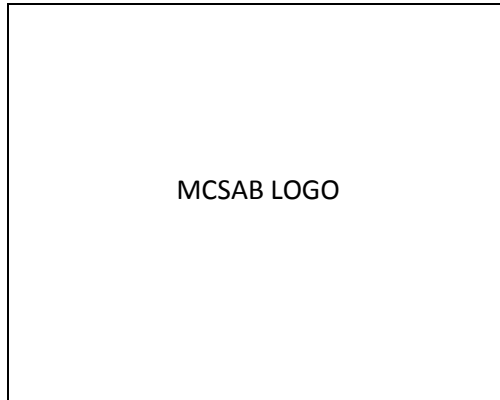


Charter School Application Guide 2013



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TABLE OF CONTENTS

INSTRUCTIONS3
EXECUTIVE SUMMARY7
Section I. CULTURE10
Section II. LEADERSHIP13
Section III: EDUCATION PROGRAM.....15
Section IV: TEACHING20
Section V: GOVERNANCE22
Section VI: WAIVERS (as needed)24
Optional Section VII: Conversion Schools26
Optional Section VIII: ESP Relationship27
Appendix A: Letter of Intent- Charter School29
Appendix B: Charter School Board Member Questionnaire30
Appendix C: School Facility Questionnaire – Charter School34
Appendix D: Applicant Checklist36

INSTRUCTIONS

The Mississippi Charter School Authorizer Board (MCSAB) invites proposals for high-quality charter schools seeking to open for planning for the 2014-2015 school year, or thereafter. MCSAB will give preference to applications for schools intended to help underserved students.

All applications should reflect how the proposed charter school will:

- 1) improve student learning;
- 2) close achievement gaps between high- and low-performing groups;
- 3) increase educational opportunities for all students, but especially for those with a likelihood of academic failure;
- 4) allow teachers and school administrators to have a direct voice in the operation of the school;
- 5) encourage the use of high-quality models of teaching, governing and scheduling;
- 6) provide for exceptional levels of results driven accountability;
- 7) create expanded opportunities for involvement in the education system by students, parents and community members; and
- 8) encourage the replication of successful charter schools.

All new schools approved through this process will be public schools within the Mississippi public education system in accordance with The Mississippi Charter Schools Act of 2013.

Process Overview & Materials

DATE	ACTIVITY
22-Nov	MCSAB Releases RFP & Application
22-Jan	Letter of Intent Due
27-Jan	Bidders Conference in Jackson or Remotely via Webinar
14-March	Application Due
21-March	Effectuated School Districts Notified
28-March	Application Reviewed for Completeness
11-April	Application Revisions Due
15-April	Capacity Interviews Begin
27-May	Capacity Interviews End
30-May	Final Review
2-June	Vote on Acceptance/Acceptance w/ Amendments/Deny
10-June	If needed, Amended Application Due
16-June	Amended Application Accepted/Denied
17-June	Contract Negotiations Begin
27-June	Contract Finalized

Application Content & Review Process: The Mississippi Charter Schools Act designates the contents required in a charter school application as well as the process for which a group of parents, teachers, and/or community members may apply for a charter school. MS Code 037-0165-0027 Section 8 details the performance framework that is required to be included in a charter school application. These application components are included within the framework of this application guide.

Letter of Intent: All applicants are required to submit a Letter of Intent (LOI) prior to submitting a complete application. The Letter of Intent template is available in Appendix A. This provides formal notice to MCSAB regarding applicants' intention to submit an application to open a public charter school for a planning year in 2014-15, and to begin accepting students in the 2015-2016 school year. This letter is non-binding.

Complete Application:

- 1) **Proposal Narrative:** The narrative section herein seeks information about all major aspects of the proposed school. A complete application must include each section outlined in this application document (e.g., Executive Summary, Section I Culture, etc.). Within the narrative of each section, please use the outline headings that have been provided.
- 2) **Budget Forms:** All proposals must be accompanied by completed budget forms using the template provided by the MCSAB, which can be found at URL. Submit only electronic copies of the budget form (no paper based copy needed) and a paper based copy of the budget narrative.
- 3) **Appendices:** Submit only those appendices that are referenced in this application. Additional material beyond the narrative and appendices referenced in the application will not be considered.

Subsequent Information: Immediately upon receipt of the application, MCSAB will review materials for completeness. If it is determined that all relevant sections or materials have not been submitted, immediate notification will be made. The requested materials must be submitted within 15 days. After that time, MCSAB will not accept any additional materials. This includes email explanations, alterations to the plan, and/or comments to staff or board members. The plan submitted is considered final, unless MCSAB requests amendments following capacity interviews and final review.

Formatting and Submission Requirements

- Two hard copies of the final application are required upon submission, and each application is to be submitted in a 3-ring binder. One electronic application must be submitted. Each copy, whether on a flash drive or paper copy, must have appropriate signatures.
- The budget form must be submitted in Microsoft Excel, in electronic form only, using the template provided.
- Font must be either Arial or Times New Roman, with one-inch page margins, single-spaced, no smaller than 11 point font.
- Each section of the application must adhere to the page limits as indicated in the application. Attachments requested do not count against the page limit.
- Each section of the application should be labeled and tabbed, and numbered consecutively. A table of contents is required.
- The proposal must include the name of the proposed school on the outside spine of the binder.
- Templates and forms for Appendices A-D are provided in the back of this application guide to be filled out and included as part of the application. .

