



PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

**CHARTER SCHOOL APPLICATION**  
*For the Establishment of a Public Charter School*  
Proposed Opening Fall 2029

*Updated September 2026*

*To empower every student to achieve excellence by ensuring equitable access to high-quality learning, supportive environments, and transformative opportunities that promote each learner's strengths, identity, and limitless potential.*

## About PGCPs

Prince George's County Public Schools' vision, mission, and core values are the compass that guides our actions. They are set forth in the district's strategic plan, Forward by Design: Acceleration 2029.

## Our Vision

Our vision statement paints a future where all students, regardless of background or experiences, have access to high-quality learning environments, a broad array of educational opportunities, and effective support systems that equip them to graduate college and career ready.



*Excellence everywhere! Every child. Every day.*

## Our Mission

Our mission statement defines the scope of our work and communicates what we hope to contribute to society as a result.

*To empower every student to achieve excellence by ensuring equitable access to high-quality learning, supportive environments, and transformative opportunities that promote each learner's strengths, identity, and limitless potential.*

## Core Values

Our core values articulate our key beliefs about students, academic achievement, and the elements necessary to achieve excellence in education and learning.

1. *Students are our priority and all students can achieve at high academic levels.*
2. *Families, students, and educators have shared responsibility for student success.*
3. *High expectations inspire high performance.*
4. *All staff share the responsibility for a safe and supportive school environment contributing to excellence in education.*
5. *The support of everyone in our community is essential to the success of our schools and students, and this success enriches our community through meaningful partnerships.*
6. *Continuous improvement in teaching, leadership, and accountability is the key to achieving our vision.*

For more information about Prince George's County Public Schools, visit our website at:  
<https://www.pgcps.org/>

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## Application Timeline

|                                                |                                                |
|------------------------------------------------|------------------------------------------------|
| Letter of Intent (LOI) ( <i>Optional</i> )     | First Monday Annually in August                |
| New Charter School Application Release Date    | Thursday, September 24, 2026                   |
| New Charter School Applicant Technical Session | Thursday, October 1, 2026: 5:00 p.m. (Virtual) |
| Full Application                               | Friday, January 8, 2027, by 12:00 p.m.         |
| Board of Education Decision Announced          | Annually in Spring                             |

## Application Process and Guidelines

Prince George's County Public Schools (PGCPS) receives and evaluates proposals to open charter schools on an annual basis. The application identifies the requirements and the actions to be completed prior to a recommendation to the Superintendent and the PGCPS Board of Education for a decision to approve, approve with conditions, or deny an application. The application makes clear the requirements regarding format, packaging and labeling, deadline, and submission location for the application.

## Alignment with National Authorizing Standards

This application is aligned to the National Association of Charter School Authorizers (NACSA) New School Application Guidance: Model Criteria, Evidence, and Prompts. Each section of the application begins with Review Criteria that describe what a strong response must demonstrate. In addition to the section-level criteria, every application and founding team must demonstrate the following Universal Criteria. Reviewers will look for evidence of these criteria across the written application, the attachments, the capacity interview, and other touchpoints in the process:

- **Mission, vision, and model:** The school's mission, vision, and key design elements are consistent throughlines in the application; are responsive to the community the school seeks to serve; and are grounded in sound research, proven practice, and/or other evidence of likely effectiveness.
- **Founding team capacity:** The founding team has the capacities and commitment to successfully launch and operate the proposed school.
- **Viable, aligned plans:** The financial and operational plans and assurances are viable, meet legal requirements, and are aligned throughout the application.

Applicants should ensure that the answer to "Why this school, for this community, by this founding team?" is consistent across the Executive Summary, every section of the narrative, the attachments, and the responses of every founding team member during the capacity interview.

## New School Opening Date:

Applications submitted in January 2027 will be presented to the Prince George's County Public Schools Board of Education for opening in the Fall of 2029.

## PGCPS Priorities for New Charter Schools

In alignment with Forward by Design: Acceleration 2029, PGCPS will give additional consideration to applications that propose to:

- Accelerate achievement in literacy and mathematics for students furthest from opportunity, using a model with a demonstrated track record of improving outcomes for student populations similar to those the school will serve.
- Expand access to rigorous and advanced programs that are not widely available in the area to be served, such as early college or dual enrollment leading to an associate degree, International Baccalaureate, or advanced STEM programming.
- Offer career and technical education pathways that meet an identified need and lead to

industry-recognized credentials that are aligned with regional workforce demand and postsecondary pathways, integrated with work-based learning, and accessible to all student groups.

- Offer dual-language or language immersion programming that serves both Multi-Language Learners and native English speakers.
- Serve areas of the county with a shortage of high-quality seats, led by a team or operator with a record of strong governance, sound financial management, and leadership and staff retention.
- Build deep partnerships with families and community organizations that extend learning and support beyond the school day.

***These priorities do not replace the Review Criteria. A proposal that addresses one or more priorities must still meet the standard in every section of the application.***

**Technical Information Sessions** provide an overview of the application, the process, and the standards for submitting an application to start a charter school. Attendance is not required but is strongly encouraged. These sessions are held by the Public Charter School Office.

**Letter of Intent (LOI):** Prospective applicants are invited, but not required, to submit a Letter of Intent (LOI) prior to submitting the application according to the above timeline. The Letter of Intent provides PGCPs with a notice of a prospective charter operator's intention to partner with the school district to open a charter school. The Letter of Intent will serve as an introduction of your charter school proposal to the school system and the public. **Note:** *The Letter of Intent is **OPTIONAL** and not to be considered as an application to establish a charter school. It is required as part of the consideration to be approved before submitting the full charter school application. \*All materials are due by 12:00 p.m. on Friday, January 8, 2027. **Late or incomplete applications will not be accepted. Applications must be submitted to Ms. Kim Johnson. A receipt will be provided.***

PGCPs Public Charter School Office  
Attn: Kim Johnson [Kim.Rosemond@pgcps.org](mailto:Kim.Rosemond@pgcps.org)  
Administrative Secretary I, Charter Schools Office  
1601 McCormick Drive  
Largo, Maryland 20743

**Note to the Applicant:** After charter school applications are received, PGCPs will perform the following actions:

#### **A. Initial Screening**

- Screen the application for compliance with the minimum requirements described in the specifications and with all other necessary requirements of this application. If the application complies with the minimum requirements, a designated review committee will conduct an evaluation. **NOTE:** *A compliance check of the application will be conducted to ensure that all components of the application are included. If not, the application will be deemed incomplete and will be rejected. Failure to comply with any minimum requirements shall disqualify an applicant's proposal.*
- Notify all applicants of receipt of the application via email and indicate whether each application will be forwarded for a complete review and scoring. Notifications regarding applications deemed ineligible for review will include the rationale for the exclusion. **NOTE:** *Deviations from and omissions of the requirements may result in the application being rejected.*
- Confirm that a signed Certification of Original Work (Appendix I) has been submitted for each founding team and governing board member. Applications found to contain content generated by artificial intelligence tools or copied from another charter school application may be deemed ineligible for review.

#### **B. Scoring Application**

- Qualified applications may be reviewed and scored by internal and external content specialists serving as reviewers for the PGCPs Divisions of Academics, Student Services, Monitoring and Accountability, Human Resources, Supporting Services, and Budget and Management Services.

- Qualified applications will be reviewed and evaluated based on the quality and technical merit of the responses to the information requested and the criteria for each section. Applicants will be notified no later than 120 days after submission whether the Board of Education (BOE) has approved the application.
- Using evaluation criteria specific to the sections of the charter school application, reviewers will rate the quality of responses based on the following ratings:

| Rating                                                                                                                   | Characteristics                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Meets the Standard</b><br>           | The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to operate; and inspires confidence in the applicant's capacity to carry out the plan effectively. |
| <b>Partially Meets the Standard</b><br> | The response meets the criteria in many respects, but lacks detail and/or requires additional information in one or more areas.                                                                                                                                                                                               |
| <b>Does Not Meet the Standard</b><br>   | The response is undeveloped or incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.                                                                                                                             |

- Reviewers will provide written comments and a summary of the strengths and weaknesses to support the ratings for each section of the application. The review committee will carefully determine whether any waivers being requested offer the innovation that makes the charter school unique and substantially different from the traditional schools and programs.
- The review committee reserves the right to contact clients or references provided by the applicant in order to gather additional information.
- Comments and summary statements made by the reviewers will be used to generate clarifying and probing questions for the interview with founding teams.
- Ratings will be based on the Review Criteria at the beginning of each section and the Universal Criteria described above. Reviewers will also note inconsistencies across sections (for example, a program described in the narrative that is not reflected in the budget, staffing plan, or schedule).

### C. Formal Capacity Interviews with Founding Team

- Interview panels may consist of internal content specialists who serve as reviewers for the PGCPs Divisions of Academics, Student Services, Testing and Accountability, Human Resources, Supporting Services, and Budget and Management Services, as well as General Counsel and the Public Charter School Office. Other qualified reviewers may serve on the interview team. **NOTE:** All members of the founding team or founding governing board are required to attend the capacity interview session.
- The interview is designed to validate the written application and to assess the founding team's capacities, including community commitment, coalition building, reflective learning, creative problem solving, effective decision making, team awareness, and knowledge, skills, and execution. Every founding team member should be prepared to answer, "Why this school, why this community, and why this founding team?"
- The interview will include one or more Challenge Scenarios. Examples include Year 1 enrollment that falls well below budgeted projections; a facility that is delayed or costs significantly more than budgeted; a parent complaint alleging that a student with an IEP was discouraged from enrolling; or opposition to the school's design voiced at a public hearing. Scenarios assess the team's judgment and decision-making; there is no single correct answer.
- Additional due diligence may include observing the founding team at a community engagement meeting or board meeting, visiting schools the applicant or operator currently operates, reviewing the operator's academic, financial, and compliance record, and contacting references, partners, lenders, or contracted service providers.
- Following the interview, PGCPs may provide the applicant with a preliminary summary of strengths and weaknesses and a limited opportunity to submit clarifying materials.

#### **D. Recommendation to Superintendent**

- Following the scoring and the capacity interview, the review committee will make a recommendation to the Superintendent of Prince George's County Public Schools.

#### **E. Board of Education Review and Decision**

- The Superintendent makes a recommendation to the Board of Education.
- The Board of Education reviews applications, scores, and feedback from interviews.
- The Board of Education may request or consider other information pertinent to rendering a decision.
- Applicants may be invited to present a brief overview of their proposal to the Board of Education in a public session.
- Following review of all documents, the Board may decide to:
  - *Approve*: Charter contract negotiations begin.
  - *Approve with Conditions*: Applicant must address the specific conditions before full approval is granted.
  - *Denial*: All consideration ceases. Applicants have the right to appeal to the Maryland State Board of Education.

#### **F. Debriefing Sessions**

- *Denials*: These sessions provide feedback on how the applicants performed on the written application and interview. Considerations are provided on how to improve the quality of the application and interview should applicants wish to reapply.
- *Conditional Approval*: These sessions provide feedback on the specifics of the conditional approval. Clarification and guidance are provided to ensure the applicant understands the conditions that must be met before reconsideration is given for full approval.
- *Approvals*: These sessions provide guidance on essential next steps to begin the process to open the school based on the Prince George's County Public Schools' timeline.

