expense estimates, including, but not limited to, the basis for revenue projections, staffing levels, and costs *(Financial Plan and Capacity – Financial Plan)*

Evaluation Rubric:

The application categories will be rated with the following Evaluation Ratings:

Category 1 – Introduction	Category 2 – Evaluation Process & Timelines	Category 3 – Public Charter School Application Instructions
Ratings	Characteristics	
This section is not rated.	This section is not rated. This section provides applicants with application information and guidance.	

Category 4 – Executive Summary	Category 8 - Attachments
Ratings	Characteristics
The summary has been provided.	Please indicate whether or not the information is provided. This section will not receive an independent rating. This section provides the evaluators with a reference for each of the other sections of the application, which will be assessed, in part, for the quality of alignment with the appropriate sections.
The summary has not been provided.	Please indicate whether or not the information is provided. This section is not rated separately by the evaluators. It provides the evaluators with a reference for each of the other sections of the application, which will be assessed, in part, for the quality of alignment with the appropriate sections.

Category 5 – Educational Program Design and Capacity	Category 6 – Operations Plan and Capacity	Category 7 – Financial Plan and Capacity
Ratings	Characteristics	
Meets or Exceeds the Standard	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to effectively operate.	
Partially Meets the Standard	The response addresses most of the criteria; however, the responses lack meaningful detail and/or require important additional information.	
Does Not Meet the Standard	The response is undeveloped or significantly incomplete. The response lacks meaningful detail, demonstrates lack of preparation, is unsuited to the mission of the authorizer, or otherwise raises substantial concerns about the viability of the plan or the applicant’s ability to meet the requirement in practice.	