- If a particular question is not applicable to the proposal, please respond “Not Applicable.” ***A statement as to why the question is not applicable to the proposal may be needed.***

Deliver Letter of Intent by 5:00pm CT on January 22, 2014 via fax, e-mail, or mail and deliver Application by 5:00pm CT on March 14, 2014* to:

Mississippi Charter School Authorizer Board

Mailing Address

City, State, Zip

Email address

***No late submissions will be accepted.**

Application Review

Completed applications will be reviewed by a team of professionals, including each member of the Authorizer Board, and regional external experts. The Mississippi Charter Schools Act of 2013 ensures that multiple areas of expertise are represented on the Authorizer Board:

- Public and Nonprofit Governance
- Management and Finance
- Public School Leadership
- Assessment, Curriculum, and Instruction
- Public Education Law

The MCSAB works collectively to assess the quality of each application using a standards-based rubric that identifies quality criteria within a variety of domains. Each of these domains is represented in an application section, detailed below. MCSAB’s quality criteria have been established in partnership with a variety of local and national experts and in consultation with exemplars and best-practice research. The rubric used to evaluate this application is available on the MCSAB website at URL.

Teams with applications meeting or exceeding the standard in four of five criteria will be invited along with their founding leadership team/ board to participate in a capacity interview, the final phase of the application process. The primary purpose of the interview is to assess the capacity of the board to effectively oversee the school’s program, organizational viability, and finances. The interview is also designed to determine the group’s understanding of academic and fiscal accountability, and of the characteristics of the students and region the team plans to serve. The capacity interview will also provide an opportunity for the application reviewers to pose questions generated during the application review process.

If approved for a charter school, teams should engage in one academic year of planning. The MCSAB will request a mid-year and end-year readiness evaluation during this planning year to assess whether school teams have completed adequate preparation in order to begin receiving students.

If you have questions or concerns during the process, please contact **Executive Director’s** Name, E-mail, Phone Number. Do not contact members of the Charter Authorizer Board.

EXECUTIVE SUMMARY

Essential Information Form

Name of Proposed School	
School Type	Charter
Conversion or New Start	
Grade Configuration	
Model or Focus (e.g., Arts, College Prep, etc.)	
Proposed Region and Home School District	
Primary Contact Person (name, email)	

Enrollment Projections: *Delete unnecessary rows and/or provide additional columns if the school will not reach full enrollment by year five. Project student headcount (not funded FTEs).*

GRADE	2015-16	2016-17	2017-18	2018-19	2019-20
ECE					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
Total # students					

Student Demographics: Based on regional preference, project the demographic makeup of the school in terms of students who qualify for free or reduced lunch, receive special education services, and are English Language Learners.

	FRL %	SPED %	ELL %
Projected Demographics			

Executive Summary Narrative (4 page limit):

Address the following questions briefly in a narrative format. Please use the outline numbering and headers provided below, but do not repeat the questions

- I. Culture:** What is the mission of the school? What outreach has been conducted to engage prospective parents, teachers and pupils within this region? How many Intent to Enroll Forms have been completed?
- II. Leadership:** What critical qualifications, credentials and attributes have been identified for the school leader? Is there an identified candidate for the leader? If so, please provide a short bio for that leader. Applicants are required to provide proof of United States citizenship on identified members of the school leadership team. Please provide proof as an attachment to this Executive Summary Narrative.
- III. Education Plan:** Provide a brief overview of the education program of the proposed school, including major instructional methods, key program components and assessment strategies.
- IV. Teaching:** Explain how teacher effectiveness will be supported through evaluations and professional development.
- V. Governance:** Briefly outline the role of the Board with regard to school governance and academic oversight. Explain the rationale for seeking charter status. Applicants are required to provide proof of United States citizenship on each governing board member and, if identified, members of the school leadership and management team. Please provide proof as an attachment to this Executive Summary Narrative.

Expand the following table to list all proposed Board members for the school.

Name	Current Professional Title and Organization	Board Role	Focus/Expertise

VI. Finance: Complete the following table to summarize the detailed budget supplied in this application.

	2015-16	2016-17	2017-18	2018-19	2019-20
Number of Students					
Per Pupil Revenue					
Grant Funds					
Private Funds					
Other Sources					
Total Revenue					
Employee Salaries (including benefits)					
Building Expenses					
Services/Supplies					
Other Expenditures					
Total Expenses					
NET INCOME					

For any grants or private funds identified above, indicate whether the funding has been secured and any plans to secure future funding.

- 1. Contracting with Education Service Providers (ESPs):** Applicants seeking services from a third party ESP must indicate the extent to which the school may employ services through these organizations or corporations. Note: Mississippi law prohibits charter schools from operating as for-profit corporations.
 - a. Does the school expect to contract with an ESP or other organization for a substantial portion of school management/operation? (Y/N) If so, please provide a description or copy of the proposed contract, a recent corporate annual report, an audited financial statement, a description of the firm's responsibility for the fiscal management of the proposed school, and a summary of the company's history including a description of its past results in management efforts, as well as the background on its leaders. Please provide these documents as an attachment to this Executive Summary Narrative.
 - b. Is the applicant an existing operator applying to replicate its current school(s)? (Y/N) If so, list all the schools currently or previously operated by the ESP. Briefly summarize the academic outcomes of each school currently being operated by the ESP.

Schools ESP Operates	Location (City/State)	Dates of Operation

Charter

Section I. CULTURE

(12 page limit)

This section describes the systems in place to support a strong school culture and involve key stakeholders in the school community. Address the following questions in a narrative format. Please use the high level outline components (e.g., "A. Mission Statement") to organize the response. Do not repeat the text of the question.