#### **G. Notification of Application Status**

- Approval or denial will be issued to applicants no later than 120 days after the application submission deadline.
- If approved, the applicant will execute a legally binding operating agreement; if denied, the applicant may appeal.
- If approved, the applicant will begin pre-opening procedures and timeline approved by Prince George's County Public Schools.

## Application Instructions

All applicants are expected to respond to questions designed to solicit information that addresses the scope of services and deliverables for the purpose of this application. The responses are expected to address the desired results that the Board of Education is seeking to fulfill in its services to provide educational options to all students, including those who are at risk of failing, dropping out, or persistently challenged with meeting success in the traditional school setting. All responses are expected to be complete, clear, and accurate to aid in the quality review and determination of approval.

### Original Work and Use of Artificial Intelligence

PGCPS expects each application to reflect the founding team's own answer to "Why this school, for this community, by this founding team?" The school concept, educational model, and all narrative responses must be the applicant team's original work.

- Applications may not copy, in whole or in part, another charter school application, whether submitted to PGCPS or to any other authorizer, past or present.
- Research, data, published curricula, and other sources must be cited. An experienced operator proposing to replicate its own existing school may draw on that school's materials but must adapt them to the PGCPS context and clearly identify reused content.
- Originality will be considered throughout the review. Evidence that an application was generated by AI or copied from another application, including capacity interview responses that are inconsistent with the written application, may result in disqualification at any stage of the process or revocation of approval after award.
- Each founding team member and governing board member must sign the Certification of Original Work (Appendix I).

### Submission Requirements

**Note to Applicant:** Careful compliance with these requirements is needed to avoid disqualification of this application from further consideration. All submissions will be kept on file and will not be returned to applicants. Please ensure you have copies for your team.

|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                    | The <b>optional</b> Letter of Intent (LOI) can be submitted prior to submitting a full Charter School Application to establish a new charter school.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>FORMAT</b><br><br>A Google Folder must be used. | Follow the format guidelines exactly. The Charter School Application must be submitted via Google Folder in <b>PDF format</b> and suitable for reproduction on 8½ x 11-inch paper, with the following: <ul style="list-style-type: none"><li>• 12-point Times New Roman or Arial font.</li><li>• Page numbers and name of the charter school in the footer of each page.</li><li>• Where signatures are required, sign using blue ink.</li><li>• For any question that does not apply to the proposal, respond "Not Applicable."</li><li>• Include a table of contents identifying page numbers for each section of the application.</li><li>• Clearly label all attachments with the appropriate titles. See the list of attachments that follows these instructions.</li><li>• Use the header of each page to identify the section in which the page falls.</li><li>• Follow the numbering scheme used in this application; do not skip, combine, or renumber items.</li></ul> |
| <b>BOUND COPIES</b>                                | Use the same format guidelines for the Google Folder: <ul style="list-style-type: none"><li>• Submit ten (10) hardbound copies of the full application bound as a book with double-sided pages.</li><li>• Tab each section to clearly mark each section of the application.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>PAGE LIMITS</b>                                 | The Charter School Application narrative is limited to no more than 60 pages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                 |                                                                                                                                                                                                                                                                                         |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | <b>for Sections I, II, and III.</b> Appendices A–H are not included in the page limit. Attachments are limited to 50 pages, unless otherwise specified. Brevity, specificity, and clarity are strongly encouraged. Be sure to label all attachments.                                    |
| <b>DEADLINE</b> | <b>All application materials must be <u>submitted</u> in person by 12:00 p.m. on the due date. Only materials requested should be submitted in person. PGCPs assumes no responsibility and makes no exceptions for late arrivals of applications for any reason after the deadline.</b> |

## Required Attachments

The following is a list of attachments to accompany the proposal. Note that not all attachments will be applicable to all applicants. It is the responsibility of the applicant to ensure they submit all relevant attachments.

- Attachment 1 – Curriculum Development Plan and Timeline (if not developed)
- Attachment 2 – High School Graduation Requirements
- Attachment 3 – School Calendar
- Attachment 4 – Sample Daily and Weekly Schedule/Sample Teacher Schedule
- Attachment 5 – Evidence of Community Support (partner letters of support, draft MOUs)
- Attachment 6 – Operator's Key and Essential Staff
- Attachment 7 – Potential School Leader Job Description and Resume (if applicable)
- Attachment 8 – Legal Status and Governing Documents
- Attachment 9 – Founding Board/Governing Board Team Resumes/Biographies
- Attachment 10 – Board Member Election/Appointment Process
- Attachment 11 – Governing Board Documentation
- Attachment 12 – Ethical Standards and Conflict of Interest Policy
- Attachment 13 – Education Service Provider Contract (if applicable)
- Attachment 14 – Education Service Provider Annual Report (if applicable)
- Attachment 15 – Organizational Chart
- Attachment 16 – Pre-Opening Start-up Plan and Timeline
- Attachment 17 – Supporting Documentation for Proposed Facility (with potential timeline)
- Attachment 18 – Budget Worksheets – Five-Year/Pre-Operational/Cash Flow Statement; Budget Narrative; Contingency (Reduced-Enrollment) Budget
- Attachment 19 – Community Engagement Log and Summary of Community Input

## Appendices

All applicants must complete the following forms located in the appendices of this document, if applicable:

- A. Waiver Request
- B. Affidavit, Disclosures, Consent for Background Check
- C. Conflict of Interest Statement
- D. Compliance Assurance I
- E. Compliance Assurance II
- F. Compliance Assurance: Special Education and 504
- G. Compliance Assurance: Multi-Language Learners
- H. Application Control Form
- I. Certification of Original Work
- J. Applicant's Checklist

## Executive Summary and Enrollment Projections

*The Executive Summary should provide a concise summary of the following in no more than two pages:*

*The Executive Summary should answer, in brief: Why this school, for this community, by this founding team? It sets the stage for the rest of the application; reviewers will look for the same mission, community, and design throughlines in every section and in the capacity interview. The Executive Summary may be shared with the Board of Education and posted on the PGCPs website for public review.*

1. Overview of the school and its educational model

2. Mission Statement
3. Vision Statement
4. Educational Need and Anticipated Student Populations, including a description of the community the school seeks to serve
5. Summary of Enrollment
6. Key Features or Signature Approach of the School
7. Parent and Community Interest and Engagement, including evidence of demand
8. Applicant's Leadership Capacity: the founding team members, their collective capacities (knowledge, skills, abilities, and behaviors), and their connection to the mission and the community
9. Alignment with Forward by Design: Acceleration 2029 and with one or more PGCPs Priorities for New Charter Schools

**Private School Affiliation (If Applicable)**

Maryland law does not permit a public chartering authority to grant a charter to a private school, parochial school, or home school. If the applicant organization or any founding team member currently operates such a school, answer the following:

1. Will the proposed charter school have the same, or substantially the same, board of trustees or officers as the existing private school?
2. Will a substantial proportion of the charter school's employees be drawn from the existing private school?
3. Will the charter school receive a substantial portion of the existing private school's assets or property?
4. Will the charter school be located at the same site as the existing private school?
5. Will the private school close within one year of the charter school's establishment?



## Prince George's County Public Schools

All applicants who wish to submit a charter application to Prince George's County Public Schools ("PGCPS") must first file a Letter of Intent ("LOI"). Submission of an LOI does not obligate the applicant to submit a full application. The individual identified as the applicant group's **designated representative** will serve as the point of contact for all communications from PGCPS staff, including specific information about the application submission process. (OPTIONAL)

**Type of submission:** ☐ New Operator ☐ Experienced Operator ☐ Replication Request

**(Proposed) School Name:** \_\_\_\_\_

**(Proposed) School Location:** \_\_\_\_\_

**Legal Name of Organizer:** \_\_\_\_\_

**Organizer Address:** \_\_\_\_\_

**Organizer Email Address:** \_\_\_\_\_

**Designated Representative:** \_\_\_\_\_

**Contact information:** \_\_\_\_\_

**(Proposed) Grade Span and Enrollment:**

| Academic Year    | Grade Levels Served | Total Enrollment |
|------------------|---------------------|------------------|
| Year 1 2028-2029 |                     |                  |
| At Full Capacity |                     |                  |

Application-Specific Questions

**(Answer only those questions relevant to your selected submission type)**

1. Experienced Operator

**If you currently operate or are the governing body of one or more charter schools, please provide the name(s) and location(s) of the school(s):**

**If you plan to contract or partner with an Education Service Provider, please identify the Education Service Provider(s) you are considering:**

2. Replication Request

**If you are proposing a replication of an existing school that you are currently operating, please provide the name and location of the existing school:**

3. Other Request

**Please specify the nature of your proposal:**

**Signature of Designated Representative:**

Signature: \_\_\_\_\_

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

## SECTION I: EDUCATIONAL PROGRAM DESIGN

### Review Criteria — Section I (Model, Community, and Outcomes)

- **Mission and Vision:** The mission is clear, cohesive, and measurable; centers students and the community; and states the school's purpose, what it does, and for whom. The vision describes a clear, aspirational long-term goal.
- **Community Need and Demand:** The applicant presents an evidence-based assessment of the unmet need the school addresses in the target community, and current family and student demand supports projected enrollment from Year 1 through full enrollment.
- **Key Design Elements:** The educational model is aligned with the mission, grounded in research or proven practice, aligned to Maryland College and Career Ready Standards, and designed to achieve positive outcomes for the anticipated student population.
- **Special Populations:** The approach to serving students with disabilities, Multi-Language Learners, and other students with diverse needs is likely to lead to high-quality outcomes.
- **School Environment:** The school will be safe, supportive, and conducive to learning for all students, with evidence-based discipline practices that protect student rights.
- **Outcomes:** Goals are clear, rigorous, aligned with the mission, and include all students and subgroups; measures align with goals; and there is a clear plan for using data to track progress and adjust practice.
- **Community and Coalitions:** The founding team deeply understands the community, has built relationships across diverse groups, and can show how community input shaped the school design.

*Evidence may come from the written response and attachments, the capacity interview, and observation of community engagement activities.*

### Mission, Vision, and Indicators of Success

Respond to the following in no more than one page.

1. State the proposed school's mission. The mission should be clear, cohesive, and measurable; center students and the community; and state the school's purpose, what it does, and for whom.
2. State the proposed school's vision: describe what will be different for students, families, and the community if the school successfully meets its mission.
3. Identify the key indicators that the school leader, governing board, families, and the public will use to know whether the mission is being achieved, and describe what success will look like at the end of Year 1, Year 5, and Year 10.

### Community Need and Demand

Describe the community the school seeks to serve and the evidence that the proposed school responds to an unmet need.

