Birmingham City Schools
Believe. Create. Succeed.

2016 Charter School Request for Proposals
To Operate Dual-Language Spanish Immersion Schools
Opening Fall 2017 and Beyond

Released November 1, 2016

Consistent with Birmingham City Schools (BCS) authorizing priorities, BCS is pleased to invite proposals for high-quality dual-language Spanish immersion programs seeking to open charter schools in the 2017-2018 school year or thereafter. The charter school application may be accessed at www.bhamcityschools.org/charterschools .

All applications must be submitted via the application portal. The application portal will be open to receive applications beginning November 26, 2016 at 12:00 a.m. CST and will close at 11:59 p.m. CST December 1, 2016.

A mandatory hard copy must be delivered to the address below, with original signatures, by 4:30 p.m. CST on December 1, 2016. Hand delivered applications must be delivered to:

> Birmingham Board of Education
> Attn: Mr. Edward McMullen
> Room 202
> 2015 Park Place
> Birmingham, AL 35203

All applications will be considered filed upon the submission of the application through the portal, as long as a hard copy is also received as instructed above.

Please note: All BCS schools and District offices will be closed on November 11, 2016 and November 23-25, 2016.

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Introduction

Consistent with Birmingham City Schools (BCS) authorizing priorities, BCS is pleased to invite proposals for high-quality dual-language Spanish immersion programs seeking to open charter schools in the 2017-2018 school year or thereafter. BCS is charged with approving quality charter proposals that meet identified educational needs and declining weak or inadequate charter proposals.

The Board seeks proposals for start-up public charter schools that will:

- Provide rigorous, enriching and engaging academic, cultural, and language experiences through implementation of a Spanish language immersion academic model which prepare students, particularly at-risk students[1], to succeed in a global society;

- Increase student achievement and growth, particularly for at-risk students, through Spanish language immersion academic models that demonstrate high rigor, high student expectations, and high student and staff accountability;

- Implement high quality educational models that are research-based and demonstrate a successful track record for progressively meeting and exceeding state reading and mathematics proficiency levels; and

- Improve student outcomes, particularly for at-risk students, through Spanish language immersion which result in both college and career readiness.

In general, dual language immersion programs have multiple objectives specific to the program type. One is a strong emphasis on English language proficiency for the English learner population. A second is proficiency in the second language by the English speakers. A third is often cross-cultural exposure and learning for both populations. These objectives are in addition to the common public educational objectives of developing academic proficiency for all students across core subjects.

All new schools approved through this process will be public schools subject to the legal requirements set forth in the Alabama School Choice and Student Opportunity Act.

Applications for a start-up public charter school must be submitted to the local school board in which the public charter school will be located if the local school board has elected to be an authorizer of charter schools. If an application to form a public charter school is denied by the local school board, the applicant may apply directly to the Alabama Public Charter School Commission as the authorizer. The authorizer will evaluate the application and approve or deny the application for a start-up public charter school based on the educational needs identified by the authorizer. The authorizer cannot approve a public charter school application that includes a parochial or religious theme or includes admission requirements for students, such as financial means, academic proficiency, or particular skills or competencies.

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[1] "At-risk student" is defined as a student who has an economic or academic disadvantage that requires special services and assistance to succeed in educational programs. The term includes but is not limited to, students who are members of economically disadvantaged families, students who are identified as having special educational needs, students who are limited in English proficiency, students who are at-risk of dropping out of high school, and students who do not meet minimum standards of academic proficiency. SB 45(4)(3).

About Dual Language Spanish Immersion

Dual language programs use two languages for literacy and content instruction for all students. It is an educational model based on providing substantive instruction in both English and a foreign language. Originally, the objectives of such programs focused primarily on developing English proficiency of English learners; however, in recent years, such programs have evolved to emphasize achieving bi-literacy, biculturalism, and bilingualism for all participating students. In general, dual language immersion programs have multiple objectives specific to the program type. One is a strong emphasis on English language proficiency for the English learner population. A second is proficiency in the second language by the English speakers. A third is often cross-cultural exposure and learning for both populations. Dual language immersion is consistent with BCS' strategic priority to build global competence through the use of innovative teaching and learning approaches. These objectives are in addition to the common public educational objectives of developing academic proficiency for all students across core subjects.[2]

Accountability

The Alabama School Choice and Student Opportunity Act requires that this RFP include or direct applicants to the performance framework that BCS has developed for charter school performance oversight and evaluation. Please contact bcscharterapp@bhm.k12.al.us for more information.

Requirements

State law sets out the following specific requirements for all charter schools:
1. Has autonomy over key decisions including, but not limited to, decisions concerning finance, personnel, scheduling, curriculum, instruction, and procurement.
2. Is governed by an independent governing board that is a 501(c)(3) tax-exempt organization. No member of a governing board shall have a financial relationship to an education service provider or the staff of the authorizer.
3. Is established and operated under the terms of a charter contract between the governing board and its authorizer, in accordance with this chapter.
4. Is a school to which parents choose to send their student.
5. Is a school that admits students on the basis of a random selection process if more students attempt to enroll for admission than can be accommodated.
6. Provides an educational program that satisfies all of the following:
   a. Includes any grade or grades from prekindergarten to 12th grade.
   b. May include a specific academic approach or theme including, but not limited to, vocational and technical training; visual and performing arts; liberal arts and classical education; or science, mathematics, and technology.
   c. Operates in pursuit of a specific set of educational objectives as defined in its charter contract, such as college or career readiness, or both.
   d. Operates under the oversight of its authorizer in accordance with its charter contract.

All charter schools must meet each of these requirements.

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[2] Center for Applied Linguistics, Guiding Principles for Dual Language Education
Los Angeles Unified School District, Evaluation Tools for Dual Language/Immersion Programs. Informative (May 12, 2016)

RFP Process

Applicant Type: Start-up applicants

This RFP is for start-up applicants seeking to bring high-quality dual-language Spanish immersion programs to BCS. A start-up applicant is a nonprofit organization that did not exist as a non-charter public school prior to becoming a public charter school.

Evaluation Process

The 2016 BCS charter school proposal evaluation process includes one stage of review followed by a decision by the Birmingham Board of Education to approve or deny each application. Additional information may be found in the published Evaluation Criteria, which are incorporated in this RFP.

Evaluation Team Review

Teams of evaluators will evaluate each proposal and discuss their findings based on the written materials provided in advance of the interview. During an in-person capacity interview, applicants will have the opportunity to present their plans and demonstrate capacity to open and maintain a high-quality charter school, as well as to answer specific questions about their proposal. Applicants will also have an opportunity to participate in a public forum for local residents to learn about, and provide input on each application.

The Birmingham Board of Education will approve or deny each application. If no action is taken by the Birmingham Board of Education within 60 days of the submission of an application, the application will be considered denied. In the case of a denial of an application, the applicant may appeal to the Alabama Public Charter School Commission.

2016 RFP Process Timeline

Milestone	Date
Launch of Request for Proposals	**By November 1, 2016**
Prospective Applicant Informational Session or Webinar This informational session will provide those interested in applying for a charter in this cycle with an overview of the process; high-level walkthrough of the application; and a detailed walkthrough of the application timeline and requirements.	**November 2016** *(exact date(s) TBD)*
Deadline for Complete Proposals All proposals must be submitted in complete and final form by this date.	**December 1, 2016**
Evaluation Team Proposal Review Evaluation teams will review each written proposal.	**December 2, 2016 –** **January 30, 2017**
In-Person Interviews	**Week of January 9, 2017** *(exact date(s) TBD)*
Public forum for residents to learn about and provide input on each application	**Week of January 9, 2017 or** **Week of January 16, 2017** *(exact date(s) TBD)*
BCS Application Decisions An approval decision may include reasonable conditions which the charter applicant must meet before the charter contract may be executed.	**Within 60 days after the filing of the application.**
Charter School Contract Execution BCS will execute a public charter school contract for all approved public charter school applications.	**Within 60 days of approval of the application.**

Please Note:

All applications must be submitted via the application portal. The application portal will be open to receive applications beginning November 26, 2016 at 12:00 a.m. CST and will close at 11:59 p.m. CST December 1, 2016.

A mandatory hard copy must be delivered to the address below, with original signatures, by 4:30 p.m. CST on December 1, 2016. Hand delivered applications must be delivered to:

 Birmingham Board of Education
 Attn: Mr. Edward McMullen
 Room 202
 2015 Park Place
 Birmingham, AL 35203

All applications will be considered filed upon the submission of the application through the portal, as long as a hard copy is also received as instructed above.

Instructions

Consistent with Birmingham City Schools (BCS) authorizing priorities, BCS is pleased to invite proposals for high-quality dual-language Spanish immersion programs seeking to open charter schools in the 2017-2018 school year or thereafter. Prior to developing your proposal please be sure to read this entire RFP.

Components of the Proposal

- Narrative Proposal: The proposal is the formal application to BCS, and is a comprehensive description of the school's educational, operational, and financial plans.
- Attachments: Throughout the proposal, specific documents are requested in addition to narrative answers. Attachments may not contain additional narrative unless specified. A comprehensive list of the attachments is provided in these instructions.
- Applicants must complete all of the main application questions and, as appropriate, the Education Service Provider Addendum.