Resources:

- **Strategic School Design (SSD):** New school applications are encouraged to include elements of SSD into their applications. For more information on SSD consult the book [The Strategic School: Making the Most of People, Time and Money](#) by Karen Hawley Miles and Stephen Frank.
- **Student Attendance:** Refer to Mississippi's compulsory school attendance law, which can be accessed here <http://www.mde.k12.ms.us/dropout-prevention-and-compulsory-school-attendance/compulsory-attendance>

A. Mission Statement

1. Provide the mission of the proposed school. The mission statement should be a concise statement that does the following:
 - a. Identifies the school's target student population and community to be served.
 - b. Articulates clear guiding purposes and priorities that are meaningful, measurable and attainable.
 - c. Provides the entire school community as well as external stakeholders a clear picture of what the school aims to achieve.
- The mission statement provides the foundation for the entire school proposal and operational plan. Accordingly, the rest of the school application should fully align with and support the stated mission.

B. Targeted Student Population

1. Identify the region the school proposes to serve.
2. What will be the maximum student enrollment? Provide forecasted figures by grade level that illustrate the build-out of the school over time (use the chart provided in the Executive Summary section). If the forecasted enrollment is different than the maximum enrollment, explain the rationale.
3. Provide the expected demographics for the students the school plans to serve including the percentage of Free and Reduced Lunch, Special Education and English Language Learners (ELLs).
4. Explain how the decision to serve this targeted population, including the grade levels that have been chosen, would meet the district and community needs.

C. Evidence of Need and Community Support

1. Describe the role of parents/guardians and community members in developing and providing input into the proposed school.
2. Describe the outreach that has been conducted to engage prospective parents, teachers and pupils in the region the school is proposing to serve.

3. Describe evidence of support from any identified community partners, organizations, agencies, or consultants (e.g., letters of intent/commitment, in-kind donations, memoranda of understanding, and/or contracts, and should specify the resources to be committed or contributed from the partner, as applicable). Provide evidence of support for the proposed school among prospective parents, teachers, and pupils, or any combination thereof as an attachment to this application. Support may be gauged and demonstrated through community meetings, parent/teacher/student letters of support, surveys of prospective stakeholders, and/or evidence of letters of intent to enroll among other means.
4. If the school is relying on a community partner to provide a service or facility that is integral to the operating of the school or educational model, providing a copy of the contract or MOU as an attachment is strongly encouraged.

D. School Culture & Student Engagement

1. Describe the planned culture for the school and how this culture will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain the systems, structures, practices, and traditions the school leader and leadership team will create to foster this culture for students, teachers, administrators, and families starting from the first day of school (note that a description of the planned discipline policy is requested in the next section).
3. Explain how the school culture will include and serve all students including students with special needs, students receiving special education services, English Language Learners, and any students at-risk of academic failure.

E. Student Discipline Policy

1. What will be the key elements of the school discipline policy and how will it reflect the school culture described above?
2. Is there a strategy for positive behavioral reinforcements? What rituals or protocols will be in place as part of this strategy?
3. How will the discipline policy be practiced in the classroom to ensure students are on task and focused on learning?
4. How will the school ensure that minority students and students with disabilities are not disproportionately represented in disciplinary procedures?
5. Which roles on the staff will be responsible for implementing the school's discipline policy?

F. Student Recruitment & Enrollment

1. Describe the plan to recruit students in the pre-opening year, including the strategies, activities, events, responsible parties and milestones that will demonstrate progress over time.
2. How will the school team specifically reach out to families in poverty, academically low-achieving students, students with disabilities, linguistically diverse families and other youth at risk of academic failure?
3. Will the school leadership team be collecting Intent to Enroll forms during the pre-opening year? How many Intent to Enroll forms have been collected as of the time of application submission?

- *Note: A sample [Intent to Enroll Form](#) is provided at the back of this application.*
- 4. Outline the planned admission process, including specifics around any admission priorities for students, lottery procedures and policies around waiting lists.
- 5. What is the target re-enrollment rate for each year?
- 6. Describe the student recruitment plan once the school has opened. In what ways will it be different than the pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones?
- 7. Describe the goal(s) for student attendance and explain how the school will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What will happen in the event that attendance targets are not reached?

G. Ongoing Stakeholder Involvement

1. What community resources will be available to students and their families? 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.
2. Describe how families will be engaged in the school's culture and operations. How will the school build family-school partnerships to strengthen support for learning and encourage family involvement?
3. Explain how families will be involved in the governance of the proposed charter school. How will family satisfaction be encouraged? How will any ratings be obtained around family satisfaction?
4. What communication protocols are planned for stakeholders? How will families be informed about school updates, board meetings and other events?

Section II. LEADERSHIP

(10 page limit)

This section outlines school personnel and the processes that will ensure school sustainability and achievement.

A. Leadership Team Personnel

1. Describe the essential responsibilities of the school's leader.
2. Summarize the profile of the school's ideal leader, including skills, qualifications, and characteristics. Is it a requirement that the school leader has school leadership experience? Will your school leader be the instructional leader at the proposed school? If not, who will be responsible for the instructional leadership at the proposed school?
3. Provide a detailed description of the recruiting, hiring, and selection process, and timeline for identifying the school leader. Who makes the hiring decision for the school leader position?
4. If the Principal/Head of School candidate has been identified:
 - a. Explain why this individual is well qualified to lead the proposed school in achieving its mission and goals. Summarize the proposed leader's academic and organizational track record. Provide specific evidence that demonstrates the leader's capacity to design, launch, and manage a high performing school. If the school leader has never run a school, describe any principal leadership training programs that the proposed leader has completed or is currently attending.
 - b. Provide specific data that demonstrate strong evidence of the school leader's ability to effectively serve the proposed target population.
5. What personnel will make up the school's leadership team? Summarize the essential duties and responsibilities for each person on the leadership team.
6. What are the qualifications and credentials necessary for the other members of the leadership team? Please provide job descriptions for all leadership team positions as an attachment to this narrative.
7. Have the other members of the leadership team been identified? If not, what is the timeline to fill each position?