1. Describe the community the school seeks to engage and the target student population, including a demographic analysis of the identified community (e.g., neighborhoods and grade levels served, and anticipated percentages of students with disabilities, Multi-Language Learners, and students eligible for free and reduced-price meals).
2. Describe the current educational options available to these students and explain how they do not meet the expressed needs of the community. Address each type of need that applies, using data from multiple sources, including subgroup data:
  - a. Academic: the performance of comparable schools in the community reflects a need for additional high-quality options;
  - b. Programmatic: the community needs grade levels, instructional models, or program and support offerings that do not currently exist;
  - c. Access: there are not enough seats in schools that deliver strong outcomes or the proposed programming (e.g., full enrollment, existing waitlists);

- d. Demographic: population projections for the community and relevant grade levels show a need for more seats; and/or
  - e. Other: research-based analysis justifying the need for this school in this community at this time.
3. Describe how the school will meet the unmet need among the target community and students.
  4. Describe the community need, educational opportunity, or demand that the proposed school seeks to address, and provide evidence supporting the proposed enrollment.

### **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 evidence that promises success for this program with the anticipated student population.
- Describe and justify the key design elements of the model, including how each aligns with the mission; the research basis and/or examples of schools or programs the founding team researched or visited; what the team learned from them; and how that learning will be applied to this school.
- Identify the unique challenges the school anticipates in implementing its model and how it will address them.
- If the school has a curricular focus (e.g., STEM, the arts, language immersion, or career exploration), describe what it would look like for a student in the entry grade, a midpoint grade, and the exit grade to learn two subjects through that focus.

### **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 state standards.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including the projected class size and structure.
2. Describe and provide explicit evidence and examples demonstrating how the identified curriculum has specifically closed achievement gaps for your anticipated population in districts comparable to PGCPs
3. Has your team adopted a research-based curriculum that will meet or exceed the demands of your anticipated population and the state's standards?  
**Yes** \_\_\_ Please provide an electronic link to the curriculum  
**No** \_\_\_ Without an adopted curriculum, PGCPs will not offer a recommendation for approval.

4. Will you opt into the Prince George's County Public Schools' Curriculum?

**Yes**\_\_\_ **No**\_\_\_

By opting into the Prince George's County Public Schools' Curriculum, describe the plans to implement an innovative and uniquely different model of instructional delivery and expected outcomes.

As **Attachment 1**, include the following details:

- A. Describe which content and elements of the PGCPs curriculum you will adopt.

- B. Discuss the evidence that the PGCPs curriculum will be effective for the anticipated student population.
- C. Discuss how the implementation of the PGCPs Curriculum will be different from its implementation in traditional schools.
- D. Discuss the measures that will be taken to ensure that the adopted PGCPs curriculum is appropriate for the theme and focus of your school.
- E. Discuss any other curriculum content that will be offered that will address the theme and focus of your school.
- F. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population.
- G. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.
- H. Describe your plans for ensuring that the integration of student technology will be 1:1 and will meet the accessibility standards and support the instructional program consistent with the *Maryland Technology Standards for Students* and describe any online learning opportunities in support of the Maryland College and Career Readiness Standards. Consistent with COMAR 13A.05.02.13H and State Statute 7-910, describe your plans for ensuring that the integration of technology incorporates accessibility standards and complies with the PGCPs Technology Plan and Acceptable Use Policy.
- I. Describe how the school will ensure continuity of instruction if students cannot attend in person (e.g., an emergency closure), including how instruction, services for students with disabilities and Multi-Language Learners, and family engagement will continue in a virtual environment.

### **Achievement Monitoring and Accountability**

Responses to the following items regarding the proposed school's student performance standards must be consistent with Maryland College and Career Readiness Standards. All schools in Maryland must administer, at a minimum, state-mandated assessments to monitor student progress.

- 1. Describe the student performance standards for the school as a whole.
- 2. If the school plans to adopt or develop additional academic standards beyond the state standards, provide an explanation of the types of standards (content areas, grade levels). Explain how the proposed standards exceed the state standards.
- 3. Describe your plan to assess student performance in the core academic areas. Include the baseline standard of achievement, the outcomes to be achieved, and the method(s) of measurement to be used. Include expected student outcomes and performance standards which describe:
  - a. How the baseline student academic achievement levels and rates of academic progress will be established.
  - b. How these baseline rates will be compared to rates of academic progress achieved by these same students while attending the public charter school.
  - c. How the organization will measure and evaluate academic progress – of student cohorts, subgroups, and the entire school – throughout the school year, at the end of the academic year, and for the proposed charter term.
  - d. To the extent possible, how these rates of progress will be evaluated and compared with rates of progress of other closely comparable student populations.
- 4. Outline the school's student outcome goals and explain the rationale for each goal and target. Goals must be aligned with the mission; be clear, rigorous, and relevant; and include indicators of performance for all students and for each student subgroup (including

students with disabilities, Multi-Language Learners, students eligible for free and reduced-price meals, and racial/ethnic subgroups). Include mission-specific goals (e.g., related to the school's theme or signature approach) in addition to state accountability measures.

5. In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student learning needs and ensure progress toward state proficiency targets and describe how they will be used. For more information, see the [Maryland School Report Card](#).
6. Define specific, measurable benchmark targets (e.g., precise growth percentiles on interim assessments such as MAP or i-Ready) for all students and student subgroups. Establish clear, pre-determined academic intervention triggers and corrective action plans to be implemented mid-year if any subgroup falls below expected growth trajectories.
7. Describe how you will support teachers in using embedded assessments and checks for understanding in order to ensure that instruction meets student needs.
8. Describe the structure and schedule for Professional Learning Communities (PLCs) or common planning time. Detail how teachers will use formative assessment data during these sessions to analyze student understanding, adjust daily lesson design, and immediately implement targeted differentiation."
9. Describe how the school will use assessment data to identify and address barriers and biases that contribute to gaps in performance among racial, ethnic, and other student groups.
10. Describe the course-correction actions the school will take if it falls short of student academic achievement expectations or goals at the schoolwide and classroom level. Explain what would trigger such corrective actions and who would be responsible for implementing them. Describe how the governing board will monitor progress toward goals and how the goals and measures will be used to evaluate and adjust the school's instructional approach.
11. Describe the process for collecting and storing data, including the information system(s) used.
  - a. Identify the position responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.
  - b. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.
  - c. Explain how the school will report the data to the school stakeholders, including how families, the governing board, PGCPs, and the public will know the extent to which the school is achieving its mission.

## **Career and College Readiness**

The Maryland State Board of Education adopted the College and Career-Ready Standards for English Language Arts, Mathematics, Literacy in History/Social Studies, Science, and Technical Subjects. These rigorous standards establish a set of shared goals and expectations for what students should understand and be able to do in grades K-12 in order to be prepared for success in college and the workplace.

This school's college and career readiness plan must:

1. Describe how the career interests of students will be determined and how the school plans to offer programs that reflect student interest.
2. Describe the strategies the school will implement to create a college-going culture.
3. Describe the specific programs and services, beyond the instructional curriculum, which the school will provide to expose students to college and careers.
4. Describe the plan to ensure that all students enrolled will be prepared for postsecondary education.
5. Describe the plan for all students to have the opportunity to participate in Advanced Placement (AP) courses and/or dual enrollment courses.

### High School Graduation Requirements (High Schools Only)

1. Explain how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., postsecondary school, trade school, military service, or entering the workforce); and
2. In **Attachment 2**, explain the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed program and/or graduation requirements.

### School Calendar and Schedule

*Note: Maryland law requires that the total number of days and hours of instruction meet the minimum requirements of 180 days, 1,080 hours annually, 6 hours per day for elementary and middle school, and 6.5 hours per day for high school.*

Select the statement that best describes your situation and proceed as directed:

☐ We **intend** to follow the approved Prince George's County Public Schools calendar. (Skip to item 2 below).

☐ We **do not** intend to follow the approved Prince George's County Public Schools calendar. (Go to item 1 to complete this information with your responses below and submit the waiver request to support this selection ).

1. If applicable, describe in **Attachment 3** how your school calendar will be different from the approved PGCPs school calendar, including the proposed daily bell schedule, total number of days/hours of instruction at a minimum of 180 days. An approved waiver for a different school calendar year is required before implementation. Be sure to include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including the proposed 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. Submit the required waiver request form, **Appendix A**.
2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including the proposed 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. Provide, also in **Attachment 4**, a sample daily schedule for a student, aligned with your proposed model, in the following grade spans also provide in Attachment 4, a sample classroom teacher's daily schedule: (K-2), (3-5), (6-8), (9-12).

### **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 the school will create and implement this culture for students, teachers, administrators, and parents/guardians starting from the first day of school.
3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, Multi-Language Learners (MLLs), and any students at risk of academic failure.

### **Supplemental Programming**

1. If summer school will be offered:
  - a. describe the program(s);
  - b. explain the schedule and length of the program including the number of hours and weeks;
  - c. discuss the anticipated participants including the number of students and the methods used to identify them;
  - d. describe the anticipated resource and staffing needs for these programs, and how they will be funded;
  - e. ensure that funding for summer school programs and services is indicated in the budget.
2. If extended day programs will be offered:
  - a. describe the program(s);
  - b. explain the schedule and length of the program including the number of hours and weeks;
  - c. discuss the anticipated participants including the number of students and the methods used to identify them;
  - d. describe the anticipated resource and staffing needs for these programs, and how they will be funded;
  - e. ensure that funding for extended day programs and services is indicated in the budget;
  - f. describe the process you will use to ensure that the program is licensed and staffed appropriately.
3. Describe the extra or co-curricular activities or programming the school will offer, how often they will occur, and how they will be delivered and funded.
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

### **Special Populations and At-Risk Students**

Schools are responsible for ensuring that the appropriate learning environment exists to address the needs of its special populations and at-risk students pursuant to federal and state laws. School personnel shall participate in developing Individualized Education Programs (IEPs),

identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate. The following responses should indicate how the school will comply with applicable laws and regulations governing services for students with disabilities (SWD), students with 504 plans, talented and gifted students, MLLs, and other at-risk students.

1. Explain how the school will identify and meet the needs of **special populations**, including the following:
  - a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
  - b. Plans for identifying, monitoring and evaluating the progress and success of special populations, including students with disabilities, students with 504 plans, talented and gifted students, and MLLs;
  - c. Means for providing qualified staffing for students with special needs in the categories listed above.
  - d. Discuss any plans for staffing beyond that which will be provided by PGCPs.
  - e. How input from families of students with disabilities and Multi-Language Learners informed the design of services, and how the school will ensure its model, programs, and activities are accessible to all eligible students, including students with 504 plans and homeless and highly mobile students.
  - f. The anticipated percentages of students with disabilities and Multi-Language Learners, and how the staffing plan and budget reflect these projections.
  - g. An example lesson showing how a general education teacher will provide accommodations and strategies for (i) students in at least two different disability categories, (ii) a Multi-Language Learner, (iii) a gifted and advanced student, and (iv) several students performing well below grade level, so that all students access grade-level content.

## **Student Discipline**

The policies that govern the PGCPs Student Code of Conduct infer that the school environment will be rigorous, positive, supportive, and inclusive, leading to minimal disruptions and distractions from the teaching and learning process. In accordance with the approved PGCPs Student Rights and Responsibilities, describe the following:

1. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.
2. Discuss how students and parents will be informed of the school's discipline policy.
3. Describe the evidence base for the school's discipline philosophy and practices (e.g., restorative practices, PBIS) and identify schools with similar approaches that the founding team has studied or visited.
4. Explain how the discipline approach will protect the rights of all students, including students with disabilities (e.g., manifestation determination procedures) and Multi-Language Learners, and how the school will monitor discipline data by subgroup to minimize exclusionary discipline and disproportionality.
5. Describe how the school will ensure a safe environment that supports student learning, development, and well-being.