Specifications

Applicants MUST submit proposals electronically through the BCS online platform [bhamcityschools.org/PCS_Application] and must use the following templates:

- Proposal Coversheet and Enrollment Projection Template-ALL APPLICANTS (MS Word)
- Curriculum Summary Template-ALL APPLICANTS (MS Word)
- Proposal Narrative Template-ALL APPLICANTS (MS Word)
- Statement of Assurances Template-ALL APPLICANTS (MS Word)
- Staffing Chart Template-ALL APPLICANTS (MS Word)
- Charter School Board Member Information Sheet Template-ALL APPLICANTS (MS Word)
- Existing Schools Information Template- APPLICANTS PROPOSING TO REPLICATE AN EXISTING SCHOOL MODEL (MS Excel)
- Financial Plan Workbook-ALL APPLICANTS (MS Excel)

- All templates are available on the BCS online platform.
- All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced.
- Each major section of the proposal (Executive Summary, Educational Program, etc.) and each addendum must begin on a separate page, as indicated in the template document.
- Adhere to all page limits as indicated.
- All required documents should be submitted in PDF format. **The Existing Schools Information Template and the Financial Plan Workbook Template should be submitted in MS Excel format.**
- All required documents (proposal narrative, relevant addenda, and attachments) should be uploaded, **in order, as individual files** using the following naming convention: [school name] _Attachment[number]_[document title].
  (e.g.: BirminghamAcademyofExcellence_ProposalNarrative; BirminghamAcademyofExcellence_Attachment14_OrganizationalCharts)
- If you believe a particular question does not apply to your team or proposal, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal..

- Late or incorrectly formatted submissions will not be accepted.
- When submitting resumes and biographies, label each document with the individual's affiliation with the proposed school (board member, principal, teacher, etc.).
- Review all elements of your proposal for completeness before submitting.
- **A complete application should be submitted electronically in PDF format** on the BCS online platform [bhamcityschools.org/PCS_Application and a mandatory hard copy delivered to the address below with original signatures by close of business on December 1, 2016. Hand delivered applications must be left at the security desk.

Birmingham Board of Education
Attn: Cedric Tatum
2015 Park Place
Birmingham, AL 35203

Attachments

The following is a list of attachments to accompany the proposal. Note that not all attachments will be applicable for all applicants. It is the responsibility of the applicant to ensure they submit all attachments required for their proposal. Do not upload documents for any attachment that is not applicable. Additional attachments are required for various addenda.

Start-up Applicant Attachments

1. Curriculum summary template
2. Summary course scope and sequence
3. Curriculum map
4. Learning standards
5. Exit standards
6. Calendar and schedules
7. Enrollment policy
8. Discipline policy
9. Evidence of community support/demand
10. School leader qualifications
11. Leadership team qualifications
12. Existing schools information template
13. Legal and board documents
14. Organizational charts
15. Board bylaws
16. Board member information
17. Network organizational charts *(if applicable)*
18. Staffing chart
19. Annual reports *(if applicable)*
20. Personnel policies and/or employee manual
21. Leadership evaluation tool(s)
22. Educator evaluation tool(s)
23. Draft contract *(if applicable)*
24. Proof of facility commitment and description *(if applicable)*
25. Start-up plan
26. Transportation plan

27. Insurance coverage
28. Budget narrative
29. Financial plan workbook template
30. Network-level budget *(if applicable)*
31. Budget narrative for network-level budget *(if applicable)*

ONLY if proposing to use an Education Service Provider:

Addendum 1: For proposals from applicants using EDUCATION SERVICE PROVIDERS

Attachment ESP-1: ESP Audited financial statements and annual report
Attachment ESP-2: ESP Management agreement

Applicant Code of Conduct

BCS is obligated to make decisions in the best interests of children, free from personal or political influences. Similarly, charter school applicants have the responsibility of respecting and upholding the integrity of the charter school proposal process.

Specifically, charter school applicants shall not:

o   Initiate, or attempt to initiate, any application-related activity with a BCS board member with the exception of the public hearing;
o   Initiate, or attempt to initiate, any application-related activity with a member of the evaluation team; or
o   Direct any application-related communications, including application documents, to a BCS board member or to a member of the evaluation team.

Charter school applicants found to be in violation of these requirements may be deemed ineligible for consideration in future proposal processes.

Public Disclosure

All charter school proposal materials submitted to BCS become public records.

Resources

The following documents and resources are available to applicants on the BCS website:

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

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[3] From The National Association of Charter School Authorizers (NACSA)

2016 Birmingham City Schools Charter School Application for Dual Language Spanish Immersion Programs

Directions

Please submit an application that addresses the following questions/issues. There are no page limits for individual sections except for the Executive Summary, Attachments, and Addenda. The total narrative response may not exceed 50 pages (not including the requested attachments and addenda).

Please keep in mind that your application is a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to open. Evaluation teams will be able to navigate well-organized, effectively edited documents easily, thereby focusing their energy on reviewing the content of each application. Grammar, spelling, and formatting all make an impression on an evaluator.

Plagiarism

The University of Alabama defines plagiarism as "representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one's own." (University of Alabama, Code of Academic Conduct)

Individuals and groups seeking the right and responsibility to educate public school children at public expense should be accountable to the highest standards of academic integrity. BCS considers plagiarism, including the copying of language from any other charter application without proper attribution, as grounds for immediate denial.

BCS understands that in order to implement an existing curriculum, instructional framework, or educational model (e.g. dual- language immersion, project-based learning, blended learning, etc.) with fidelity, key concepts must be discussed. However, it is not acceptable to copy and paste this discussion or description from another source. A high-quality applicant team with the capacity to operate a high-quality school must be able to thoughtfully explain in their own words how they intend to educate children. BCS also understands that operators proposing to replicate a model may use their own intellectual property, which is appropriate and acceptable.

Cover Sheet & Enrollment Projection

Applicant Information

COMPLETE THIS PAGE ONLY ONCE REGARDLESS OF THE NUMBER OF SCHOOLS PROPOSED.

Name of proposed school: _____

Primary contact person(s): _____

Mailing address:

Street/ PO Box: _____

City _____ *State* _____ *Zip* _____

Phone: (day) _____ (evening) _____
Email address: _____

Names, roles, and current employment of all persons materially involved in the preparation of this application or the organization or governance of the proposed school (*you may add lines as needed)*:

Full Name	Current Job Title and Employer	Position with Proposed School

 Do any of the following describe your organization, or the school/campuses proposed here?

☐Seeks approval for multiple campuses under a single charter.
☐Already operates schools elsewhere in the U.S.
☐Will contract or partner with an education service provider. *(If yes, include the provider's portfolio in answering the questions below regarding pending applications and school openings.)*

      If so, identify the provider: _____
      ☐This provider already operates schools in this state or elsewhere in the US.

NOTE: If the applicant intends to contract with a third-party education service provider (ESP), the applicant must complete Addendum 1 for Education Service Providers. An ESP is any third-party entity that provides comprehensive education management services to a school via contract with the school's governing board.

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? ☐Yes ☐ No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools or campuses scheduled to open in the United States in the next two school years? ☐Yes ☐ No

If yes, complete the table below, adding lines as needed.

Planned School Name	City	State	Opening Date

Does this applicant team have new schools or campuses approved, but scheduled to open in additional years? ☐Yes ☐ No

If yes, complete the table below, adding lines as needed.

Authorizer	Number of Schools	City(s)	State

School Information

COMPLETE THIS PART FOR EACH SCHOOL/CAMPUS INCLUDED IN THIS PROPOSAL. Duplicate as needed.

Proposed School/Campus Name	Grades Served: Year One	Grades served: Capacity

Proposed Location		
Geographic Community: *Identification of Geographic Community may be as specific as a neighborhood or as general as the targeted city or school district*		
Address of identified facility *if applicable*:		

Projected Demographic Information	%FRL:	%SpEd:	%ELL:

Model/Specialty *(check all that apply)*			
☐ Alternative ☐ Arts ☐ Blended Learning	☐ Career and Technical Education ☐ College Prep ☐ Disability (*list*):	☐ Language Immersion ☐ Military ☐ Montessori	☐ STEM ☐ Other (*list*):

Proposed Principal/Head of School Information (if identified):

Name of proposed candidate: _____
Current employment: _____
Daytime phone: _____ Evening phone: _____
Email: _____

Campus Enrollment Projection

Academic Year *(specify for each year)*	Planned # of Students	Maximum # of Students	Grade Levels Served
Year One			
Year Two			
Year Three			
Year Four			
Year Five			
At Capacity			

Executive Summary (Limit 2 pages)

The executive summary should provide a concise statement/synopsis of the following:

- The proposed plan for the school.
- The geographic and population considerations of the school environment.
- The challenges particular to those considerations.
- The applicant team's capacity to successfully open and operate a high-quality school given the above considerations.

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

The mission and vision statements, when combined, should:

- Identify the students and community to be served.
- Illustrate what success will look like.
- Align with the purposes of the *Alabama School Choice and Student Opportunity Act* (Act 2015-3) and the authorizer's stated priorities for schools.

2**. Educational Need and Anticipated Student Population.** Describe the anticipated student population, the students' anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities on which the program is based, consistent with student enrollment eligibility and selection criteria.

3**. Education Plan/School Design.** Provide an overview of the dual-language Spanish immersion program of the proposed school, including major instructional methods, assessment strategies, and non-negotiables of the school model. Describe evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population, and at-risk students in particular. Summarize what the proposed school is projected to do more effectively than the schools that are now serving the targeted population, and how the school plans to achieve its goals.

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

5. **Leadership and Governance.** In the table below, list the current members of the school's proposed leadership team and governing board, including their roles with the school and their current professional affiliation.

Add lines to this table as needed. Do not list members of the applicant team who will not have an official leadership role with the school going forward, such as consultants.