B. Leadership Team Coaching & Evaluation

1. Explain the school's system for analyzing the school leader's need for coaching and professional development. How will the school supply these supports to the school leader?
2. Explain how and when the governing board will evaluate the school leader or principal? What evaluation tool will be used? What key performance criteria will be examined? How will student academic performance be factored into the school leader's evaluation?
3. How will the school's board handle unsatisfactory leadership performance?
4. Who will coach and evaluate the other members of the leadership team (i.e., not the principal)?

C. School Personnel Structure

1. Separate from the leadership team discussed above, outline the positions that the school will fill to ensure successful ongoing operations. Note any core functions that will be outsourced to third parties or consultants.
2. As an attachment, supply an organizational chart that includes each position/title, name of person holding the position (if applicable), and the year in which the school anticipates adding the position to the staff roster. This organizational chart will be compared against the budget figures supplied elsewhere; the two should sync. *General education teaching positions can be included as one box on the org chart; however, special education and ELL positions should be listed separate from general teaching.*
3. As an attachment, supply a staff roster that details all staff positions, such that teaching positions are listed individually and all paraprofessional or specialty teachers are included. This roster should be a full list of the planned staff, but can be in list format as opposed to an organization chart. If the school is phasing in the program, please use multiple columns to indicate which positions will be added in which years. Note on the roster whether positions are full-time or part-time.
4. 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.

Section III: EDUCATION PROGRAM

(30 page limit)

This section will describe the educational program designed to meet the needs of all students through well-developed curriculum, assessment system, programs for special populations, and clear systems for instructional planning.

Resources:

- **Mississippi Academic Standards:** All schools must employ standards that meet or exceed the Mississippi's Academic Standards. Review the standards at: <http://www.mde.k12.ms.us/curriculum-and-instruction>
- **Graduation Requirements:** High schools approved by the MS Charter Schools Authorizer Board will be expected to meet, at a minimum, the same graduation requirements as all other MS traditional public high schools, set forth at http://www.mde.k12.ms.us/docs/2012-board-agenda/tab_16_appendix_a_and_standard_20_rev.pdf?sfvrsn=2h
- **Mississippi Standardized Tests:** All schools in Mississippi must administer (at a minimum) the correct, state mandated assessments to monitor student progress. Review information about these standardized assessments at: <http://www.mde.k12.ms.us/student-assessment>
- **Mississippi Third Grade Reading Gate:** Review information at <http://www.mde.k12.ms.us/docs/sped-powerpoints-page/3rd-Grade-Reading-Gate.pdf?sfvrsn=2>

A. Curriculum

1. Describe the proposed curriculum. In particular, describe:
 - a. The curricular model and focus (e.g., curriculum overview and teaching methods)
 - b. The learning environment (e.g., classroom-based or independent study, class size, structure, etc.)
2. **Evidence Basis.** Present evidence that the proposed curriculum is research-based and has delivered or will deliver rigorous, engaging and effective instruction for the target student population. If evidence of effectiveness in other schools serving similar populations is not available, explain why the proposed program is likely to succeed with the school's targeted population.
3. **Standards.** Explain how the school team will provide standards that are, at a minimum, the level of rigor and depth of Mississippi's state standards, as they have been adapted to match the Common Core State Standards. Explain how these standards will be implemented using the curricular materials described above. If the school team plans to adopt or develop additional academic standards beyond the state standards, explain what kinds of standards (content areas, grade levels) the school team intends to adopt or develop. Please provide evidence of how these proposed standards meet or exceed state standards.
4. **For Secondary Programs.** Please provide a comprehensive explanation of how the courses and curriculum will prepare students for career- ready and/or college level course work.
5. **Scope/Sequence.** Provide an overview of the course scope and sequence by subject for all major existing grades that the school would serve (e.g., K, 3, 5, 8, 12 as applicable), including alignment with Mississippi state standards/Common Core State Standards, if applicable. What resources have been used in developing the scope and sequence?

6. **Instructional Materials.** For each core subject area, unique focus area, and performance level (grade level, age grouping, etc.) for the first five years of operation, discuss the resources and instructional materials to be used to aid in the transference of information (trade books, multimedia aids, science kits, etc.) and that are aligned with the mission and philosophy of the school and the proposed learning standards. In addition, discuss how the resources and instructional materials will lead to the accomplishment of the school's goals.
7. **Cultural Relevancy.** Describe how the school's curriculum will ensure cultural relevancy. Provide an overview of how the particular framework and/or the curriculum materials will address the needs of culturally and linguistically diverse students.
8. **Timeline of Curriculum Development.** If the curriculum is not fully developed, provide a timeline outlining the process and benchmarks for curriculum development during the school's pre-opening year. Who will be responsible for completing the alignment of curriculum with standards? Are funds allocated in the budget to account for this process?