## **Family and Community Involvement and Coalition Building**

1. Describe what the applicant has done to assess and build parent/guardian demand for developing the proposed school and how the school will engage families through the concept, approval, and opening stages.

2. Describe any partnerships the applicant has established 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.
3. Describe commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment 5**, existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.
4. Describe how the school will engage parents/guardians in the life of the school. Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement.
5. Identify key stakeholders the founding team has engaged (e.g., families, students, community leaders, faith and civic organizations, businesses, elected officials, and educational institutions). Describe their support, including specific commitments they have made, and any strong opposition and the team's strategies to address it.
6. Summarize the founding team's approach to gathering community input and explain specifically which elements of the school design were confirmed or changed as a result, including input from families of students with disabilities and Multi-Language Learners. Provide, as **Attachment 19**, a log of community engagement activities (dates, audiences, number of participants, and languages offered) and a summary of the input received.
7. Describe coalition-building successes and challenges to date, the strategies used to overcome the challenges, and the coalition-building strategies planned between now and the school's opening.
8. Describe how the school will continue to gather and use input from families, students, staff, and the community once it is operating.
9. Describe the orientation plan for new families, how the school will gauge family satisfaction (e.g., an annual survey) and share the results, and the process for addressing and resolving a parent's or guardian's concern.

### **Educational Program Capacity**

1. Describe the roles and responsibilities of the operating management team beyond the customary roles of the school principal. If known, identify the individuals and positions who will fill these positions. For any positions not yet filled, explain the timeline, criteria, and process for recruitment and hiring.
2. Provide, as **Attachment 6**, the qualifications for key and essential staff that are part of the **operator's management team** including:
  - a. Staff positions, job description, and general functions within the school.
  - b. Identify who is currently working, or will work, on a full-time or nearly full-time basis following approval of the charter to lead development of the school **to ensure timely opening**. Include any plans to compensate these individuals and the timeline of their employment.
3. Provide, as Attachment 7, the mission-specific **job description of the potential school leader**. If known, include the resume.

### **Waivers Needed to Support the Educational Plan**

Charter schools may request to waive certain state laws or school district policies in order to operate differently or to be exempt from certain requirements in order to fulfill their mission. These exemptions, however, must be accompanied by plans that detail why the exemption is necessary, how the charter school will remain accountable, and what the expected outcomes will be. The

documentation of a plan is called a “waiver request,” or simply a “waiver.” A waiver request is the documentation for a charter school to carry out a state law or school district policy differently and it must be approved by the LEA or the State. See *Appendix A* to complete the form if seeking waiver(s).

## SECTION II: ORGANIZATIONAL PLAN AND CAPACITY

### Review Criteria — Section II (People, Governance, and Organization)

- **Founding team capacity:** The founding team collectively has the knowledge, skills, and abilities to execute in education, finance, governance, operations, and the school’s key design elements; shows a track record of success and the ability to learn from failure; and is aware of its gaps and how it will address them.
- **Organizational maturity:** The team understands how the skills needed to launch the school differ from those needed to sustain quality, and how the organization will have to mature.
- **Organizational design:** The organizational structure supports the responsibilities of a public school, implementation of the key design elements, oversight of school finances, and achievement of the mission.
- **Governance:** Board structures and systems ensure the board meets its governance and fiduciary responsibilities without infringing on management’s role, and board members understand the legal requirements of governing a public school.
- **Policies and assurances:** The applicant provides adopted or draft policies, or plans to develop them, for conflicts of interest, code of ethics, background checks, nepotism, complaints/grievances, school discipline and safety, and ensuring access for all students.

*Evidence may come from resumes and board documents, the capacity interview, and PGCPs attendance at founding board meetings.*

### Legal Status and Governing Documents

1. Provide the proposed school’s legal status, including nonprofit status and federal tax-exempt status.
2. Submit, as **Attachment 8**, the following documents:
  - a. Articles of Incorporation;
  - b. Proof of nonprofit and tax-exempt status (or copies of filings for the preceding items); federal tax ID number; Maryland tax ID number; Unique Entity ID (UEI, formerly DUNS number); IRS determination letter;
  - c. Copies of the three most recent years of tax filings (Form 990);
  - d. Completed and signed Statement of Assurances;
  - e. Adopted Bylaws of the organization (or draft bylaws) that address, at a minimum: board composition (number, affiliation, and qualifications); how members are added or removed, including terms of office; board powers, structure, and committees; conduct of meetings consistent with the Maryland Open Meetings Act; and officer roles and election;
  - f. Any other governing documents already adopted, such as board policies, and a status update on policies the board plans to adopt before opening (at a minimum: conflicts of interest, code of ethics, background checks, nepotism, and complaints/grievances).

### Governing Board

Public school charters are granted to a governing/founding board of trustees. Members of governing/founding boards of trustees are public agents authorized by the state and are responsible for governing charter schools. In general, it is important that these individuals possess a wide variety of skills and qualifications that will enable them to found and sustain an excellent

school. Members of a governing/founding group may be proposed for the school's board of trustees or may assume other roles in the school. Each governing/founding group should be able to clearly define who is proposed to be a member of the board of trustees and what other roles will be assumed. The governing/founding board of trustees must be of a sufficient number to provide oversight of the school and to participate in the considerable amount of work required to open and then govern a charter school. A well-developed operational plan demonstrates knowledge of and commitment to comply with *Code of Maryland Regulations (COMAR), Title 13A*.

The school governance plan must provide the following:

1. Resumes for the identified members of the founding Board/Governing Board team that identify key skills, areas of expertise, and constituencies that will be represented. Include these in **Attachment 9**.
2. Describe the group's ties to and/or knowledge of the target community.
3. Description of the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies, including its powers and duties of the governing board. Include in **Attachment 10** the methods of appointment/election of board members, and the schedule of meetings.
4. Listing of the current and prospective board members, their intended roles and length of terms. For each individual identified, summarize interests in and qualifications for serving on the school's board, including, but not limited to, their relationship to the community in which the school will be located. In **Attachment 11**, provide the following documents for each individual identified here:
  - a. Appendix B – Affidavit, Disclosures, Consent for Background Check
  - b. Appendix C – Conflict of Interest Statement
  - c. Appendix D – Compliance Assurance I
5. Describe plans for increasing the capacity of the governing board, including:
  - a. How the board will expand and develop over time.
  - b. How vacancies will be filled.
  - c. Plans for orientation or training new board members will receive, and the kinds of ongoing professional development existing board members will receive.
  - d. The process the board will use for its own evaluation and development.
6. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 12**, the following:
  - a. The board's proposed code of ethics and conflict of interest policy.
  - b. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved.
  - c. The specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.
7. **Founding team capacity and gap analysis.** Explain how the founding team, collectively, has the knowledge, skills, and abilities to develop, start up, and operate the proposed school. Address:
  - a. Each member's reason for involvement and the expertise they bring in education, finance, governance, legal, facilities and operations, community engagement, and the school's key design elements;
  - b. The team's track record of success in relevant endeavors, including at least one example of a setback or failure and what the team learned from it;
  - c. A gap analysis of the team's current capacities and a specific plan, with a timeline, to

fill gaps through training, new board or team members, future hiring, and/or partnerships; and

- d. How the capacities needed to launch the school will differ from those needed to sustain quality as the organization matures. If any founder has been involved with another charter school, describe that experience and what was learned from it.
- e. If the applicant organization or any founding team member has operated other schools: their enrollment, grade configuration, location, and demographics; their academic, climate, and governance outcomes (including state assessment results); and whether any of those schools has closed or had a charter or contract revoked, non-renewed, or terminated, with an explanation.

**8. Board oversight and organizational health.** Describe:

- a. Describe the specific cadence, format, and metrics of the academic dashboards that school leadership will present to the governing board. Explain how the board will use these reports to monitor student achievement trends across all subgroups and hold leadership accountable for meeting the school's academic goals."
- b. How the board will be organized to provide strategic direction, including any committees (e.g., finance, academic accountability, governance), and how it will hold the school leader accountable without infringing on management's responsibilities;
- c. How organizational health will be measured during pre-opening, the early years of operation, and as an established organization, and the form(s) board intervention would take if school or leader performance falls short; and
- d. Board members' individual and collective experience governing a public body and how the board will ensure adequate community and parent representation on the board and in the organizational structure.
- e. A decision-making matrix showing who provides input and who makes final decisions on academic, staffing and hiring, financial, and operational matters.

**9. Consultants.** Disclose any consultant or firm that has assisted the founding team, including any assistance in preparing this application; describe the consultant's role in planning, opening, or operating the school, how the consultant is compensated, and the team's rationale for the engagement. The person authorized to negotiate on behalf of the applicant must be a member of the founding team or governing board, not a consultant.

**10. Board operations.** Describe the board's terms of office and how members will transition on and off the board. PGCPs expects each charter school board to have at least five voting members (an odd number is recommended); meet in public at least quarterly under a meeting calendar published in advance; post its membership publicly; keep minutes of all meetings; notify the Public Charter School Office within 14 calendar days of any change in membership; and have access to legal and financial expertise.

**Note:** *The proposed charter operator and all members of the founding team/governing board will be required to participate in the capacity interview phase of the application process.*

## **Advisory Bodies**

1. Describe the planned composition of any advisory bodies to be formed; include the roles and duties of each; the strategy for achieving that composition; the role of parents/guardians, students, and teachers (as applicable); and the reporting structure as it relates to the school's governing body and leadership.

## **Educational Service Provider (If applicable, to be completed by the service provider)**

Indicate if your non-profit intends to contract with an Education Service Provider (ESP). Complete the remainder of this section only if the school expects to contract with an ESP. Other applicants should proceed directly to the next section.

Select the statement that best describes your situation and proceed as directed:

- We **do not** intend to contract with an education service provider.
- We **intend** to contract with an education service provider. (Complete the remainder of this section.)

1. Detail the expenses for contracting with the education service provider, including any management fees for its services to the charter school. Show total fees and the cost of any ESP-employed staff as a percentage of per-pupil revenue.
2. Provide contact information for the ESP.
3. Provide, as **Attachment 13** a copy of the contractual service agreement as executed between the governing/founding board and the ESP that includes:
  - a. Proposed duration of the service contract;
  - b. Roles and responsibilities of the governing board, school staff, and ESP;
  - c. Scope of services and resources to be provided by the ESP;
  - d. Performance expectations, measures and timelines that are consistent with the charter school's accountability requirements;
  - e. Compensation structure, including clear identification of all fees to be paid to the ESP;
  - f. Methods of contract oversight and enforcement;
  - g. Investment disclosure; and
  - h. Conditions for renewal and termination of the contract.
4. Provide a copy of the most recent annual report of the ESP as **Attachment 14**.
5. Provide documentation that the service provider is registered to conduct business in Maryland, with Maryland tax identification number and Unique Entity ID (UEI).
6. Provide evidence of the nonprofit ESP's success in serving student populations that are similar to the targeted population, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable. Include performance data from assessments that were used to measure student growth and achievement in reading/language arts and math. Include comparison data for local, state, and national where applicable. List any schools managed by the ESP in Maryland.
7. Describe the ESP's performance standards, roles and responsibilities in relation to the school's management and governing board. Be specific about the relationship, roles and responsibilities between the governing/founding board and the school leadership.
8. Detail the means and measures by which the governing/founding board will evaluate and hold the ESP accountable for performance outcomes.