Full Name	Current Job Title and	Position with Proposed

Enrollment Summary

1. Complete the table below, illustrating the growth plan for the school. Indicate the school year for each column. *Remove any rows for grades the school will not serve.*

Grade Level	Number of Students					
	Year 1 20____	Year 2 20____	Year 3 20____	Year 4 20____	Year 5 20____	At Capacity 20-____
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
TOTAL						

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

Section 1. Educational Program Design & Capacity

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

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 applicable standards of academic proficiency.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

2. Provide an overview of the particular dual language immersion model that will be implemented (e.g. 50/50, 80/20). Describe the rationale for selecting that model and how the model's resources and structures will support its successful implementation. In **Attachment 1** provide a **curriculum summary template**; its correlation to the Alabama standards; the specific instructional materials to be used to implement the curriculum; and the process your school will follow to evaluate, review, and revise its curriculum on an annual basis. Include as **Attachment 2**, **a summary course scope and sequence** for one subject for each division (elementary, middle, high school) the school would serve.

3. Describe the primary instructional strategies that the school will expect educators to use and why they are well suited for the anticipated student population. Describe the methods and systems that educators will utilize to provide differentiated instruction to meet the needs of all students.

4. If the curriculum is not already developed, provide, as **Attachment 3**, a **curriculum map** for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.

Curriculum and Instructional Design Supplement
(For applicants proposing to replicate an existing school model or to operate multiple schools under a single contract)

1. Explain any differences in the basic learning environment among the schools being proposed.

2. Explain the organization's approach to replicating and implementing the school model, including curriculum and instructional design among multiple schools.

3. Describe any key educational features that will *differ* from the operator's or management provider's existing schools or schools proposed for replication, not previously mentioned above. Explain the rationale for the variation in approach and any new resources the variation would require.

Student Performance Standards

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

1. Describe the student performance standards for the school as a whole.

2. Provide, as **Attachment 4**, a complete set of the school's **proposed learning standards** for each grade the school will serve. Address the skills and knowledge each student will be expected to attain by the end of each grade. Approved schools will be required to submit a full set of learning standards for all grades in the school before opening.

3. If you plan to adopt or develop additional academic standards beyond the applicable state and authorizer standards, explain the types of standards (e.g., content areas, grade levels, and/or others). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example and explain how these additional standards exceed applicable state and authorizer standards.

4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

5. Provide, as **Attachment 5**, the school's **exit standards** for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

High School Graduation Requirements *(if applicable)*

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

1. Describe how the school will meet these requirements. Explain how students will earn credit hours, how grade point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed applicable state and authorizer standards, explain the additional requirements.

2. Explain how the graduation requirements will ensure students' college or career readiness, and/or both, or other postsecondary opportunities (e.g., postsecondary education, career/technical training, military service, or workplace readiness).

3. Explain what systems and structures the school will implement for students at-risk of dropping out and/or not meeting the proposed graduation requirements.

School Calendar and Schedule

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In **Attachment 6**, provide the school's proposed **calendar** for the first year of operation, including total number of days/hours of instruction.

2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for subjects such as English language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic

instruction in each grade. This response should include, also in **Attachment 6**, a sample **daily and weekly schedule**.

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 plans for creating and implementing this culture for students, educators, instructional leaders, and parents starting with the first day of school. Describe the plan for transitioning students who enter school mid-year into the school's culture.

3. Explain how the school culture will take account of and serve students with disabilities, students who are English learners (EL), and any students who are academically below grade level.

4. Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation.

5. Describe a typical day for a teacher in a grade that will be served in your first year of operation.

Supplemental Programming

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Discuss the anticipated participants, including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for summer programs.

2. Describe the extra- and/or co-curricular activities or programming the school will offer, how often they will occur, and how they will be funded and delivered.

3. Describe the programs or strategies that will be used to address students' mental, emotional, and social development and health.

4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

Special Populations and At-Risk Students

1. Describe the overall plan to serve students with special needs, including, but not limited to, students with Individualized Education Programs (IEPs) or Section 504 plans; English Learners (EL); students identified as intellectually gifted; and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through data related to a specifically targeted school or neighborhood, or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

2. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports the school will provide for these students.

3. Explain more specifically how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities. Specify the programs, strategies, and supports the school will provide, including the following:

> a. Methods for "identifying, locating, and evaluating" students with disabilities who are in need of special education and related services (and avoiding misidentification).

> b. Plans for hiring and evaluating certified special education teachers and licensed related service providers, including projecting adequate staffing for the anticipated population of students.

> c. Specific instructional programs, practices, and strategies the school will employ to ensure students with disabilities are provided a free, appropriate public education in the least restrictive environment.

> d. Plans regarding continuum of placements, access to the general education curriculum, and the opportunity for students with disabilities to be educated with non-disabled peers to the greatest extent appropriate.

> e. Plans for monitoring and evaluating the progress and success of students with disabilities.

> f. Plans for promoting college- and career-readiness for students with disabilities, including high school graduation and post-school indicators. Plans regarding self-monitoring of disproportionality in the areas of identification, least restrictive environment, and disciplinary actions, including suspension/expulsion of students with disabilities.

> g. Self-monitoring of disproportionality should include an understanding of the coordinated early intervening services (CEIS) requirements when significant disproportionality has been determined by the Alabama State Department of Education/Special Education Services.

> h. Self-monitoring methods to evaluate procedural and substantive compliance with special education rules and regulations.

4. Explain how the school will identify and meet the needs of intellectually gifted learners, including the following:

> a. Approach to defining gifted, methods for ensuring equity and comparability in identification of students in need of gifted services, and methods for monitoring and ensuring racial equity in the gifted program.

> b. Certification requirements *(if applicable)* for gifted specialists and professional development targets for general education teachers who teach gifted learners.

> c. Methods for ensuring the needs of gifted learners are met and continuum of service delivery options that will be offered (e.g., pull-out classes, advanced classes, interest clusters, cluster grouping with differentiated curriculum for gifted learner, acceleration procedures, field studies, mentors, all of the above).

d. Methods for determining cognitive and affective growth among gifted learners.

e. Procedures related to the monitoring of achievement data for gifted learners, including plans for disaggregation and distribution of results to parents.

f. Self-monitoring methods for the gifted program, including what, when, and by whom.

5. Explain how the school will meet the needs of English Learner (EL) students, including the following:

a. Methods for notifying parents/caregivers in a language they understand about the procedures that the school will use to identify EL students for possible language acquisition support.

b. Methods for identifying and evaluating EL students with disabilities in a timely manner by administering special education evaluations in the child's native language, unless it is clearly not feasible to do so (ensuring that a student's language needs can be distinguished from a student's disability related needs).

c. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.

d. Plans for monitoring and periodic evaluation of the progress and success of EL students, including using a reliable English language proficiency (ELP) assessment that tests in the four language domains, identifying benchmarks for exiting students from EL services, and defining plans for providing follow-up support for at least two years after students exit the program;

e. Means for providing qualified staffing for EL students[4].

Student Recruitment and Enrollment

1. Explain the plan and timeline for student recruitment and marketing that will provide equal access to interested students and parents, particularly those who are native English and native Spanish speakers. Explain how recruitment efforts align with enrolling the ideal composition of students the program requires. Specifically describe the plan for outreach to students and families who have an economic or academic disadvantage that requires special services and assistance to succeed in educational programs. Those students include, but are not limited to, students who are members of economically disadvantaged families, students who are identified as having special needs, students who are limited in English proficiency, students who are at risk of dropping out of high school, and students who do not meet minimum standards of academic proficiency.

2. Explain the plan and timeline for admitting students based on a random selection process if more students apply for admission than can be accommodated.[5]

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[4] Please refer to the Alabama Department of Education for guidance regarding how teacher certification and other teacher qualification requirements in the state's accountability plan apply to charter schools.
[5] Please refer to the Alabama Department of Education for guidance regarding whether and how native language might be weighted in the random selection process.

3. Explain the school's policy regarding enrollment preferences with respect to students who reside within the former attendance area; students within the local school system; students outside of the local school system; previously enrolled students; siblings of students; and children of founders, governing board members, and full-time employees.

4. Provide, as **Attachment 7**, the school's **enrollment policy** which should include:

   a. The school's plan for maintaining records on all enrolled students utilizing the state-adopted Alabama Student Information System (ASIM);
   b. Tentative dates for the application period;
   c. Enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
   d. A timeline and plan for student recruitment/engagement and enrollment;
   e. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
   f. Explanation of the purpose of any pre-admission activities for students or parents.

Student Discipline

1. Describe in detail the school's approach to student discipline. Provide, as **Attachment 8**, the **school's proposed discipline policy**. The proposed policy must comply with any applicable state and federal laws and authorizer policies. The description of the school's approach and the proposed policy should address each of the following:

   a. Practices the school will use to promote good choices, including both penalties for infractions and incentives for positive behavior.

   b. A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.

   c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.

   d. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation or disciplinary rules or regulations, including a description of the appeal process that the school will employ for students facing expulsion, and a plan for providing services to students with disabilities who are expelled or out of school for more than ten days.

   e. Describe how students and parents will be informed of the school's discipline policy.

Parent and Community Involvement

1. Describe the role of any parents and community members involved to date in developing the proposed school.

2. Describe what you have done to assess and build parent and community support for your school and how you will engage parents and community members from the time that the school is approved through opening. Provide, as **Attachment 9**, existing **evidence of community demand** for the school (e.g. letters of support or intent to apply forms from families and students) and/or support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, and/or contracts).

3. Describe how you will engage parents in the life of the school (including any proposed governance roles described in Act 2015-3). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments.

Educational Program Capacity

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

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

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

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

4. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned roles, and any resources they have contributed or plan to contribute to the school's development.

5. Identify the principal/head of school candidate and explain why this individual is well qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing public charter school. If the proposed leader has never managed a school, describe any previous leadership roles or leadership training programs that (s)he is currently participating in or has completed. Also provide, as **Attachment 10**, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader's ability to effectively serve the anticipated population.

   a. If no candidate has been identified, provide, as **Attachment 10,** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school instructional leader/administrator.

6. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as **Attachment 11**, the qualifications, resumes, and professional

biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

7. Explain who will work on a full-time or nearly full-time basis following assignment of a location to lead development of the school and the plan to compensate these individuals.

Performance Track Record
(For applicants proposing to replicate an existing school model or to operate multiple schools under a single contract)

NOTE: BCS will use the information provided in this section to assess the academic, organizational, and financial performance record of the organization, and the organization's schools or the school model that the organization proposes to replicate. The applicant must provide all of the requested information for all of its organization's schools. BCS may subsequently select a subset of schools for which the applicant will be required to provide additional performance information.

1. Provide, as **Attachment 12**, a summary of the applicant's complete current and historical portfolio of schools. Prepare your submission using the **Existing Schools Information Template** provided by BCS.

2. Select a consistently high-performing school from the organization's portfolio, and discuss its performance. Be specific about the results which provide the basis for judgment that the school is high-performing. Include student achievement status, growth, absolute, and comparative academic results, as available.
> a. Discuss the primary causes of the school's distinctive performance.
> b. Discuss any notable challenges that the school has overcome to achieve these results.
> c. Identify any ways in which this school's success has informed or affected how other schools in the portfolio have performed.
> d. Explain how effective practices, structures, or strategies were identified and how they were implemented in other schools.

3. Discuss a school with relatively low or unsatisfactory performance. Be specific about the results which provide the basis for judgment that performance is unsatisfactory. Include student status, growth, absolute, and comparative academic results, as available.
> a. Describe the primary causes of the school's problems.
> b. Explain the specific strategies that are being employed to improve performance.

Section 2. Operations Plan & Capacity

Governance

Legal Status and Governing Documents

1. Describe the proposed school's legal status, including 501(c)3 non-profit status and federal tax-exempt status. In an **Attachment 13**, provide **proof of 501(c)3 non-profit status and federal tax-exempt status** (or copies of filings for the preceding items). Also, include as **Attachment 13** any **governing documents** already adopted, such as board policies.

Organizational Charts

1. Submit, as **Attachment 14**, **organizational charts** that show the school governance, management, and staffing structure in:

   a. The first year of school operation;
   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.

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

Governing Board

1. Explain the governance bylaws that will guide the board, including the nature and extent of involvement by key stakeholder groups. Provide the governing board's **bylaws** as **Attachment 15**.

2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.

3. Describe the governing board's size, current composition, and desired composition; powers; and duties. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board.

4. Explain how this governance structure and composition will help ensure that:

   a. The school will be an educational and operational success;
   b. The board will evaluate the success of the school and school leader(s); and
   c. There will be active and effective representation of key stakeholders, including parents.

5. List all current and identified board members and their intended roles. Summarize members' interests in and qualifications for serving on the school's governing board. Provide, as **Attachment 16**, the following documents for each individual identified here: a completed and signed **Board Member Information Sheet and Board Member Acknowledgment Form,**

resume, and professional biography. *(if a board member's documentation is attached elsewhere in this proposal, state so on the Information Sheet)*.

6. Explain the procedure by which governing board members have been, and will be, selected. How often will the board meet? Discuss the plans for any committee structure.

7. If the current applicant entity or interest group does not include the initial governing board, explain how, and when, the transition to the formal governing board will take place.

8. If this application is being submitted by a pre-existing non-profit organization, respond to the following:

> a. Was the pre-existing non-profit formed for a purpose other than operating schools? If so, please provide the mission of the organization and explain how operating charter schools serves that mission.

> b. Will the pre-existing non-profit board govern the new school, or will the charter be held by a new non-profit corporation governed by a separate board?

> c. If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.

> d. If a new board has been, or will be formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.

9. Describe how the governing board will provide evidence of its compliance and adherence to the Alabama State Ethics Law, Open Meetings Act, Public Records Law, and all other specific state laws referenced in Act 2015-3, if applicable.

10. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How, and on what timeline, will new members be recruited and added? How will vacancies be filled? What are the priorities for recruitment of additional board members? What types of orientation or training will new board members receive, and what type of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. *NOTE: If a single board will govern multiple schools, or there will be a network-level or ESP-level board, you may reference responses to Addendum 1, providing a sub section and page note.*

11. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts of interest if the application is approved. Discuss specific steps that the governing board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Advisory Bodies
1. Describe any advisory bodies or councils (e.g., parent and educator councils) to be formed, and include the roles and duties of any such body. For each identified group describe:
        a. The planned composition of each advisory body;
        b. The strategy for achieving that composition;
        c. The role of parents, students, and educators (if applicable); and
        d. The reporting structure as it relates to the school's governing body and leadership.

Grievance Process
1. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

Network Governance and Legal Status
(For applicants proposing to replicate an existing school model or to operate multiple schools under a single contract)

1. Explain what entity will hold the charter for each of the proposed schools.

2. Describe the governance structure at both the network and individual school levels and the plan for satisfying all applicable statutory requirements for composition of charter school governing boards. Explain whether each school/campus will have an independent governing board, whether there will be a single network-level board governing multiple schools, or both a network-level board and boards at individual schools. If there will be both a network-level board and boards at each school, describe the organizational relationship between the boards, the legal status of each board, and the scope of authority of each. If each school will have an independent governing board but no network-level board, explain how the network will be governed and how decisions that affect the network as a whole will be made.

3. Provide, as **Attachment 17**, the following **network organization charts**:

    a. Year 1 network as a whole (including both network management and schools within the network)
    b. Year 3 network as a whole
    c. Year 5 network as a whole

    The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the network/management organization, schools, governing board(s), staff, any related bodies (such as advisory bodies), and any external organizations that will play a role in managing the school(s).

4. If an existing board will govern the proposed school(s), discuss the plan to transform that board's membership, mission, and by-laws to support the charter school expansion/replication plan, as necessary. Describe the plan and timeline for completing the transition and orienting the board to its new duties. If a new board will be formed, describe

how and when the new board will be created and what, if anything, its ongoing relationship to the existing non-profit's board will be.

5. Describe plans for increasing the capacity of the governing board (if not fully addressed in the primary application). How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.

6. Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.

Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; and b) the board will evaluate the success of the school and school leader.

Staffing

Staff Structure
1. Provide, as an **Attachment 18**, a complete **staffing chart** for the school (prepared using the Staffing Chart Template provided by BCS). The staffing chart and accompanying notes or roster should identify the following:
> a. Year one positions as well as staffing plan for the term of the charter.
> b. Administrative, instructional, and non-instructional personnel.
> c. The number of classroom educators, paraprofessionals, and specialty educators.
> d. Operational and support staff.

1. Explain how the relationship between the school's leadership/administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

Network Vision, Growth Plan, and Capacity
(For applicants proposing to replicate an existing school model or to operate multiple schools under a single contract)

1. Describe the organization or network strategic vision, desired impact, and five-year growth plan for developing new schools within the local community, state, and region, including other states if applicable. Include the following information, regardless of school location: proposed years of opening; number and types of schools (divisions, grade levels served); any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments.

2. If the existing portfolio or growth plan includes schools in other states, explain specifically

how growth within Alabama fits into the overall growth plan.

3. Provide evidence of organizational capacity to open and operate high-quality schools in Alabama and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.

4. Discuss the results of past replication efforts and lessons learned – including particular challenges or troubles encountered; how you have addressed them; and how you will avoid or minimize such challenges for the proposed schools.

5. List any schools that were previously approved by this or another authorizer but which failed to open or did not open on time, and explain the reasons for the failure or delay.

6. Discuss the greatest anticipated risks and challenges to achieving the organization's desired outcomes over the next five years and how the organization will meet these challenges and mitigate risks.

7. Provide, as **Attachment 19**, the organization's **annual reports** for the last two years and any current business plan for the organization or network.

Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the proposed school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as **Attachment 20** any **personnel policies or an employee manual** if developed.

2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing educators.

3. Describe the proposed school's strategy, plans, and timeline for recruiting and hiring teaching staff who are well qualified in terms of both the school's legal obligations and its programmatic needs.[6] Explain other key selection criteria and any special considerations relevant to your school design.

4. Outline the school's procedures for hiring and dismissing school personnel.

5. Explain how the school instructional leader(s)/administrator(s) will be supported, developed, and evaluated each school year. Provide, as **Attachment 21**, any **leadership evaluation tool(s)** that already exist(s) for the school.

6. Explain how educators will be supported, developed, and evaluated each school year. Provide, as **Attachment 22**, any **educator evaluation tool(s)** that already exist(s) for the school.

7. Explain how the school intends to handle unsatisfactory instructional leadership/administrator

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[6] Please refer to the Alabama Department of Education for guidance regarding how teacher certification and other teacher qualification requirements in the state's accountability plan apply to charter schools.

or educator performance, as well as instructional leadership, administrator, and/or educator changes and turnover.

Network-wide Staffing
(For applicants proposing to replicate an existing school model or to operate multiple schools under a single contract)

1. Complete the following table indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Number of elementary schools					
Number of high schools					
Total schools					
Student enrollment					
Management Organization Positions					
[specify]					
[specify]					
[specify]					
[specify]					
[specify]					
[specify]					
[specify]					
[specify]					
Total back-office FTEs					
Elementary School Staff					
Principals					
Assistant Principals					
Add'l School Leadership Position 1 [specify]					
Add'l School Leadership Position 2 [specify]					
Add'l School Leadership Position 3 [specify]					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized School Staff 1 [specify]					
Specialized School Staff 2 [specify]					

Teacher Aides and Assistants					
School Operations Support Staff					
Total FTEs at elementary schools					
High School Staff					
Principals					
Assistant Principals					
Deans					
Add'l School Leadership Position 1 [specify]					
Add'l School Leadership Position 2 [specify]					
Add'l School Leadership Position 3 [specify]					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized School Staff 1 [specify]					
Specialized School Staff 2 [specify]					
Teacher Aides and Assistants					
School Operations Support Staff					
Total FTEs at high schools					
Total network FTEs					

Network Management
(For applicants proposing to replicate an existing school model or to operate multiple schools under a single contract)

1. Identify the organization's leadership team and their specific roles and responsibilities.

2. Explain any shared or centralized support services the network organization will provide to schools. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? (In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the draft contract to be provided in **Attachment 23**.)