B. School Schedule & Calendar

1. Provide the school's proposed calendar for the first year of operation and identify the total number of days and hours of instruction that students will receive. Identify the number of in-service days for teachers. Explain how the calendar will support the stated goals of the educational program. Pursuant to Mississippi Law, show how the proposed school will be in session no fewer days than the minimum number of school days established for all public schools.
2. Provide sample daily schedules for one week of classes, both from the perspective of a student and the perspective of a teacher. Describe the structure of the school day and week. Note the length of the school day, including start and dismissal times. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade for core subjects such as language arts, mathematics, science, and social studies. Explain how the school's daily and weekly schedule will optimize student learning for all students, including those needing either acceleration or intervention.

C. Progress Monitoring and Assessment

1. **Assessments.** 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 and at the end of each academic year.
 - a. Demonstrate an understanding that the proposed school will participate in the obligatory statewide system of assessment and accountability.
 - b. Which interim assessments will be used and how will these assessments align to the curriculum? How are proposed interim assessments known to be valid and reliable indicators of progress? Explain how these assessments align with the school's curriculum, performance goals and standards.
 - c. Identify any other measures or assessments you plan to use for particular indicators and goals.
 - d. Describe how the school will use student assessment data to drive key decisions aimed at the evaluation, retention, and support of the teaching staff.

2. **Performance Goals.** Outline the measurable annual performance and growth goals that the school will set in order to meet or exceed expectations during the first three years.
 - a. All Schools: Regardless of grade levels served, new charter schools will not receive a rating until after the completion of their first full year. Provide a goal worksheet that delineates short-term and long-term academic goals that will confirm that the school is on track.
 - b. K-8 Schools: Elementary and K-8 schools that are phasing in one grade at a time will not receive a state-level rating until their fourth graders have taken the state assessment. If the school will be an elementary or K-8 school, describe specific performance targets for all state mandated tests and interim assessments that you will use to measure the success of the school. Describe how these assessments will be used and detail the steps that will be taken in the event that the school does not meet these targets. Please make specific reference to Mississippi's third grade gate law.
 - c. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.
3. **Progress Monitoring.** Explain *how* and *how frequently* the school will collect and analyze longitudinal student academic achievement data, use the data to refine and improve instruction, and report the data to the school community (specifically families).
 - a. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data. Describe the information system(s) the school will use to manage student performance data. Identify the staff member(s) who will be responsible for warehousing the data, interpreting the data for classroom teachers, and leading or coordinating professional development to improve student achievement.
 - b. Describe any additional data that will be collected, beyond items identified above in the description of the assessments and performance goals.
4. **Promotion & Retention Policies.** Explain the school's policies and standards for promoting students from one grade to the next. How and when will promotion and graduation criteria be communicated to families and students? What is the protocol for redress when families disagree with promotion decisions?
5. **Graduation Requirements** (*High Schools only*).
 - a. List the school's graduation requirements and how they will ensure students are ready to participate in college, career, military service or trade school. Does the school intend to seek SACs accreditation?
 - b. Explain how the school will ensure students meet graduation 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. Explain any requirements above and beyond what is required by the state of Mississippi.
 - c. Provide the school's exit standards for graduating students. Exit standards should clearly set forth what students in the last grade the school anticipates serving will know and be able to do.

D. English Language Learner Students

1. **Identification Process.** How will the school learn about the home language of students prior to enrollment? How will the data about home language be utilized?
2. **Assessment and Placement.** When will students be assessed for placement? What valid and reliable English Language proficiency assessment will be used to determine proficiency levels in listening, reading, writing, and speaking English? How often will students be assessed for progress? How will the results be utilized? How will families be made aware of the school's programs and services? Who will notify families about the results, what will be included in the notification, and when will it happen?
3. **Program Design and Curriculum.** Describe the program to be used to ensure that students acquire adequate English language skills. How will the instructional schedule be designed in order to provide adequate instruction? What are the performance objectives and what standards will be used to measure the progress of ELL students? What instructional techniques will be utilized to help ELLs develop and understand academic vocabulary appropriately in speaking, reading, and writing? How will teachers support students' various English language development levels? How will the school ensure that families are aware of the school's programs and services?
4. **Teaching.** Provide the profile of the staff member responsible for the management of the ELL program, including responsibilities, qualifications, certifications, relevant language proficiency, and knowledge of the history and culture of the ELLs in the program. Describe the professional development opportunities that will be offered to administrators evaluating the ELL program staff, and to teachers in ESL/bilingual, mainstream, and content-specific classrooms.
5. **Exiting/Redesignation.** Describe the plan to exit/redesignate students from the ELL program. What will determine the exiting/redesignation of students? What valid, reliable, and objective criteria will be used to measure English proficiency in each of the four language domains? Describe the plan to monitor students after exit/redesignation. How will the school determine if additional ELL program services are needed?

E. Special Education Students

1. Explain how the school will identify students with disabilities and special needs. Which staff will be responsible for this identification? How will the school avoid misidentification?
2. How will the school team ensure that students with special needs can receive adequate services at the proposed school in accordance with state and federal laws regarding students with special needs?
3. How will the school ensure that staff for students with mild and moderate needs are "Highly Qualified" in accordance with the Elementary and Secondary Education Act (ESEA)? What are the pre-requisite qualifications for these positions? Explain how the school will recruit, hire, professionally develop, and retain teachers that meet these requirements.
4. Describe the specific, research-based instructional programs, practices, and strategies the school will employ to provide a continuum of services, to ensure students' access to the general education curriculum, and to ensure academic success for students with special education needs.
5. How will the school regularly evaluate and monitor the progress and success of special education students so that students attain those goals set forth in the Individualized

Education Program (IEP)? How will the school ensure that special education students participate in the state testing system as mandated by state law?