9. Disclose and explain any existing or potential conflicts of interest between the charter school board and the proposed service provider or any affiliated business entities.

## Grievance Process

1. Explain the process that the school will follow should a parent or student have an objection to a governing board policy, decision, or practice at the school.
2. Describe how the board and school leadership will receive, investigate, respond to, and document complaints from parents, students, staff, and community members, including a complaint alleging that a student with a disability or a Multi-Language Learner was discouraged from enrolling or denied services.

## Organizational Structure and Relationships

1. Submit, as **Attachment 15**, organization charts that show the school governance, management, and staffing structure in:
  - a. The first year of school operations;
  - b. At the end of the charter term; and
  - c. When the school reaches full capacity, if in a year beyond the first charter term.Included with the organization charts is a brief narrative describing the proposed organizational structure and the rationale (and any research basis) for it, including how it provides sufficient staffing in the appropriate places to execute administrative and educational program elements at start-up and as the school grows.

## SECTION III: OPERATIONS PLAN AND CAPACITY

### Review Criteria — Section III (Execution)

- **Plan of execution:** The founding team understands the steps and timeline to launch a new school and is making sufficient progress; the education program, facility, transportation, enrollment, staffing, and governance are well planned for.
- **Sustainability:** The plan includes measurable benchmarks the board will use to assess progress and adjust course as needed.
- **Recruitment and access:** Marketing and recruitment strategies are multiple, varied, and equitable, reaching families across languages and resource levels, including families of students with disabilities and Multi-Language Learners.
- **Compliance:** The team is aware of, and is devoting staff capacity to, the laws applicable to charter schools, including those that protect the rights of students with disabilities and Multi-Language Learners.
- **Financial plan:** The budget is realistic, viable, and aligned with the educational model, staffing, and execution plan; revenue and philanthropic assumptions are supported by evidence; and the team has the expertise and systems for sound financial management and oversight.
- **Contingency planning:** Contingency plans for lower-than-projected enrollment, facility delays, or unanticipated costs preserve services to all students consistent with the mission and key design elements.

*Evidence may come from the start-up plan and budget workbooks, the capacity interview and Challenge Scenarios, a site visit to the proposed facility, and review of board financial discussions.*

## Staff Structure, Staffing Plans, Hiring, Management and Evaluation

The *Maryland Public Charter School Act of 2016* defines employees of a public charter school as public school employees of the local school district in which the charter school is located. All public charter school employees are subject to the terms of the negotiated agreements and shall receive the same rights and protections afforded to employees in the traditional schools of the Prince George's County Public Schools (PGCPS). This includes the application of staffing decisions, employee placements, transfers, and other applicable staffing determinations whereby employee seniority as defined in the negotiated agreement is taken into account. The *Act* further states that there are some administrative and support services that can be provided to a charter school by PGCPS consistent with the services provided to its other public schools.

The public charter school operators are responsible for recruiting professional staff who are in agreement with and committed to the mission, goals, and educational approach of its school. PGCPS Division of Human Resources will be responsible for the final decisions regarding hiring, placement, evaluation, and discipline of the charter school employees. Under the *Maryland Public Charter School Act of 2015*, the teachers and staff of the public charter school are required to adhere to the rules and regulations of the negotiated agreement with the Board of Education of Prince George's County. Candidates for employment will be required to complete the necessary fingerprinting and background checks as an employee of PGCPS. While recommendations for employment will be made by the charter school, only the PGCPS human resources staffing offices will be able to extend an actual job offer for employment.

The proposed plan must:

1. Describe the recruitment, selection and retention strategies that will be implemented to achieve the quality of leadership and instructional staff needed for the long-term success of the school. The strategies should also encompass administrative and support staff positions.
2. Describe the mission-specific positions that are needed beyond the regular school administration, instructional, non-instructional and support staff. Be certain to identify their direct supervisor.
3. Describe the plan for conducting background checks on all operator and school personnel, including volunteers, non-PGCPS employees of the charter school, prior to the beginning of their employment or service. **Maryland House Bill 486** requires county boards of education, nonpublic schools, and contracting agencies to require an applicant for a position involving direct contact with minors to submit certain information; requiring a county board, nonpublic school, or contracting agency to review the employment history of a certain applicant before hiring an applicant; requiring the county board, nonpublic school, or contracting agency to check certain eligibility of an applicant for a substitute position involving direct contact with minors; etc. [MD HB486](#)
4. If the school will use volunteers, describe their roles and how they will be recruited, screened, trained, and supervised.

### **Professional Development**

1. Describe the school's professional development calendar expectations and opportunities, including the following:
  - a. Provide a first-year calendar of planned activities for professional development that support the mission-specific and unique needs of the school's program.
  - b. The person/position responsible for the professional development before, during, and after the academic school year.

- c. The core components of the professional development activity/activities and how they will support the effective implementation of the educational program.
- d. The specific days/hours the professional development will be taking place. Include time scheduled for common planning/collaboration to accommodate the implementation of the professional development opportunities.
- e. How the plan accounts for PGCPs systemwide professional development days and district-required training, and how the effectiveness of professional development will be measured.

## Student Recruitment and Enrollment

A public charter school may give greater weight to a student's lottery status as part of the lottery held under §9-102.2 of the Maryland Charter Law if the student is:

- A. Eligible for free or reduced-price meals;
- B. A student with disabilities;
- C. A student with limited English proficiency;
- D. Homeless, as defined under the federal McKinney-Vento Homeless Assistance Act;
- E. A sibling of a student currently enrolled in the public charter school for which the sibling is applying;
- F. Geographic attendance area (subject to no more than 35% rule); or
- G. Priority to students previously attending the charter school.

Select the statement that best describes your situation and proceed as directed:

- ☐ We **do not** seek a weighted lottery preference.
  - ☐ We **intend** to seek a weighted lottery preference for one or more of the weighted lottery categories above. Specify the category, the weighted percentage and the justification for seeking this approval. Complete Appendix A – Waiver Request.
1. Explain how the school will publicize and market the school throughout the community to reach families that are traditionally less informed about educational choice options or have become disengaged from the school system. Include multiple and varied strategies (e.g., public meetings, community events, direct outreach, print, radio, and social media) for both the pre-opening year and once the school is operating, and explain how they ensure equitable access, including meeting times and locations, languages offered, and outreach to families of students with disabilities and Multi-Language Learners.
  2. Explain how the school will attract families who do not currently attend PGCPs schools, and how it will reach families who are harder to reach, including families of students with disabilities, Multi-Language Learners, students experiencing homelessness, and students in foster care.
  3. Explain how the school will serve and keep students in numbers that are needed to operate the school in a sound fiscal manner.
  4. Describe the fees that may be imposed on students and any fee waiver policies that will be implemented (e.g., transportation, computers, uniforms, lab fees, activity fees, etc.). Include any provisions that will be made to ensure low-income and disadvantaged students will not be excluded.
  5. In the chart below, specify the following information that supports the mission of the school starting in school year 2029-2030:

- a. Projected enrollment;
- b. Grade structure and enrollment growth plans;
- c. Projected number of classes per grade;
- d. Projected number of regular instructional personnel; and
- e. Projected number of para-instructional personnel.
- f. Anticipated percentages of students with disabilities, Multi-Language Learners, and students eligible for free and reduced-price meals (use the added rows in the chart).

| Grade                                       | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |
|---------------------------------------------|-----------|-----------|-----------|-----------|-----------|
|                                             | 20__-20__ | 20__-20__ | 20__-20__ | 20__-20__ | 20__-20__ |
| K                                           |           |           |           |           |           |
| 1                                           |           |           |           |           |           |
| 2                                           |           |           |           |           |           |
| 3                                           |           |           |           |           |           |
| 4                                           |           |           |           |           |           |
| 5                                           |           |           |           |           |           |
| 6                                           |           |           |           |           |           |
| 7                                           |           |           |           |           |           |
| 8                                           |           |           |           |           |           |
| 9                                           |           |           |           |           |           |
| 10                                          |           |           |           |           |           |
| 11                                          |           |           |           |           |           |
| 12                                          |           |           |           |           |           |
| Lottery Weighted Preference (if applicable) |           |           |           |           |           |
| Total Enrollment                            |           |           |           |           |           |
| % Students with Disabilities                |           |           |           |           |           |
| % Multi-Language Learners                   |           |           |           |           |           |
| % FARMS-Eligible                            |           |           |           |           |           |

## Start-Up and Ongoing Operations (Transportation, School Health Services and Counseling)

### START-UP AND PRE-OPENING

Provide, as **Attachment 16**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the start-up budget. In addition, discuss the key milestones achieved to date and those that must be achieved to launch successfully (e.g., facility, enrollment, staffing, governance, curriculum, and transportation), with measurable benchmarks the board will use to monitor progress and adjust course.

### TRANSPORTATION:

*(PGCPS does not provide transportation for students attending charter schools)*

1. MSDE and PGCPS policies and procedures for transporting students to and from public schools apply to proposed charter schools.

- a. If the charter school **will not** provide transportation:
  - Describe how the charter school will ensure that transportation will not be a barrier to equal access for low-income and disadvantaged students.
- b. If the charter school **will** provide transportation:
  - Discuss the school's plans for financing transportation and provide assurance that transportation costs will not be a barrier to equal access for low-income and disadvantaged students.
  - Discuss aspects of COMAR, §2-205, §5-205, §8-410 that regulate student transportation in Maryland public schools.
  - Describe the plans for safely transporting students to and from school, including extended day programs.
  - Discuss the discipline policies and procedures for student conduct while riding the bus.

After approval of a proposal, the applicant will be expected to submit its plan, if any, for providing transportation to and from the charter school in accordance with §2-205, §5-205, and §8-410 of the Education Article and COMAR, which regulate student transportation in Maryland public schools.

Regardless of which option is selected, explain how community input and student needs (including students whose IEPs require transportation and students experiencing homelessness) informed the transportation plan.

## **SCHOOL HEALTH SERVICES**

The Code of Maryland Regulations (COMAR) 13A.05.05 through 13A.05.15, School Health Standards, mandate health services coverage in all public schools. This program is impacted by federal and state laws that require a continuum of health services to be provided by a licensed nurse. The integrated and coordinated school health services plan for students must:

1. Describe how the school will administer the continuum of health services impacted by state and federal laws related to the following:
  - Medication administration and dispensing, documentation, maintenance, retention and disposition of school health records, immunization compliance, review of physicals, hearing and vision screenings, communicable disease control, health care needs/health counseling, emergency services, treatments, assessments, development of plans that identify student health needs, IDEA and ADA accommodations and interventions, and staff development as required by Education Article Section 7-403 and COMAR 10.06.04.
2. Describe the school's plan to ensure the maintenance of student health records in accordance with the regulations guiding the implementation of the Family Educational Rights and Privacy Act (FERPA) regulations and the Individuals with Disabilities Education Act.
3. Provide a facility design plan for the school's health suite that complies with state and federal regulations and is appropriately designed and equipped for the specific age and grade of the targeted population to be served.
4. Ensure that the budget includes salary, fringe benefits, and retirement contributions for the purpose of hiring a school nurse.