3. Using the table below, summarize school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc.

Function	Network/Management Organization Decision-Making	School Decision-Making
Performance Goals		
Curriculum		
Professional Development		
Data Management and Interim Assessments		
Promotion Criteria		
Culture		
Budgeting, Finance, and Accounting		
Student Recruitment		
School Staff Recruitment and Hiring		
H/R Services (payroll, benefits, etc.)		
Development/ Fundraising		
Community Relations		
I/T		
Facilities Management		
Vendor Management/ Procurement		
Other operational services, if applicable		

Professional Development

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

1. Identify the person or position responsible for professional development.

2. Discuss the components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how educators will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and describe how such time will typically be used.

Network Leadership Pipeline
(For applicants proposing to replicate an existing school model or to operate multiple schools under a single contract)

1. Describe the organization's current or planned process for sourcing and training potential school leaders for schools opening in subsequent years. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

Performance Management

The authorizer will continually monitor the performance and legal compliance of the public charter schools it oversees, including collecting and analyzing data to support ongoing evaluation according to the charter contract. The authorizer shall have the authority to conduct or require oversight activities that enable it to fulfill these responsibilities, including conducting appropriate inquiries and investigations, so long as those activities are consistent with the intent of the Alabama School Choice and Student Opportunity Act, adhere to the terms of the charter contract, and do not unduly prohibit the autonomy granted to public charter schools.

The authorizer shall annually publish and provide, as part of its annual report to the department and the Legislature, a performance report for each public charter school it oversees, in accordance with the performance framework set forth in the charter contract and Alabama Code Section 16-6F-6. The authorizer may require each public charter school it oversees to submit an annual report to assist the authorizer in gathering complete information about each school, consistent with the performance framework.

2. Describe the school's mission-specific educational goals and targets. State goals clearly in terms of the measures or assessments the school plans to use.

3. Describe any mission-specific organizational goals, internal and external measures, and assessments the school plans to use. State goals clearly in terms of the measures or assessments the school plans to use.

4. Describe the assessments the school will use to assess **English Learner (EL)** students (e.g. in-take or benchmarking assessments) and discuss the rationale for choosing those assessments. Clearly state the goals and objectives for acquisition of English language proficiency.

5. Describe the assessments the school will use to assess Spanish language proficiency (e.g., in-take or benchmarking assessments) and discuss the rationale for choosing those assessments. Clearly state the goals and objectives for acquisition of Spanish language proficiency.

5. In addition to all applicable mandatory state assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and applicable state standards.

6. Explain how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

7. Identify who will be responsible for managing the data, interpreting it for classroom educators, and leading or coordinating professional development to improve student achievement.

8. Explain the training and support that school leadership and educators will receive in analyzing, interpreting, and using performance data to improve student learning.

9. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the schoolwide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Facilities

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

Part A. Existing Public Facilities (if available)
1. Describe the basic facilities requirements for accommodating the school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.

2. List anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include, but are not limited to, the following:

Type of Anticipated Specialty Classrooms	Number	Number of Students to be Accommodated at One Time
a. Science lab		
b. Art room (with or without kiln)		
c. Computer lab		
d. Library/media center		
e. Performance/dance room		
f. Auditorium		
g. Other (please list) _____		

List anticipated administrative/support space needs, including the anticipated number of the following:

Anticipated Administrative/Support Space Needs	Number
a. Main office	
b. Satellite office	
c. Work room/copy room	
d. Supplies/storage rooms	
e. Educator work rooms	
f. Other (please list) _____	

List which, if any, of the following are essential to fulfillment of the school's athletic program:

Type	Check if Essential
a. Gymnasium	
b. Locker rooms	
c. Weight rooms	
d. Field(s) (football, soccer, multi-purpose)	
e. Baseball/softball field	
f. Other (please list) _____	

Identify any other significant facilities needs not already specified, including:

a. Playground
b. Large common space for assemblies and other large-group meetings
c. Other special considerations (identify and explain)

Does the applicant have specific desired location(s) different from those being made available by the authorizer?   Yes ☐   No ☐

If yes, and the applicant has a specific facility under consideration, identify by current school name and/or neighborhood (you may add rows to the table as needed).

Desired Location(s):	

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

Desired School Name and/or Neighborhood:	

Please identify funding sources to be used for facility upgrades and/or new construction.

Funding Source(s) for Facility Upgrades and/or New Construction:	

9.   Discuss contingency plans in the event you do not receive a facility from the authorizer.

Part B. Independent Facilities

If you intend to operate in an independent facility, describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, and financing. If you currently hold a facility or have a Memorandum of Understanding or other proof of intent to secure a specific facility, please provide **proof of the commitment** as **Attachment 24**.

1. Briefly describe the facility including location, size, and amenities. Provide, also as **Attachment 24**, supporting documents providing details about the facility, as needed. Public charter school facilities must comply with applicable state, local and authorizer health and safety requirements. In addition, applicants must be prepared to follow applicable city planning review procedures. *NOTE: Public charter school facilities shall comply with Act 2015-3, Section 11. (a), regarding access to Alabama Public School and College Authority (PSCA) funds.*

Start-Up & Ongoing Operations

1. Provide, as **Attachment 25**, a detailed **start-up plan** for the school, specifying tasks, timelines, and responsible individuals.

2. Provide, as **Attachment 26,** the school's **transportation plan** (including field trips, extra-curricular and co-curricular activities, food services, and all other significant operational and auxiliary services).

3. Provide the school's plan for safety and security for students, staff, facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

4. Provide, as **Attachment 27**, a list of the types of **insurance coverage** the school will secure, including a description of the levels of coverage.

Operations Capacity

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

   a. Staffing
   b. Professional development
   c. Performance management
   d. General operations
   e. Facilities management

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

Section 3. Financial Plan & Capacity

Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

2. Describe the roles and responsibilities of the school's administration and governing board for the school finances, and distinguish between each party.

3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.

4. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit, annual financial report, monthly check register, and monthly financial reports.

5. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.

6. Describe the school's plans for obtaining liability insurance to indemnify the school, its board, staff, and educators against tort claims.

7. As **Attachment 28**, present a detailed **budget narrative** that describes assumptions and revenue and expense estimates, including, but not limited to, the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).

   a. Per-Student State Revenue. Use the figures below in developing your budget assumptions.
   b. Anticipated Funding Sources. Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's operation depends.
   c. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
   d. Year one cash flow contingency in the event that revenue projections are not met in advance of opening.
   e. Start-up and five-year budgets with clearly stated assumptions.

   8. Submit the completed **Financial Plan Workbook** as **Attachment 29**. In developing your budget, please use the per-pupil revenue projections provided by the authorizer and included with this application. **Prepare your submission using the Financial Plan Workbook Template provided by BCS**. Complete ALL sheets in the workbook. *NOTE: Applicants for multiple schools should complete all sheets in the workbook for all schools opening in year one.*

Network Financial Plan
(For applicants proposing to replicate an existing school model or to operate multiple schools under a single contract)

1. Describe the roles and responsibilities of the school versus the network with respect to school finances and distinguish between each.

2. Discuss any material audit findings for your organization or any school that you operate.

3. Describe how the organization will provide and publish an independent annual audit of the organization-level financial and administrative operations.

4. Submit, as **Attachment 30**, a detailed **budget for the network level**. Include the following, in individual sheets:

    a. Start-up Budget: The start-up budget should list all anticipated revenue and expenditures for the network in the period leading up to the first fiscal year in which the school(s) listed in this proposal would open. In other words, this budget demonstrates how the organization will support pre-opening activities until the first school(s) proposed in this proposal open.
    b. Year one budget
    c. Startup/year one monthly cash flow projection

5. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

6. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met or are not met on time.

7. Submit, as **Attachment 31**, a clearly labeled **budget narrative for network-level budgets**, including detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which budgets will rely on variable income (e.g., grants, donations, fundraising) and how the organization will meet fundraising goals. Include the following:
    a. Anticipated Funding Sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the network's core operation depends.
    b. Discuss contingency plans to meet financial needs if anticipated revenues are not received or are lower than estimated.
    c. Year one cash flow contingency, in the event that revenue projections are not met in advance of the proposed school(s) opening.

Financial Management Capacity

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

    a. Financial management.
    b. Fundraising and development.
    c. Accounting and internal controls.

List of Addenda

The following addenda should be completed as applicable by start-up operators. Note that some addenda require additional attachments.

1. **Addendum 1**: For proposals from applicants using EDUCATION SERVICE PROVIDERS
    1. Attachment ESP-1: ESP audited financial statements and annual report
    2. Attachment ESP-2: ESP contract

Addendum 1: For applicants using EDUCATION SERVICE PROVIDERS
(Limit 10 pages)

This addendum is required of every operator that proposes school operation or management via contract with a third-party education service provider (ESP).

An ESP is any third-party entity that provides comprehensive education management services to a school VIA CONTRACT with the school's governing board. (In essence, an ESP does not propose to hold the charter, but rather to contract with the charter holder.)