F. Academic Intervention & Acceleration

1. How will the school's assessment system enable the school to identify students in need of academic intervention or acceleration? What process will be used to identify those students? Which staff members will be involved?
2. *For High Schools Only.* Explain what systems and structures the school will implement for students at risk of dropping out of high school and/or not meeting the proposed graduation criteria (i.e., credit recovery, etc.).

G. Gifted and Talented Students

1. Explain how the school will identify gifted/talented and academically advanced students. Identify the testing protocol, assessments to be used, and proposed timeline for the testing and identification of gifted and talented students.
2. What methods will the school use to improve the representation of traditionally under-represented student cohorts in its gifted and talented programs?
3. Describe the instructional programs and strategies that the school will use to appropriately address the educational needs of gifted students. Will the programs require additional instructional materials?
4. How will the school adjust its schedule, if necessary, to meet the needs of G&T students?
5. How will the assessment system described earlier support the ongoing tracking of progress for students who may be above grade level?
6. How will the school provide professional development and train both G&T and general education teachers to serve the needs of G&T students?

H. Co-curricular or Extracurricular Programming

1. Describe any unique or supplementary programs students (and families) will be offered to promote improved mental, emotional and physical health. Who will conduct these programs? Will they be optional? What community resources will be leveraged to offer these programs?
2. Describe the extra- or co-curricular activities or programming the school will offer. What are the activities, how often will they occur, who will manage or oversee the activities and how will they be funded (including, will there be a fee for student participation)? Include description of sports to be offered.
3. Describe any volunteer or service programs for students, if these have not already been addressed elsewhere in the application.
4. *For schools offering summer school.* Describe the summer school program to be proposed. How many students are expected to attend summer school, and how will they be selected for participation? How many hours and weeks of summer school will be provided, and how will it be funded? What specific student needs will the summer school address?

Section IV: TEACHING (10 page limit)

This section will describe the systems in place to promote teacher quality, beginning with a rigorous hiring process and including teacher coaching, evaluation, and professional development.

A. Teacher Recruitment, Hiring, & Retention

1. Describe the protocol that will be used in hiring teachers. Describe the professional backgrounds, depth of experience, and personal qualities that will be sought in teachers and other school staff and how those qualities will help the school achieve its goals.
2. What will be done to ensure that all staff hired are “Highly Qualified” in accordance with the Elementary and Secondary Education Act (ESEA) by the timeline designated in the Mississippi Public Charter Schools Act of 2013. Explain other key selection criteria and any special considerations relevant to the school design. Note whether there is a plan to request a waiver for licensed instructional staff.
3. What will be done to ensure that all hired staff have received and passed criminal background checks, in accordance with the law?
4. Describe the timeline for interviewing and selecting teachers. How will the school publicize open positions? Who will make hiring decisions for teachers? How will the school team assess whether good hiring decisions are made on an annual basis?
5. Explain what cultural competencies will be required of key staff positions in order to appropriately serve the proposed target population.
6. What strategies will be deployed in order to promote retention of the school’s best performing teachers? Is there a target retention rate? Is retention part of the annual goal setting process? Does staff retention factor into the school leader’s evaluation?

B. Teacher Coaching

1. What are the primary goals for teacher coaching in the proposed school? Are there specific areas on which the instructional leaders expect to focus? What criteria will be used to establish coaching feedback?
2. Describe the school’s plan to coach teachers. Which personnel will be involved in teacher coaching? Will teachers receive feedback from non-supervisory coaches or peers?
3. What research basis is being used to create classroom observation protocols and feedback instruments? What methodologies will teacher coaches employ to ensure they are delivering relevant and differentiated feedback to drive improved student outcomes? How will the teachers receive coaching and feedback on their instructional planning?

C. Teacher Evaluation

1. Will the MSTAR framework be a part of the teacher evaluation system?
 - a. If not, what are the standards that will be used to evaluate teachers? How will these standards be developed?
 - b. Explain the protocol the school will use to evaluate the performance of the teachers. Who will have primary responsibility to evaluate teachers?
 - c. Specifically address what role student progress and achievement will play in teachers’ evaluations.
2. What steps or actions will the school take when teacher performance is unsatisfactory?

D. Professional Development

1. Describe the professional development standards and opportunities that will be offered to the teaching staff, and identify who will be responsible for developing, leading and evaluating professional development at the school.
2. Provide a scope and sequence, along with an explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
3. Identify the expected number of days/hours for professional development throughout the school year and explain how the school's calendar, daily schedule, and staffing plan will be structured to accommodate this plan. Note whether teachers will have time for common planning or collaboration, and how such time will typically be used.
4. Explain how the professional development program will support staff in the cultural competencies necessary to effectively serve linguistically and culturally diverse students.
5. Explain how the professional development program will be evaluated to assess its effectiveness and success.

E. Pedagogy

1. Describe the expected instructional methodology and strategies that teachers will employ in order to effectively deliver the school's curriculum. Include strategies teachers will use to differentiate instruction to meet the needs of the targeted student population, students with disabilities, students requiring intervention and students needing accelerated curriculum.
2. What planning tools will teachers use to prepare lessons? How will students' formative assessment data be used to influence teachers' instruction?
3. How will teachers ensure that each student masters content objectives and develops related skills to demonstrate proficiency across all standards?
4. Describe the investment strategies to be implemented to involve students in the school and their academics including any school-specific routines and rituals.