## PROFESSIONAL SCHOOL COUNSELING

1. Describe the integrated and coordinated services to students, families and other constituents by providing quality professional school counseling and assistance that supports the effective delivery of curricular and co-curricular programs and services to promote student academic achievement and positive psychosocial development that supports the mission of this school. The professional guidance and school counseling plan must:
  - c. Describe the school's plan for providing professional school counseling services by staff with experience serving this population.
  - d. Provide a description of the school-wide counseling program that will support students in three main areas: academics, personal/social growth and career development.
2. Describe the programs or strategies the school will employ to address student mental, emotional, and social development and health.

## Facility Design

All public schools, including charter schools, must comply with all applicable health and safety laws, including any state and local building codes. Any building used as a public school must be able to physically accommodate all students including those with special needs, and the programs and services offered. No charter school will receive final approval to open until the applicant has demonstrated that it has possession of a certificate of occupancy to use and occupy its designated school facility. The charter school applicant is responsible for securing a school building. Charter school facilities must comply with applicable state and local health and safety requirements. In addition, charter school applicants must be prepared to follow applicable local planning review procedures.

1. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.
2. Summarize the plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.
3. Provide a facility design plan for the kitchen and food services program that complies with state and federal regulations and is appropriately designed and equipped for the specific age and grade of the targeted population to be served.
  - a. Provide assurance that the charter school will participate in and provide access to the federal School Breakfast Program and National School Lunch Program.
4. If a school facility **has been** identified:
  - a. Provide information about the address and general description of the property (street address, city, state, and ZIP code).
  - b. Provide the floor plan of the proposed site with mark-ups of dedicated and specific space for instruction and support services.
  - c. Provide the facility plans of the proposed site, including:

- i. the timeline for construction or renovation of a facility that complies with all building codes and regulations and ensures readiness for the opening of the PGCPS school year;
  - ii. the plans to bring the facility into compliance with all applicable local building codes, including security, maintenance, and custodial services; and
  - iii. evidence that the proposed school site is or could be secured in a reasonable timeframe.
- d. Explain how the facility will meet the needs of students and provide assurance it will be accessible to students with physical disabilities.
- e. Provide a facility design that specifies the space requirements that align with the mission, educational specifications, and the targeted population, including:
  - i. spaces dedicated to classrooms, administrative offices, program-specific space, health suite, food service, transportation, technology, etc.;
  - ii. a facility design floor and commercial equipment plan that meets the building and health code regulations for use and occupancy including the kitchen, food preparation area, food storage areas, serving areas, trash and debris disposal areas. The use and occupancy permit must be secured at least 90 days prior to the opening of school; and
  - iii. an assurance that the facility will be approved by the Prince George's County Health Department at least 90 days prior to the opening of school.
- f. Provide evidence that acquiring the proposed site is financially viable.
- g. If the school has established a lease or purchase option, include supporting documentation of the proposed terms and any draft agreements at least 90 days prior to the opening of the school to ensure MSDE and PGCPS approval.
- h. Provide a statement that the applicant, if approved, will be prepared to provide, at a minimum, a temporary use and occupancy permit at least 60 days prior to the opening of school.
- i. Demonstrate understanding that non-PGCPS facilities occupied by charter schools are the sole responsibility of the charter school and its governing board and/or ESP.
- j. Discuss the alternative facility plan if the proposed facility is not available or suitable for opening the school on time, including how the school would respond if facility costs are higher than budgeted.

Provide, as **Attachment 17** supporting documents providing details about the facility.

5. If a school facility **has not been** identified:

- a. Identify as specifically as possible the proposed location of the school facility with a potential timeline.

- b. Discuss plans, progress, partnership development, or other future steps toward the acquisition of a suitable site for the program and targeted population that serve the mission and educational specifications of the charter.
- c. Discuss lease or purchase acquisition plans and renovation of a proposed location.
- d. Describe the plans to bring a facility into compliance with all applicable local building codes. Include security, maintenance, and custodial services.
- e. Explain the contingency plan if a facility is not secured in time or renovation timelines are delayed, including the latest date by which a final facility decision must be made to open on schedule, and how the budget would absorb facility costs that are higher than projected.

### **Waivers Needed to Support the Operations Plan**

Charter schools may request to waive certain state laws or school district policies in order to operate differently or to be exempt from certain requirements in order to fulfill their mission. These exemptions, however, must be accompanied by plans that detail why the exemption is necessary, how the charter school will remain accountable, and what the expected outcomes will be. The documentation of a plan is called a “waiver request,” or simply a “waiver.” A waiver request is documentation for a charter school to carry out a state law or school district policy differently and it must be approved by the LEA or the State. See Appendix A to complete the form if seeking waiver(s).

- Identify and discuss any request for waivers regarding certification for non-traditional employees and for any bargaining unit contracts that impede the school's ability to implement the school design, mission, and vision.
- Identify and provide a rationale for any staff position that is not currently in any PGCPs salary table. Include the following: job description, qualifications and certification, number of calendar workdays, contract days and work hours, proposed salary and benefits, full-time equivalent value, etc.
- If your school intends to impose student fees in ways that the traditional schools do not, discuss the rationale in your waiver.

***Additional Information: The following are links to the employee negotiated agreements:***

- [PGCEA \(Unit I\) Negotiated Agreement](#)
- [ASASP \(Unit II\) Negotiated Agreement](#)
- [ASASP \(Unit III\) Negotiated Agreement](#)
- [ACE/AFSCME, Local 2250, AFL-CIO Negotiated Contract](#)
- [Service Employees, Local 400, AFL-CIO Negotiated Agreement](#)
- [Regulations for Supporting Personnel](#)

### **Financial Management Plan and Capacity**

The financial management plan demonstrates the applicant's capacity to develop and manage the school's infrastructure and finances. It includes essential components that address revenue projections and analysis, expenditure practices, management, monitoring and oversight of funds and equipment, and overall facility needs, including building, transportation, food services, emergency preparedness, and pre-opening plans. The organization's financial management plan, and its commitment to maintaining a financially viable school, must:

1. Describe the applicant team's individual and collective qualifications for implementing the financial plan successfully, including members' capacity in the areas of:
  - a. Financial management
  - b. Fundraising and development
  - c. Accounting and internal controls
  - d. Current gaps in the team's or board's financial expertise, which gap is most pressing, and the plan to address it.
2. Describe the systems and procedures for managing the school's finances and identify the staff position(s) that will be responsible for financial oversight and management.
3. Describe the financial management and internal accounting procedures of the school using Generally Accepted Accounting Principles (GAAP).
4. Describe the school's plan for inventory control of materials and equipment.
5. Describe the financial controls, including annual audits and regular board review of financial records, and the method by which accounting records will be maintained to safeguard the finances and ensure financial solvency.
6. Describe how finances are allocated to align with the mission and educational program of the school.
7. Present evidence that no conflict of interest exists between the governing board and other entities.
8. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between the two.
9. Describe how the school will develop its financial policies and systems. Identify any financial services the school expects to contract for (e.g., accounting, payroll support, audit) and describe the selection process and the criteria to select and evaluate these contractors; or, if financial management will be handled by in-house staff, describe the qualifications of key finance staff and the hiring plan.
10. Describe the board's key responsibilities as a public fiduciary and how the board and school leadership will regularly assess the school's financial health and trajectory (e.g., monthly financial statements, budget-to-actual reports, cash on hand, and enrollment compared to budget).

## Five-Year Budget Estimate

Charter schools are responsible for preparing a budget and related financial plans that lead to fiscal solvency. The financial plan of the charter application provides a detailed narrative and description of the school's projected revenues and expenditures for the proposed term of the charter. It includes an explanation and discussion of key financial information to the authorizer regarding budgeting and fiscal forecasting. The financial plan must align with and support the implementation of the mission and the educational program of the charter school. The proposal must provide thorough documentation of cash flow for the first five years of operation as **Attachment 18** using the Projected Five-Year Budget Worksheet located at [2029-2034 Proposed Budget Worksheets/Templates](#), including any anticipated recurring debt and repayment schedules. Within the budget worksheet, be sure to outline the following: start-up of operations, explanation of any key assumptions around planning, capital expenses, non-teaching personnel, start-up materials, services, and other costs associated with operating the school.

### Additional Notes to the Applicant:

- The Blueprint for Maryland's Future per-pupil foundation allocation is approximately \$9,496; updates are still pending for the 2027-28 school year.
  - If the actual enrollment in any quarter is less than the projected enrollment, causing a change in the resources and/or staffing, a revised budget must be submitted to the Public Charter School Office and the Office of Budget & Management Services.
  - PGCPs does not provide funds for over-enrollment that exceeds the approved projected enrollment outlined in the approved charter application for any quarter or school year.
  - Requests for enrollment and grade structure changes shall be submitted each year to PGCPs, consistent with the charter school lottery Administrative Procedure 3506.1.
  - Final appropriations will be based on the September 30 enrollment figures as captured in SchoolMax by the PGCPs Office of Pupil Accounting and certified by the Maryland State Department of Education.
  - Funds are disbursed to the charter school operator on a quarterly basis for direct support for the students that are officially enrolled.
  - PGCPs does not provide funds for start-up costs associated with developing a charter school. The charter school applicants are responsible for securing funding and resources needed for start-up.
  - Resources and funding levels may be modified based on the annual per-pupil funding allocation. The charter school organizers are responsible for securing additional funding and resources needed for sustaining the program each year.
1. Discuss the school's contingency plan for cash flow challenges that may result from low enrollment, capital expenses, transportation, etc. Include a plan for emergencies as well as available resources outside the school system, including memoranda of understanding that are ready to implement in such situations.
  2. Explain how the school will manage cash flow if per-pupil funds arrive later than expected or are lower than projected. If the school expects to incur debt (e.g., for a facility), include the repayment schedule in the budget and describe the repayment plan in the narrative.
  3. Explain specific financial goals and objectives for the charter's operating term (e.g., increased staffing, capital improvement, curriculum purchases, site licenses, and technology upgrades).