Complete each section as applicable. All applicable sections of this addendum MUST be completed in order for the proposal as a whole to be deemed complete. If an applicant believes that a particular question in this section is not applicable to their proposal, the applicant should so state AND explain why the applicant believes the particular question does not apply. If a question has been thoroughly answered earlier in the narrative proposal, the applicant should so state AND reference the section, question number, and page number. If an applicant is unsure as to whether or not a particular section is required, it is the responsibility of the applicant to contact BCS for guidance.

ESP Selection

1. Explain why the applicant is seeking to contract with an ESP rather than operate the school(s) directly.

2. Explain how and why the ESP was selected, including when and how the applicant learned of the ESP, which other ESPs were considered, why the ESP was selected over other ESPs, and what due diligence was conducted.

ESP Prior History

1. Explain the ESP's success in serving student populations similar to the target population of the school, including demonstrated academic achievement. Describe the ESP's demonstrated academic track record as well as successful management of non-academic school functions (e.g., back-office services, school operations, extracurricular programs). Provide summary information from reference checks conducted by the applicant (regarding the third-party ESP), identifying each reference.

2. List all schools currently or formerly operated by the ESP. Identify those schools that serve the same grade levels *and* student populations demographically similar to the anticipated population of the proposed school. Include name, year opened, contact information, location, number of students, and contact information for the authorizer for each currently operating school.

3. Provide evidence of the financial health of the ESP. Attach as **Attachment ESP-1** the most recent **independent financial audit report of the ESP and its most recent annual report**.

4. List and explain any management contract terminations as well as any charter revocations, non-renewals, or withdrawals/non-openings that the proposed ESP has experienced in the past five (5) years.

Legal Relationship with ESP

1. Provide evidence that the board is independent from the ESP and self-governing, including evidence of independent legal representation and arm's-length negotiating.

2. Describe any existing or potential conflicts of interest between the school's governing board, proposed school employees, proposed ESP, and any affiliated business entities.

3. List all subsidiaries or related entities that are affiliated or owned in whole or in part by the ESP, and identify the nature of those entities' business activities.

4. Explain whether the school has or will have any relationship with or receive any services from any of the entities listed in the previous question.

5. Explain the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the charter school board will oversee the ESP's supervisory responsibilities.

6. If the school's governing board intends to execute promissory notes or other negotiable instruments, or enter into a lease, lease-purchase agreement, or any other facility or financing relationships with the ESP, provide evidence that such agreements are separately documented and not part of or incorporated in the school management contract. Any facility or financing agreements must be consistent with the school governing board's authority and practical ability to terminate the management agreement and continue operation of the school.

7. Describe and provide documentation of any loans, grants, or investments made between the ESP and the school, including an explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the school.

ESP Management Plan

1. Provide a detailed description of the roles and responsibilities of the ESP.

2. Describe the scope of services and costs of all resources to be provided by the ESP.

3. Describe the oversight and evaluation methods that the Board will use to oversee the ESP. What are the school-wide and student achievement results that the management organization is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals? Will there be an external evaluator to assess the ESP's performance? What are the conditions, standards, and procedures for board intervention, if the management organization's performance is deemed unsatisfactory?

4. Describe the compensation structure and payment schedule, including clear identification of all fees, bonuses, and any other compensation to be paid to the ESP.

5. Describe the respective financial responsibilities of the school governing board and the ESP. Who will own property purchased with public funds? Which operating and capital expenditures will each party be responsible for? What types of spending decisions can the management organization make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?

6. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract. How often will the management agreement be renewed? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the school terminate the management agreement for cause, and without cause? List any indemnification provisions in the event of default or breach by either party.

7. Describe the plan for the operation of the school in the event of termination of the management agreement.

8. Provide as **Attachment ESP-2** a draft of the **proposed management agreement** with the ESP.

List of Exhibits

Exhibit A: Evaluation Criteria
Exhibit B: Sample Curriculum Description Table
Exhibit C: Sample Scope and Sequence Summary
Exhibit D: Sample Curriculum Map

Exhibit A: Evaluation Criteria

Introduction

The 2016 BCS Charter School Proposal Evaluation process consists of the following:

Evaluation Team Review

A team of evaluators will evaluate each proposal in its entirety. They will work both independently and as a team to analyze the proposal and discuss their findings based on the written materials in advance of the interview. During an in-person capacity interview, applicants will have the opportunity to present their plan and demonstrate capacity to open and maintain a high-quality charter school as well as to answer specific questions about their proposal. This document forms the basis for this stage of the evaluation process.

The Evaluation Process

The Evaluation Criteria are the essential tools for proposal evaluators, used in both their individual and team assessments of each proposal. The evaluators present both ratings on a scale and narrative analysis of each section of the proposal as compared to the evaluation criteria. Throughout the evaluation process, evaluators will update their analysis to include additional information (due diligence, capacity interview, etc.) as it is presented. Within each section, specific criteria define the expectations for a response that "Meets the Standard." **In addition to meeting the criteria that are specific to that section, each part of the proposal should align with the overall mission, budget, and other sections of the proposal.**

In general, the following definitions guide evaluator ratings:

Rating	Characteristics
Meets the Standard	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.
Partially Meets the Standard	The response meets the criteria in many respects, but lacks detail and/or requires additional information in one or more areas.
Does Not Meet the Standard	The response meets the criteria in some respects but has substantial gaps in a number of areas.
Falls Far Below the Standard	The response is wholly undeveloped or significantly 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.

A proposal that merits a recommendation for approval should present a clear, realistic picture of how the school expects to operate; be detailed in how this school will raise student achievement; and inspire confidence in the applicant's capacity to successfully implement the proposed academic and operational plans.

Evidence of Capacity

Throughout the proposal, evaluators will assess the evidence that the applicant team has the capacity to execute the plan as presented. In total, a high quality proposal will demonstrate evidence that the team has the capacity needed in all key areas in order to open and operate a charter school that improves academic outcomes for students.

- Individual and collective qualifications (documented, for example, by resumes and biographies for all members) to implement the Education Plan successfully, including

capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement.
- Individual and collective qualifications for implementing the Organizational Plan successfully, including capacity in areas such as staffing, professional development, performance management, school start-up, general operations, and facilities management.
- Individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as financial management, fundraising and development, accounting, and internal controls.

Executive Summary

This section is not rated separately by the evaluators. It provides the evaluators with a reference for each of the other sections of the proposal, which will be assessed, in part, for the quality of alignment with the School Overview.

Section 1: Educational Program Design & Capacity

A strong Educational Program Design is coherent overall and aligned internally with the school's mission and vision, Operations Plan, and Financial Plan. A strong plan will have the following characteristics:

Education Program Overview

This section is not rated separately by the evaluators. It provides the evaluators with a reference for each of the other subsections of the Educational Program, which will be assessed, in part, for the quality of alignment.

Curriculum and Instructional Design

- Framework for a rigorous, high-quality, dual-language Spanish immersion model that reflects the needs of the school's target population and will ensure all students, particularly at-risk students, meet or exceed the expectations of applicable state standards.
- Sound rationale for selecting the dual-language Spanish immersion model and explain of how the model's resources and structures will support its successful implementation.
- Comprehensive, quality curriculum overview that includes a sample course scope and sequence for one subject for one grade for each division (elementary, middle, high school) the school would serve, and demonstrated alignment of course outcomes with applicable standards. Sound curricular choices, by subject, including reasonable evidence the curriculum will be appropriate and effective for the targeted students.
- Sound instructional strategies and explanation of why they are well suited for the targeted student population, including effective methods and systems for providing differentiated instruction to meet the needs of all students.
- Evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population.

Curriculum and Instructional Design Supplement
(For applicants proposing to replicate an existing school model or to operate multiple schools under a single contract)
- Clear and compelling description of the organization's approach to replicating and implementing the school model, including curriculum and instructional design among multiple

schools.
- Sensible rationale and identified resources for any key educational features that would differ from the organization's current model.

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

High School Graduation Requirements *(if applicable)*
- Clear, persuasive explanation of how the school's graduation requirements will ensure student readiness for college or other post-secondary opportunities (trade school, military service, or entering the workforce).

School Calendar and Schedule
- School calendar and daily and weekly schedules meet or exceed minimum state requirements regarding annual instructional time.
- Schedules and calendar align with the educational program; demonstrate that they are conducive to improving student learning.

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

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

Special Populations and At-Risk Students

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

Student Recruitment and Enrollment

- Enrollment Policy complies with state law and that ensures the school will be open to all eligible students.
- Comprehensive recruitment efforts that align with the ideal composition of students the dual-language Spanish immersion program requires to be successful.
- Sound and thoughtful student recruitment and marketing plan, timeline, and Enrollment Policy that will reach and engage both native English and native Spanish speakers, and that will also provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.

Student Discipline

- Student discipline policy that provides for appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals, promoting a strong school culture while respecting student rights.
- Legally sound policies for student discipline, suspension and expulsion that do not indicate students will be removed in an inappropriate manner, as well as appeals, including proper processes for students with disabilities.
- Appropriate plan for disseminating the discipline policy to teachers, parents and students.

Parent and Community Involvement

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

Educational Program Capacity

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

Performance Track Record
(For applicants proposing to replicate an existing school model or to operate multiple schools under a single contract)

- Complete information provided for all schools in the organization's portfolio as required by the Existing Schools Information Template attachment.
  - Strong academic, financial, and organizational performance for schools in the

organization's portfolio, particularly for those schools using similar models and serving student populations similar to the proposed schools (based on due diligence).