Section V: GOVERNANCE

(15 page limit)

The Governing Board is the entity legally responsible for holding the charter, entering into the contract with Mississippi Charter School Authorizer Board and overseeing the operation and academic performance of the charter school. Governance includes all financial planning, budgeting and oversight. Below is the budget narrative, where applicants are asked to describe in detail the fiscal plan for the proposed school. The specifics of this plan are requested in the budget form. The two should sync.

Resources:

- Training modules for governing board members of Mississippi charter schools can be found at: <http://www.msbaonline.org/AboutMSBA/tabid/387/Default.aspx>
- MDE Resources on Funding:
 - Worksheet to calculate charter at-risk funding: <http://www.mde.k12.ms.us/school-financial-services/school-financial-services-fets-formulas>
 - Financial Policies and Procedures: <http://www.mde.k12.ms.us/school-financial-services>
- For information on Title I, II, and III grants, refer to: <http://www.mde.k12.ms.us/federal-programs>
- NACSA's Issue Brief *Good to Govern* on charter governing boards <http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/77222/q/q=boards&c=82>
- Refer to Section 10 of the Mississippi Public Charter Schools Act of 2013 regarding 'right of first refusal' to facilities.

A. Governance Philosophy

1. Explain the general philosophy of governance that will guide the proposed school. What is the primary role of the school's board in regards to the school operation? Please make sure that within the answer, management is clearly distinguished from governance responsibilities.
2. How will the board interact with the principal or head of school?

B. Board Capacity & Structure

1. Provide an organizational chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, education service provider, staff, related bodies (such as advisory bodies or committees), and any other external organizations that will play a role in managing the school.
2. Outline the key expectations for board members. What actions would trigger removal from the board and under what process? What are the attendance and committee service requirements for board members?
3. Describe the size and composition of the governing board, both in the present and future. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board, as well as their involvement with the school's target population. List all current board members and their roles, and summarize their interests in and qualifications for serving on the school's board. How will the proposed composition ensure that: (a) the school is an educational and operational success and (b) that key stakeholders and community members will be active in the governance of the school?
4. Explain the criteria and procedure by which board members have been and/or will be selected. Identify your timeline to recruit additional members and the skill sets you plan to add to the board.

5. Explain the board development plan for increasing the capacity of the governing board. What kinds of orientation or training will new board members receive, and what kinds of ongoing development or training will existing board members receive? When will this training occur and what topics will be addressed?
6. How frequently will the board meet? How will board agendas, minutes and decisions be reported to stakeholders?
7. Provide a detailed school start-up plan, identifying tasks, timelines, and board members and/or staff who are responsible for each task.

All board members are requested to fill out the “Charter School Board Member Questionnaire,” found in [Appendix B](#). These completed questionnaires should be included in the application as Appendix B.

C. School Oversight & Stakeholder Engagement

1. How will the board approach its oversight role? Describe the metrics or progress indicators that the board will consider in its analysis of the school, as well as how the board will receive this information (i.e., dashboard.) Be sure to include both the academic and financial metrics, and the frequency with which the board will review these metrics. These metrics will likely inform any contractual agreements subsequent to application approval.
2. How will the board oversee and implement the school’s grievance process and policy? What is the role of the board when a staff member or a family member has a grievance? What are the goals of the board in terms of monitoring and resolving staff and family complaints?
3. Describe the solvency-related financial goals, as demonstrated in the submitted budget form, including specific metrics that will be monitored.
4. Describe any partnerships or contractual relationships with external stakeholders central to the school’s operations or mission.

D. Board Status & Compliance

1. Describe the proposed school’s legal status, including whether Articles of Incorporation have been filed and whether the school has obtained or plans to seek federal tax-exempt status. If the school will be incorporated, will it be a member or nonmember corporation? Who will the members be?
2. Describe the process by which the proposed school board developed its Articles of Incorporation & Bylaws? How do they comply with state and federal laws?
3. Provide the proposed Articles of Incorporation and Bylaws. Be sure to include a Conflict of Interest Policy.
4. Describe how the school and governing board will comply with Open Meetings and Open Records laws.

E. Budget & Policy Narrative

As the Budget is developed, become familiar with Section 28 of the Mississippi Charter Schools Act of 2013, where details regarding state, local, and federal funding sources are found. Also, remember to withhold the 3% fee to support the Authorizer Board.

1. In the budget form, detail a proposed budget for the start-up year and subsequent five-years. Also, provide start-up and first-year cash flow projections with clearly stated assumptions. Additionally, provide a budget narrative that justifies each line item found on the budget form. Be sure to include a statement of how each line item helps the school to meet its vision and goals.

2. Describe the anticipated private revenue sources including contributions and grants. Note which are secured and which are anticipated as well as how each revenue stream will be used in support of non-core operational expenses. By law, disclose all sources of private funding and all funds from foreign sources, including gifts from foreign governments, foreign legal entities and domestic entities affiliated with either foreign governance or foreign legal entities.
3. Describe the fundraising plan for the first year, as well as any additional fundraising that will need to occur over the next five years. Detail who will be involved with fundraising, and any contingency plans should anticipated funds not be secured.
4. Describe any services to be contracted, such as business services payroll and auditing services, including costs and criteria for selecting such services. Which services, if any, will be contracted out with the local education agency?
5. If anticipated revenues are not received or are lower than expected, what specific changes will be made (explain in narrative format)? In addition, is there a contingency set aside in this budget?
6. Describe the systems, policies and procedures, including internal controls, which will be in place to responsibly manage accounting, purchasing, payroll and financial reporting requirements including a year-end audit. Detail the procedure to be used to ensure that an independent group conducts an annual audit.
7. Operations –Transportation: Detail how reliable and safe transportation will be provided for all students.
8. Operations –Food Service: Detail how reliable food services will be provided for all students. Does the school intend to participate in the National School Lunch program? Does the school intend to participate in the National School Breakfast program? Detail the steps that have been taken to secure participation in these programs, if there is a plan to participate. Indicate whether the school will participate in the local school district's food service programs and whether food will be prepared on or off site.
9. *Demonstrate well thought-out plans for food service facilities and equipment that will meet local and state requirements.*
10. Operations – Insurance Coverage: Provide a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance would include Worker's Compensation, liability, property,
 - *All applicants are required to submit the completed charter application budget form as a separate electronic document in excel. Applicants do not need to submit a hard copy of the budget form. This budget template can be found on: URL.*