4. Provide a sensitivity analysis and financial plan based on enrollment with contingency plans for reduced enrollment. Identify where adjustments will be made and why each is the best alternative in the event of a 15% reduction in enrollment and a more severe reduction (e.g., 30% or more). In order of priority, identify what would be examined or reduced first and why, and explain how the school would continue to deliver its mission, key design elements, and all required services to students with disabilities and Multi-Language Learners.
5. Explain and justify how proposed revenue assumptions and expenditures were determined.
6. Discuss any anticipated major changes in revenue sources expected during the term of the charter. Be sure to include details and calculations.
7. Describe the school's fundraising plans, including efforts reported in the start-up budget that are intended to generate capital and to supplement the per-pupil allocation. Philanthropic projections should be realistic and supported by evidence of commitments (e.g., award letters or pledges).
8. Discuss any anticipated expenses for lease and/or purchase of a facility including renovations, rent, utilities, and maintenance.
9. Describe and justify each proposed expense and revenue item and explain how the budgeted value was determined.
10. Provide evidence of any grant awards or letters of financial support from federal/state/local/private agencies, sponsors, or foundations.
11. Provide a budget narrative, including detailed assumptions for all revenues and expenditures, that shows how the budget aligns with the mission and educational program. Every program element described in the application narrative (e.g., staffing and organizational charts, summer and extended-day programs, special education and MLL services, technology, transportation, food service, and facilities) must be reflected in the budget, with reasonable compensation assumptions.

## Appendix A

### PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS Waiver Request

Waivers can be sought for areas that are not included as requirements in the Maryland State Charter School Law 2012 and Public Charter School Improvement Act of 2015. A waiver request is never a guarantee. There are requirements and implications of federal and state regulations that are carefully analyzed before approval. Waivers should be requested early in the application process to allow sufficient time for review and processing. Complete and submit this application to the Public Charter School Office if you are seeking a waiver from local or state policies or regulations.

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

Name of Public Charter School Contact Person/Position: \_\_\_\_\_

Local School Board System: \_\_\_\_\_

Date of Waiver Application to PGCPs: \_\_\_\_\_ to MSDE: \_\_\_\_\_

Number of waivers submitted: (indicate PGCPs Administrative Procedure Number and/or COMAR Statutory Regulation, e.g., COMAR 13A.02.10). List each one separately and complete the following sections.

Citation and Description of Administrative Procedure **or** Statutory Regulation to be waived: \_\_\_\_\_  
(Example: §5-112, Requirement that procurement for the school be subject to state procurement regulations)

Desired Outcome:

Justification:

Impact: (Must include the impact of this waiver on the overall operation of the school. Could this school operate without this waiver?)

Include your alternative plan to ensure services are provided.

Charter School Signatures: \_\_\_\_\_  
Charter School Board President Charter School Operator (if applicable)

Date Submitted: \_\_\_\_\_

## Appendix B

### AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

**PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS**  
14201 School Lane, Upper Marlboro, MD 20772

**Instructions:** Return this signed affidavit with the application. Include a form for each member of the governing board.

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

Address: \_\_\_\_\_  
Street City State Zip

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| Have you ever been convicted of, or pleaded "no contest" to, 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | YES | NO |
| 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 a minor, (2) Incest, (3) First or second degree murder, (4) Kidnapping, (5) Arson, (6) Sexual assault, (7) Sexual exploitation of a minor, (8) Contributing to the delinquency of a minor, (9) Commercial sexual exploitation of a minor, (10) Felony offenses involving distribution of marijuana or dangerous or narcotic drugs, (11) Felony offenses involving the possession or use of marijuana or dangerous or narcotic drugs, (12) Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs, (13) Burglary in the first degree, (14) Burglary in the second or third degree, (15) Aggravated or armed robbery, (16) Robbery, (17) A dangerous crime against children, (18) Child abuse, (19) Sexual conduct with a minor, (20) Molestation of a child, (21) Manslaughter, (22) Aggravated assault, (23) Assault, or (24) Exploitation of minors involving drug offenses? If YES, submit certified court record and details of incident(s), signed, notarized, and dated. | YES | NO |

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

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

Print Name Signature Date

Telephone Contact Email Contact

## Appendix C

### CONFLICT OF INTEREST FORM

**PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS**  
**14201 School Lane, Upper Marlboro, MD 20772**

**Instructions:** This form must be completed by all founding team members and members of the board of directors. 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.

|                                                                                                                                                                                                                                                                                                                                 |     |    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| Do or will you or your spouse have any contractual agreements with the proposed charter school?                                                                                                                                                                                                                                 | YES | NO |
| 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?                                                                                                                    | YES | NO |
| Did or will you or your spouse lease or sell property to the proposed charter school?                                                                                                                                                                                                                                           | YES | NO |
| Did or will you or your spouse sell any supplies, materials, equipment, or other personal property to the proposed charter school?                                                                                                                                                                                              | YES | NO |
| Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?                                                                                                                                                                                                                            | YES | NO |
| Are you or will you, your spouse, or any member of your family be employed by the proposed charter school, its ESP, or other contractors?                                                                                                                                                                                       | YES | NO |
| Did you or your spouse provide any start-up funds to the proposed charter school?                                                                                                                                                                                                                                               | YES | NO |
| Did or do you or your spouse, or another member of your family, have an ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7?                                                                                   | YES | NO |
| 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?                                                                                                                                                    | YES | NO |
| Do you currently serve as a member of the board of any public charter school?                                                                                                                                                                                                                                                   | YES | NO |
| Do you currently serve as a public official?                                                                                                                                                                                                                                                                                    | YES | NO |
| Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?                                                                                                                                                                                    | YES | NO |
| 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 on behalf of the proposed charter school? | YES | NO |

---

|                   |                              |             |
|-------------------|------------------------------|-------------|
| <b>Print Name</b> | <b>Signature &amp; Title</b> | <b>Date</b> |
|-------------------|------------------------------|-------------|

## COMPLIANCE ASSURANCES I

### PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS 14201 School Lane, Upper Marlboro, MD 20772

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

#### **Admission Procedures §9-102**

Admissions will not be limited based upon ethnicity, national origin, gender, disabling condition, 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 Prince George's County Public Schools 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 Prince George's County Public Schools.

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

- Maryland Public Records and Public Meetings Statutes.
- Maryland Student Assessment.
- All applicable Maryland and Federal Statutes.

\_\_\_\_\_  
Authorized Charter School Agent's Name (please type/print clearly)

\_\_\_\_\_  
Authorized Charter School Agent's Signature

\_\_\_\_\_  
Date

## COMPLIANCE ASSURANCES II

### Code of Student Conduct

- Discipline and dismissal procedures are the same as those stated in the Prince George's County Public Schools Code of Student Conduct. Unless approval is waived and modified in the public school charter agreement, Prince George's County school system rules apply.

***If a charter school student withdraws but has not committed an expellable act based on Prince George's County Public Schools' standards, the student shall be admitted to an attendance-based school.***

\_\_\_\_\_ Initials

### Food Services

- Each local school system has an agreement with the Maryland State Department of Education to participate in the federal School Breakfast Program/National School Lunch Program and is required to provide access to these programs for all enrolled students at each of its sites.
- An approved charter school must be listed in the Official Site Catalog and treated as an additional site.
- All functions and operations of food services for these schools will be conducted and held accountable to the same regulations and requirements as any other site operated by the School Food Authority.
- The ***National School Lunch Program (NSLP)*** is an entitlement, which means local schools earn a fixed federal reimbursement for each school lunch served consistent with United States Department of Agriculture (USDA) nutritional guidelines. All public and non-profit private schools may participate as long as they operate a non-profit food service program; agree to make meals available to students, using federally set income criteria; offer meals that meet federally specified nutritional requirements; and follow the recordkeeping and claims procedures required by the USDA.
- A certificate of approval from the Prince George's County Board of Health for use and occupancy including kitchen, serving and food storage areas must be secured at least 90 days prior to the opening of the school year.
- An approved food service plan must be submitted and approved by PGCPs prior to the final approval of this application. This plan should include details of how meals will be prepared and served to students, detailed drawings of the kitchen, serving and food storage areas, along with a certificate of approval from the Prince George's County Health Department.

\_\_\_\_\_ Initials

### Student Records

The Code of Maryland Regulations (COMAR) 13A.08.02 requires all public schools to have a system of information on enrollment, attendance, and promotions. Charter schools are required to ensure that the management of student records is in compliance with PGCPs policies and procedures, COMAR, state regulations, and federal laws. The integrated and coordinated management of student records and management plan must:

- Ensure that the school's student recruitment, admission, and enrollment plans and processes are followed.
- Adhere to the procedures to ensure that student records are collected, documented, and maintained accurately in accordance with COMAR.
- Adhere to policies and procedures regarding confidentiality and security of student records in compliance with COMAR, including issues of parental consent and confidentiality.
- Ensure the maintenance of school records in accordance with the regulations guiding the implementation of the Family Educational Rights and Privacy Act (FERPA) regulations and the Individuals with Disabilities Education Act.
- Comply with the collection and documentation of immunization data as required by Education Article Section 7-403.
- Comply with policies and procedures for access and dissemination of student records, including requests to review and transfer records.

\_\_\_\_\_ Initials

#### **Student Health Services**

- Medication administration and dispensing, immunization compliance, review of physicals, hearing and vision screenings, communicable disease control, health care needs/health counseling, emergency services, treatments, assessments, development of plans that identify student health needs, IDEA and ADA accommodations and interventions, and staff development.
- Ensure that student health records are collected, documented and maintained accurately in accordance with COMAR, including collection and documentation of immunization data as required by Education Article Section 7-403 and COMAR 10.06.04.
- Adhere to the maintenance of student health records in accordance with the regulations guiding the implementation of the Family Educational Rights and Privacy Act (FERPA) regulations and the Individuals with Disabilities Education Act.
- Adhere to the student health records maintenance, retention, and disposition procedures.

\_\_\_\_\_ Initials

### **Dissolution**

- In the event of the dissolution of the public charter school, PGCPs will provide the procedures that the school will follow for the transfer of students, student records, and appropriate school personnel. Assets funded through resources provided by the school system and other resources provided by the school system shall remain under the control of the Board of Education of Prince George's County. The public charter school will provide information to the Board of Education regarding the disposition of all other school assets.

\_\_\_\_\_ Initials

### **Operations**

- As required by law, all students who are eligible to attend PGCPs may apply for enrollment at the charter school. To ensure that admissions to the charter school are conducted in a fair and equitable manner, PGCPs will administer the application and registration of students. If, during an open enrollment period, more students apply than can be accommodated, the charter school will conduct a supervised lottery. In the second and subsequent years of operation of the charter school, continuing students will be guaranteed admission provided the charter school offers the appropriate grade. Once the charter school facility is available for proper record storage and full-time staffing, the charter school will be responsible for the actual registration, attendance, and dismissal process and will be required to follow the procedures and policies adopted by PGCPs. In the case of an existing school being converted to charter status, PGCPs will develop and implement alternative arrangements for current students who choose not to attend the charter school or were not granted admission through the lottery process. Sibling enrollment is permitted when one or more students are already enrolled in the charter school and a younger sibling applies; that younger sibling is eligible to enroll at the kindergarten grade only. If the younger sibling is chosen to attend and the older is not, no preference is given. In either case, sibling enrollment is based on space availability.

\_\_\_\_\_ Initials

### **School Calendar**

- Charter schools are required to provide educational programs and services consistent with the calendar school year established by PGCPs for public and charter schools. Charter schools are required to abide by the Board of Education of Prince George's County negotiated agreements unless a waiver is granted. If a waiver is requested, all waivers must meet the approval of the appropriate bargaining unit for instructional, administrative, and supporting personnel.