• Thoughtful discussion of a high-performing school in the network, including the evidence basis for judging the school as high-performing; causes for success; challenges overcome; and how the school's effective practices have been implemented elsewhere in the network

• Thoughtful discussion of a less-than-satisfactory school in the network, including the evidence basis for judging the school unsatisfactory; causes of problems; and specific strategies and expectations (performance levels and timeframe) for improvement.

• Satisfactory performance record and demonstrated capacity to learn from past challenges/mistakes

Section 2: Operations Plan & Capacity

A strong Operations Plan is coherent overall and aligned internally with the school's mission and vision, Educational Program, and Financial Plan. A strong plan will have the following characteristics:

Legal Status and Governing Documents
• Proposed school's legal status and structure are in compliance with state law.
• Governing bylaws, policies, and procedures are comprehensive and sound.

Organization Charts
• Clearly indicate all positions in all years, including any changes in reporting/authority over time.
• Delineates appropriate board and management roles and lines of authority.

Governing Board
• Effective governance structure for network and school governance, whether each school will have an independent board or there will be one or more boards overseeing multiple schools. Well-planned board(s) size, powers, duties, and current and desired composition (including diverse expertise and effective representation) that will foster school(s)/network success.
• (If applicable) Clear division of duties if there will be multiple boards serving multiple schools.
• Clear, appropriate plans for the board(s) to evaluate the success of the school(s) and school leader(s).
• Proposed board members who demonstrate (as documented by resumes, bios, and Board Information sheets for all currently-identified proposed members): (a) will, capacity and commitment to govern the school(s)/network effectively; and (b) shared vision, purposes and expectations for the school(s)/network.
• Evidence that the proposed governing board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school including educational, financial, legal, and community experience and expertise.
• (If applicable) Sound, timely plan for creating or transitioning to the school governing board.
• (If applicant is an existing nonprofit organization other than a charter school governing board) Sound plan for transforming existing board to assume its new duties or forming a new board.

- Other effective governance procedures, including planned frequency of meetings and standing committees.
- Appropriate proposed Code of Ethics and Conflict of Interest policy/procedures that will minimize real or perceived conflicts.
- Sound plan and timeline for board recruitment, expansion, orientation of new members, and ongoing training for members. Plan should include a thoughtful identification of desired experience and capacities.
- (If applicable) If there will be a network-level board, plan for clear identification and plan for addressing board development needs relative to growth.

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

Grievance Process
- Fair, accessible grievance process for parents and students.

Network Governance and Legal Status
(For applicants proposing to replicate an existing school model or to operate multiple schools under a single contract)
- Proposed school's legal status and structure are in compliance with state law.
- Governing bylaws, policies, and procedures are comprehensive and sound.
- Clear description of an effective governance structure at both the network and individual school levels, including an explanation of whether each school/campus will have an independent governing board, whether there will be a single network-level board governing multiple schools, or both a network-level board and boards at individual schools.
- *(If applicable)* Clear description of the organizational relationship between the network-level board and boards at each school, including the legal status of each board, and the scope of authority of each.
- *(If applicable)* Clear description of an effective governance structure in the absence of a network-level board.
- *(If applicable)* Clear, appropriate plans for the board(s) to evaluate the success of the school(s) and school leader(s).
- Clear, sensible, complete organization charts depicting the governance and management structure for (a) the _network_ as a whole (including both network management and schools within the network) in _Years 1, 3, and 5_; and (b) the _school model_ (one school) in _Year 1_ and _at full expansion_. The charts should delineate sound assignment of roles and responsibilities – and clear lines of authority among – (as applicable) the board, all management staff, any related bodies or councils, and any external organizations that will play a management role. The charts should also present clear lines of authority and reporting within the school(s). ***Evaluators will consider these organizational charts in tandem with those presented in the application.***
- Sound, clear plan for managing the relationship between the governing board and school administration.
- *(If applicable)* Sound, timely plan for enlarging or otherwise changing the governing board to govern multiple schools, including a sound plan and timeline for board recruitment, expansion, orientation of new members, and ongoing training for members. Plan should include a thoughtful identification of desired experience and capacities beyond what the

board already possesses and necessary for the governance of multiple schools.
- *(If applicable) If there will be a network-level board,* plan for clear identification and plan for addressing board development needs relative to growth.

Staff Structure
- Sensible staffing rollout plan for the school model(s) aligned with the educational program and conducive to school success.
- Effective structure and strategies for managing the administration-staff relationship.

Network Vision, Growth Plan, and Capacity
(For applicants proposing to replicate an existing school model or to operate multiple schools under a single contract)
- Well-defined, thoughtful strategic vision and five-year growth plan for developing new schools locally and elsewhere, if applicable. This should include: years of opening; number and types of schools; all currently targeted markets/communities and criteria for selecting them; and projected numbers of students.
- *(If the organization's growth plan includes areas outside of Alabama)* Meaningful focus on schools in Alabama and commitment of organizational resources to support quality school replication as proposed.
- Demonstrated financial, organizational, and management capacity to execute the school replication plan successfully – and to support and ensure the quality and long-term success of all proposed schools – as evidenced by:
  - The organization's annual report for the last two years;
  - A sound, well-developed business plan;
  - Sound description of tasks and timelines for building or deploying organizational capacity to support the proposed schools; and
  - Successful school development, management, and replication experience.
- Demonstrated ability to learn from past school management/replication challenges, including thoughtful discussion of specific challenges and mitigation strategies.
- Thoughtful consideration of risks and challenges to achieving desired outcomes in Alabama over the next five years and realistic, effective strategies for addressing them.

Staffing Plans, Hiring, Management, and Evaluation
- Compensation packages, system, and strategy that are likely to attract and retain strong staff.
- Recruitment and hiring strategy, criteria, timeline, and procedures for recruiting and hiring teaching staff who are well-qualified in terms of both the school's legal obligations (state and federal requirements for being "Highly Qualified") and the model's programmatic needs (competency in both foreign language and subject area of instruction).
- Plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff.
- Sensible allocation of school vs. network responsibilities for staffing.
- Leadership and teacher evaluation tools that are likely to be effective.
- Effective planning for unsatisfactory leadership/teacher performance and turnover.

Network-wide Staffing

(For applicants proposing to replicate an existing school model or to operate multiple schools under a single contract)

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

Network Management

(For applicants proposing to replicate an existing school model or to operate multiple schools under a single contract)

- Highly capable network leadership team with sensibly defined roles and responsibilities and demonstrated capacity to lead the short- and long-term success of the school(s) as part of the growing network.
- Sound plan and structure for any shared or centralized support services, including description of services, network staffing, costs (amount and allocation aligned with budget), and specific service goals.
- Clear, effective assignment of school- and organization-level decision-making responsibility for key functions such as curriculum, culture, staffing, etc.

Professional Development

- Professional development standards, opportunities, leadership, and calendar/scheduling that effectively support the education program and are likely to maximize success in improving student achievement, including an induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program.

Network Leadership Pipeline

(For applicants proposing to replicate an existing school model or to operate multiple schools under a single contract)

- Sound plans for sourcing and training potential leaders for future schools and for developing a pipeline of potential leaders for the network.
- Existing leadership pipeline is adequate to meet growth projections and includes strong candidates for future schools.

Performance Management

- *(**Optional; may be <u>network-level</u> or <u>school-level</u>**)* Meaningful mission-specific educational and/or organizational goals and targets, which are measurable or demonstrable by externally credible measures or assessments.
- Quality interim assessments that are aligned with (each) school's curriculum, performance goals, and state standards.
- Specific, quality assessments that are used to assess English Learner (EL) students and that align with the stated goals and objectives for acquisition of English proficiency.
- Specific, quality assessments that are used to assess Spanish language proficiency and that align with the stated goals and objectives for acquisition of Spanish proficiency.
- Effective plan (including qualified personnel) and system for measuring and evaluating academic progress – of individual students, student cohorts, each school, and the network as a whole – throughout the school year, at the end of each academic year, and for the charter term.
- Comprehensive, effective plan (including qualified personnel) and system for collecting and analyzing student academic achievement data, using the data to refine and improve instruction – including providing training and support to school leadership and teachers – and

reporting the data to the school community. This should include identification of the student data system to be used, as well as qualified personnel who will be responsible for managing and interpreting the data for teachers and leading or coordinating data-driven professional development.

- Thoughtful, appropriate corrective actions the school and network will take if either falls short of BCS's (or the operator's) goals at any level, including explanation of what would trigger such actions and who would implement them.
- Sound plan for monitoring performance of the portfolio as a whole and thoughtfully considering portfolio performance in decisions regarding continued growth and replication.

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

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

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

Section 3: Financial Plan & Capacity
A strong Financial Plan is coherent overall and aligned internally with the school's mission and vision, Educational Program, and Organization Plan. A strong plan will have the following characteristics:

Financial Plan
- Draft financial procedures policy or other reasonable assurance that the operator will have sound systems, policies and processes for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls, ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits.
- Evidence that the school's leadership has a strong understanding of the appropriate delineation of roles and responsibilities among the administration and governing board regarding school finance.

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

Network Financial Plan

(For applicants proposing to replicate an existing school model or to operate multiple schools under a single contract)

Evaluators will consider the elements of this section in tandem with the Financial Plan section of the application.

- Evidence of the financial health and sustainability of the organization as demonstrated by audited financials.
- Financial procedures, policies, or other reasonable assurance that the organization has sound systems, policies and processes for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls, ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits.
- Evidence that the school's leadership (including the governing board) has a strong understanding of appropriate delineation of roles and responsibilities regarding school finance among the school administration, network, and governing board(s).
- Complete, realistic, and viable start-up and five-year operating budgets for the network.
- Detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable).
- Sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Financial Management Capacity

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

Criteria for Addendum 1. Education Service Providers

A strong proposal using an Education Service Provider, regardless of the composition of the applicant team/organizations is coherent overall and aligned internally with the school's mission and vision, Educational Program, Organization Plan, and Financial Plan. A strong plan will have the following characteristics:

ESP Selection
- Compelling justification for the applicant organization's decision to contract with an ESP rather than operate the school(s) directly.
- Compelling explanation of how and why this specific ESP was selected including when and how the applicant learned of the ESP, which other ESPs were considered, why the ESP was selected over other ESPs, and what due diligence was conducted.

ESP Prior History
- Evidence of the ESP's success in serving populations similar to the population that the applicant intends to serve, including evidence of academic success and successful management of non-academic school functions (e.g., back- office services, school operations, extracurricular programs).
- Evidence that the applicant conducted reference checks on the ESP.
- Evidence of the financial health of the ESP as demonstrated through an independent financial audit report and its most recent annual report.
- No evidence of any management contract terminations or charter revocations, non-renewals, withdrawals, or failures to open.

Legal Relationship with ESP
- Evidence that the board is independent from the ESP and self-governing, including separate legal representation of each and arms-length negotiating.
- No existing or potential conflicts of interest between the school's governing board and proposed ESP or any affiliated business entities.
- No unexplained or unjustified relationships between the school and any subsidiary or related entities of the ESP.
- Clear and detailed explanation of the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the charter school board will oversee the ESP supervisory responsibilities.
- Detailed explanation and compelling justification of any lease, promissory notes or other negotiable instruments, any lease-purchase agreements or other financing relationships with the ESP, including evidence that such agreements are separately documented and not part of or incorporated in the ESP agreement. Such agreements must be consistent with the school's authority to terminate the ESP agreement and continue operation of the school.
- Detailed explanation and compelling justification of any loans, grants, or investments made between the ESP and the school, including an explanation and justification of how any such loans, grants, or investments may be initiated, repaid, and refused by the school.

- Detailed description of the roles and responsibilities of the ESP.
- Detailed explanation the scope of services and costs of all resources to be provided by the ESP.
- Detailed description of the oversight and evaluation methods that the board will use to oversee the ESP, including school-wide and student achievement results which the management organization is responsible for achieving, and a description of how often, and in what ways, the board will review and evaluate the ESP's progress toward achieving agreed-upon goals?
- Detailed explanation of the conditions, standards, and procedures for board intervention, if the management organization's performance is deemed unsatisfactory.
- Detailed explanation of the compensation structure, including clear identification of all fees to be paid to the ESP and the schedule on which the ESP will receive compensation.
- Detailed explanation of the financial responsibilities of the ESP, including the ownership of items purchased with public funds, including which operating and capital expenditures each party will be responsible for assuming, what types of spending decisions the ESP can make without obtaining board approval, and what reports ESP submit to the board on financial performance, and on what schedule.
- Detailed description of the duration, renewal and termination of the management agreement, including how often the management agreement may be renewed, the conditions that both the ESP and the school must satisfy for the management agreement to be renewed and the procedures for determining whether the management agreement will be renewed.
- Detailed description of the grounds for which the ESP or the school can terminate the management agreement for cause (including provisions for notice to the other party, and any conditions under which either party may terminate the management agreement without cause.
- Explanation and justification of any indemnification provisions in the event of default or breach by either party.
- A compelling plan for the operation of the school in the case that the management agreement is terminated.

In reviewing the draft management agreement presented as an attachment to the application, evaluators will look for provisions that align with the descriptions and explanations evaluated under the Legal Relationships and Organizational Structure sections above. A sound management agreement also will have the following characteristics:

- Clearly defined terms.
- Fairly and reasonably distributed rights and responsibilities.
- Evidence of equitable bargaining power and balanced contractual authority.
- Does not include financial transactions (loans/grants/leases).
- Includes the following key areas: Roles and Responsibilities; Contract Duration, Renewal and Termination; Performance Oversight and Evaluation; Compensation and Finances; Intellectual and Physical Property; Contingency Planning for Terminated Contracts.

Exhibit B: Sample Curriculum Description Table

Content Area	Publisher/Product	Rationale for Selection
Grade Level:		
ELA		
Math	Connected Mathematics	*Connected Mathematics* is a constructivist, problem-centered middle school math curriculum that asks students to spend significant portions of time solving problems in contexts that require thinking, planning, reasoning, computing, and evaluating. Problem-centered math helps students make sense of and retrieve math concepts more readily. *Connected Math* focuses on depth of understanding, as well as on developing the necessary habits of mind that are conducive to the long-term study of mathematics. An independent study conducted by Claremont Graduate University's Institute of Organizational and Program Evaluation Research, reported that Connected Mathematics students demonstrated significantly greater gains in problem-solving, math communication, and math reasoning strategies than their peers using other math programs as evidenced by performance on the Balanced Assessment of Mathematics (BAM.)
	ST Math	Created by the MIND Research Institute, ST Math provides game based, visual math instruction. This interactive program adapts to students' mastery as they progress through various skills and concepts targeted to their needs. ST Math focuses on improving conceptual learning and problem solving by visually representing concepts students learn during traditional instruction. Schools that use ST Math achieve at least double the growth in math proficiency than comparable schools.
Science		
Social Studies		
Other (specify)		
Grade Level:		
ELA		
Math		
Science		
Social Studies		
Other (specify)		

Exhibit C: Sample Scope and Sequence Summary

	Core Academic Program Scope and Sequence				
	ELA	**MATH**	**SCIENCE**	**SOCIAL STUDIES**	**SPANISH**
9	**English Language Arts I: Classics across genres** Higher level of analysis of the novel, drama (Shakespeare), poetry, memoir, literary elements, speeches, short stories, nonfiction, crafting an argument	**Geometry** Graphing and the relations between equations and graphs, including points, lines, polynomials, circles, and other curves, graphing inequalities, slope, properties and relations of plane figures, circles, triangles and other polygons, transformations and proofs **--OR--** **Algebra I**	**Biology I** Matter, chemical building block of life, cell structure and life processes, genetics, DNA, classification of life, evolution, human body systems, biodiversity	**Contemporary US History and Civics** WWII and the Holocaust, the Cold War, the 1950s, cultural revolutions, Civil Rights, social policy, the 80s, 9/11 and post 9/11 US, Civics	**Spanish I**
10					
11					
12					

	Non- Core Academic Program Scope and Sequence		
	PHYSICAL EDUCATION	**ACADEMIC ELECTIVES**	**FINE ARTS ELECTIVES**
9	**Health and Fitness I** Cardio, muscular development, team sports, yoga, dance, separate and co-gender sex-ed	Creative Writing Architecture	Visual Art, Choir or Band, Theatre
10			
11			
12			

Exhibit D: Sample Curriculum Map

9th Grade English Language Arts Curriculum Map			
Unit 1: Literary Elements and the Short Story (6 weeks – Aug- Sept.)			
Standards	**Objectives**	**Key Concepts/Vocabulary**	**Suggested Resources**
RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9– 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **L.9-10.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. **L.9-10.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	• Identify and explain plot structure (i.e., exposition, rising action, crisis/climax, falling action, resolution/denouement) in short stories. • Understand and explain why plots in short stories usually focus on a single event. • Analyze how authors create the setting in a short story. • Define the concept of theme and identify the theme(s) in stories read. • Identify and explain characterization techniques in short stories. • Identify and explain the use of figurative language in short stories. • Analyze how authors create tone in short stories. • Identify the point of view in a short story and analyze how point of view affects the reader's interpretation of the story. • Write a coherent essay of literary analysis with a clear thesis statement, at least three pieces of evidence from texts, and a strong introduction and conclusion. • Define and refine research questions; cite sources accurately, distinguishing between paraphrasing and quoting.	Reading: • Character, characterization • Figurative language • Irony (e.g., dramatic, situational, verbal) • Narrator (reliable and unreliable) • Parable • Plot (i.e., exposition, rising action, crisis/climax, falling action, resolution/ denouement) • Point of view • Sensory language • Setting • Style • Symbol, symbolism • Theme • Tone Writing: • Review parts of speech (Verbs: principal parts of verbs, especially irregular past and past participles; simple, perfect, and progressive tenses; agreement of subject and verb, especially with collective nouns Nouns: common, proper, concrete, abstract, countable, collective, compound, possessive, gerunds) • Review capitalization of common and proper nouns	"The Tell Tale Heart" by Edgar Allan Poe "The Gift of the Magi" by O Henry "New African" from *Sarah Phillips* by Andrea Lee "Between the Pool and the Gardenias" from *Krik Krak* by Edwidge Danticat

Assessments/Activities
Literary Analysis Essay – Select a short story and write an essay that analyzes how a particular literary element plays a part in the essence and workings of one of the chosen stories. State your thesis clearly and include at least three pieces of evidence to support it. Your teacher may give you the opportunity to write your first draft on a shared online document and receive feedback from classmates before publication. (RL.9-10.1, W.9-10.2)
Parts of Speech Review – Select a paragraph from the novel and identify all the verbs. Name the tense of each verb you find. (L.9-10.3)
Look at a photograph, painting, or magazine advertisement for at least three minutes. On a piece of paper, draw two intersecting lines to make four squares (one for each category: people, places, things, and ideas). In each square, list the nouns by category that you see in the image. Note whether they are abstract or concrete nouns. Identify the nouns in the Language Usage Activity and determine whether they are common or proper nouns; capitalize them if necessary. (L.9-10.2, L.9-10.3)
Informative Writing - Discuss the "slow motion" depiction of the murder in Poe's "The Tell-Tale Heart" and consider how Poe's craft affects the relationship between the narrator and his victim. State your thesis clearly and include at least three pieces of evidence to support it. (RL.9-10.4, W.9-10.2)