\_\_\_\_\_ Initials

## **Information and Instructional Technology**

The roles and responsibilities of the Public Charter School:

- A public charter school shall provide a level of technology equal to or surpassing that of the schools within the Prince George's County Public School system.
- **A public charter school shall ~~utilize the required~~ technologies for payroll (time & attendance), student attendance, grading and record keeping. In order to access these technologies, a public charter school shall become part of the PGCPs Wide Area Network (WAN) and the PGCPs domain.**
- A public charter school shall provide a budget for instructional technology for students that is consistent and commensurate with traditional schools (e.g., one-to-one, refresh, and mitigating loss, damages and replacements, growth and expansion).
- A public charter school shall provide a technology plan that includes provisions for student growth, refresh, and replacement to ensure there are no impediments to student learning.
- A public charter school shall adhere to all federal, state, and local regulations pertaining to accessibility for all hardware and software purchases.
- A public charter school shall utilize the same software, e.g., Student Information System Maryland Online. The Office of Special Education requires the use of particular software programs for student management and record keeping.
- All appropriate public charter school staff shall participate in PGCPs's comprehensive professional development program that focuses on the *Maryland Technology Standards for Students and Teachers* ([\*ISTE Standards\*](#)). Training needs of teachers and administrators shall be identified and addressed in the school annual accountability/accomplishment report.
- A public charter school shall provide a physical plant, that adheres to all aspects of the Maryland State Department of Education, *Maryland Public School Standards for Telecommunications Distribution Systems*, and the PGCPs *General Wiring Specification-2004*. Copies of these standards are available through the Division of Information Technology. A walk-through of any facility proposed as a public charter school must be performed as part of the application approval process.
- A public charter school must have a domain controller configured and installed for the sole use of the Division of Information Technology. This device will be provided and installed by the Division of Information Technology.

The Roles and Responsibilities of PGCPs:

- PGCPs will facilitate the utilization of existing technology by providing certain services as outlined below:
  - The Division of Information Technology will provide, install, and maintain all required administrative software and associated network connectivity.
  - The Division of Information Technology will provide help desk support every day that the system is open for all hardware, software, and network-related issues.
  - The Division of Information Technology will provide on-site technical support to those machines placed in the charter school by PGCPs in order to maintain the required network connectivity.

- The Division of Information Technology will provide and maintain all required high-speed WAN/LAN connectivity.
- PGCPs will provide and maintain Internet access through the existing WAN at no cost to the public charter school.
- PGCPs will provide and maintain email service for all public charter school staff members at no cost to the public charter school. All students will be provided an email address at no cost to the public charter school.
- The Division of Information Technology will provide the most recent updates to all virus protection and administrative software.
- PGCPs will provide both required and optional training to the instructional and administrative staff of charter schools equal to that provided to all schools within the PGCPs system.
- All computers that are part of the PGCPs domain must have the most recent version of the PGCPs standard antivirus software. PGCPs Division of Information Technology will provide updates to this software.
- Access to the PGCPs WAN will be provided by the Division of Information Technology.
- Using electronic access granted by PGCPs, the charter school shall fully participate in the daily on-line maintenance of pupils' information and records.
- Charter schools will receive the same allotment of administrative and teacher computers as well as other district-required technology hardware and software. Charter schools will participate in the PGCPs "Technology Refresh Program" [for administrative and instructional staff only](#).

\_\_\_\_\_ **Initials**

### **Operational Compliance**

- The public charter school is nonsectarian in its programs, admission policies, employment practices, and all other operations.
- The public charter school shall abide by all federal and state laws prohibiting discrimination.
- The public charter school shall comply with all federal, state, and local laws and regulations applicable to Maryland public schools and Maryland public charter schools, including applicable health and safety laws. The public charter school shall adhere to all policies and administrative procedures set forth by the Board of Education of Prince George's County, unless a waiver is granted by the Prince George's County Board of Education.
- The public charter school shall comply with the audit requirements of federal, state, and Board of Education of Prince George's County regulations.
- The public charter school shall comply with the ESSA Plan, Master Plan for PGCPs and the Maryland School Assessment Program.
- Students of the public charter school shall be physically present on school premises for a period of time similar to that which other public school students spend on school premises.
- The public charter school shall comply with all regulations regarding the measurement of student academic achievement, including all state and locally mandated assessments required for other

public schools and other assessments mutually agreed upon by the public chartering authority and the school.

- The public charter school shall meet the requirements of federal and state laws, including 20 U.S.C. Sec. 1400, et seq. and Sec. 504 of the Rehabilitation Act of 1973, 29 U.S.C. Sec. 794.
- No tuition or fees shall be charged to students who are residents of Prince George's County to attend the public charter school.
- All members of the professional staff of the public charter school shall hold the appropriate Maryland certification.
- The public charter school shall comply with all negotiated agreements.
- The public charter school shall participate in training and professional development required by Board of Education of Prince George's County policies and administrative procedures.
- The public charter school shall comply with all agreements set forth in the agreement negotiated with the chartering authority.
- If procured with PGCPs allocated funds, materials and equipment become the property of PGCPs.

\_\_\_\_\_ Initials

### **Facility**

Before a letter of recommendation is submitted to the State for a property lease, PGCPs architecture and construction staff, as well as school security staff, must review all public charter school sites. The maintenance of non-PGCPs school sites occupied by charter schools is the sole responsibility of that charter school and its operators or governing board.

\_\_\_\_\_ Initials

### **COMPLIANCE ASSURANCES ACCEPTED BY:**

Name of Public Charter School: \_\_\_\_\_  
(PRINT)

\_\_\_\_\_  
Authorized Agent (print) Signature Date

### **Appendix F**

## **COMPLIANCE ASSURANCE: Special Education/504**

All public schools in the United States have both a moral and legal obligation to provide quality education to students with disabilities. Charter schools are public schools and therefore must abide by federal laws guiding the provision of special education and 504. The Charter School will administer and provide a special education program with the required provisions of:

1. Individuals with Disabilities Education Act (IDEA)
2. Every Student Succeeds Act (ESSA)
3. Section 504 of the Rehabilitation Act (Section 504)
4. Americans with Disabilities Act (ADA)

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**Name of Charter School**

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**Authorized Charter School Agent Names (Print/Type Clearly)**

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**Authorized Charter School Agent's Signature**

**Date**

**Compliance Assurance: Multi-Language Learners**

All public schools in the United States have both a moral and legal obligation to provide quality education to all students. Charter schools are public schools and therefore have an obligation to abide by federal laws to ensure that English Learners (ELs) have equal access to a high-quality education and the opportunity to achieve their full academic potential. In accordance with Prince George's County Administrative Procedures 1400 and 4170 and Board Policies 0102 and 0103, the charter school will meet these obligations.

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**Name of Charter School**

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**Authorized Charter School Agent Names (Print/Type Clearly)**

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**Authorized Charter School Agent's Signature**

**Date**

## APPLICATION CONTROL FORM (RECEIPT)

**Instructions:** Before submitting your final application, please complete and attach this form to each box/container being submitted.

(Note to the Applicant: The complete application is due no later than 12:00 p.m. on Friday, January 8, 2027, to the Public Charter School Office, Prince George's County Public Schools.)

1601 McCormick Drive

Largo, Maryland

Phone: 301-952-6586

[kim.rosemond@pgcps.org](mailto:kim.rosemond@pgcps.org)

Application Title:

Prince George's County:

Public Charter Schools Application:

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

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

Phone and Fax Number Contact

(P) \_\_\_\_\_ (Cell) \_\_\_\_\_

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

Date Submitted: \_\_\_\_\_

Confirmation Date/time of stamp: \_\_\_\_\_

Received By: \_\_\_\_\_

Container 1 of \_\_\_\_\_

## CERTIFICATION OF ORIGINAL WORK

### PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

*Instructions: Each founding team member and governing board member must complete and sign a separate certification. Submit all certifications with the application.*

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

By signing below, I certify that:

1. The school concept, educational model, and narrative responses in this application are the original work of the founding team and were not generated by artificial intelligence tools.
2. No part of this application has been copied from another charter school application, past or present, submitted to PGCPs or to any other authorizer.
3. All research, data, curricula, and other sources used in this application are accurately cited.
4. Any materials reused from a school operated by the applicant or its Education Service Provider are identified in the application.
5. I understand that misrepresentation, plagiarism, or the submission of AI-generated content may result in disqualification from the application process or revocation of approval after award.

Print Name: \_\_\_\_\_ Role: \_\_\_\_\_

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

## APPLICANT'S CHECKLIST

*Check each item to confirm it is complete and included in the order listed. PGCPS will use this checklist during the initial compliance screening. For any item that does not apply, include the heading and respond "Not Applicable."*

Charter School Name: \_\_\_\_\_ Date Completed: \_\_\_\_\_

### Executive Summary and Special Circumstances

- ☐ Executive Summary (no more than two pages)
- ☐ Conversion Plan (if applicable)
- ☐ Private School Affiliation (if applicable)

### Section I – Educational Program Design

- ☐ Mission, Vision, and Indicators of Success
- ☐ Community Need and Demand
- ☐ Program Overview
- ☐ Curriculum and Instructional Design
- ☐ Achievement Monitoring and Accountability
- ☐ Career and College Readiness
- ☐ High School Graduation Requirements (high schools only)
- ☐ School Calendar and Schedule
- ☐ School Culture
- ☐ Supplemental Programming
- ☐ Special Populations and At-Risk Students
- ☐ Student Discipline
- ☐ Family and Community Involvement and Coalition Building
- ☐ Educational Program Capacity
- ☐ Strategic Plan and Performance Goals (Forward by Design: Acceleration 2029)
- ☐ Waivers Needed to Support the Educational Plan

### Section II – Organizational Plan and Capacity

- ☐ Legal Status and Governing Documents
- ☐ Governing Board (items 1–10)
- ☐ Advisory Bodies
- ☐ Educational Service Provider (if applicable)
- ☐ Grievance Process
- ☐ Organizational Structure and Relationships

### Section III – Operations Plan and Capacity

- ☐ Staff Structure, Staffing Plans, Hiring, Management, and Evaluation
- ☐ Professional Development
- ☐ Student Recruitment and Enrollment (including enrollment chart)
- ☐ Start-Up and Ongoing Operations; Transportation; School Health Services; Professional School Counseling
- ☐ Facility Design
- ☐ Waivers Needed to Support the Operations Plan
- ☐ Financial Management Plan and Capacity
- ☐ Five-Year Budget Estimate

### Attachments

- ☐ Attachments 1–20, each labeled with its title

## Appendices

- ☐ Appendix A – Waiver Request (if applicable)
- ☐ Appendix B – Affidavit, Disclosure, and Consent for Background Check (each member)
- ☐ Appendix C – Conflict of Interest Form (each member)
- ☐ Appendix D – Compliance Assurances I
- ☐ Appendix E – Compliance Assurances II
- ☐ Appendix F – Compliance Assurance: Special Education/504
- ☐ Appendix G – Compliance Assurance: Multi-Language Learners
- ☐ Appendix H – Application Control Form (Receipt)
- ☐ Appendix I – Certification of Original Work (each member)

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