F. Facility

1. Define the process for identifying and securing a facility that is appropriate for the instructional needs of the school, including any brokers or real estate consultants being employed to assist in finding a facility.
2. The plan for facilities must include basic requirements to accommodate the school plan, including number of classrooms, square footage per classroom, classroom types, common areas, overall square footage and amenities.

All applicants are to fill out the School Facility Questionnaire, located in [Appendix C](#). Section VI: WAIVERS (as needed)

SAMPLE TABLE:

Request for Automatic Waiver from District/State/Federal Policy	
State Statute/State Board Rule/District Policy	
Rationale for Waiver Request	
School's Replacement Policy	
How will a waiver of this statute help student achievement?	

Charter

Optional Section VII: Conversion Schools*(6 page limit)*

The Mississippi Charter School Authorizer Board also welcomes conversion school applicants who specifically wish to provide a high quality option for students where a majority of parents and/or teachers and/or school board members of the existing school wish to convert the existing noncharter public school, or where the existing school is undergoing State or District turnaround efforts. Conversion charter schools must have a clear plan for dramatically improving persistently underperforming school cultures, significantly raising student achievement and effectively meeting the needs of at-risk populations, especially students with special needs. These conversion school applicants are expected to establish strong partnerships with the school community.

Please address the following questions if a conversion school is being proposed.

1. Describe how the proposed school will meet the needs of the student population currently attending the underperforming school. How will a strong school culture be built? How will the proposed educational model ensure the school significantly raises student achievement?
2. Why is the noncharter public school being proposed for conversion into a charter school?
3. Provide an accelerated phase-in plan that details how the proposed school would take responsibility for all grades and all existing programs of a school, including center programs for students with severe disabilities, English Language Learner programs, and any early childhood education programs.
4. Describe the plan for successfully recruiting, transitioning, and retaining students who are in the school being replaced or who would be going to the school that is being replaced. What specifically will be done to seek parent and community support?
5. Please describe the plan to work with the existing school during the transition.

Optional Section VIII: Education Service Provider Relationship*(11 page limit)***Resources:**

- *Charting a Clear Course: A Resource Guide for Building Successful Relationships between Charter Schools and School Management Organizations*, available at: <http://www.publiccharters.org/publication/?id=393> .

If the proposed school intends to contract with an education service provider (ESP) – such as a charter management organization – provide the following additional information:

A. ESP Selection

1. Explain how and why the ESP was selected.

B. ESP Track Record

1. List of all schools operated by the ESP that serve the same grade levels as 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.
2. Explain the ESP's success in serving student populations similar to the target population of the school. 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).
3. Provide student performance data, including disaggregated student performance data (growth data where possible) for all schools operated by the ESP that serve the same grade levels as and student populations demographically similar to the anticipated population of the proposed school.
4. Provide evidence of the financial health of the ESP.

C. Legal Relationships

1. Provide evidence that the board is independent from the ESP and self-governing, including separate legal representation of each and arms-length negotiating.
2. Discuss any potential conflicts of interest between the ESP and the school.
3. If the charter school intends to enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement of other financing relationships with the ESP, the applicant must provide evidence that such agreements are separately documented and not be a part of or incorporated in the ESP agreement.

D. Organizational Structure

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 which 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, including clear identification of all fees to be paid to the ESP. What is the schedule on which the ESP will receive compensation?
5. Describe the financial responsibilities of the ESP, including the ownership of items 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 management organization submit to the board on financial performance, and on what schedule?
6. Explain the duration, renewal and termination of the management agreement. 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. Describe the procedures for determining whether the management agreement will be renewed. On what grounds can the ESP or the school terminate the management agreement for cause (including provisions for notice to the other party)? What are any conditions under which either party may terminate the management agreement without cause? List any indemnification provisions in the event of default or breach by either party.

Charter

Appendix A: Letter of Intent- Charter School

This letter of intent (LOI) serves to provide a formal notice to the Mississippi Charter School Authorizer Board regarding an applicant’s intention to submit a proposal for opening for planning in the 2014-2015 school year cycle.

The information presented in the Letter Of Intent is non-binding.

Name of Proposed School:	
Grade Configuration:	
Model or Focus:	
Primary Contact Person:	
Phone:	
Email:	
Region:	
Proposed Leader (if known):	
Replication:	Yes <input type="checkbox"/> No <input type="checkbox"/>
Contract with ESP:	Yes <input type="checkbox"/> No <input type="checkbox"/>

Enrollment Projections: *Provide additional rows and columns if necessary.*

GRADE	2015-16	2016-17	2017-18	2018-19	2019-20
X					
X					
X					
Total # students					
	FRL %	SPED %		ELL %	
Proposed Demographics					
Mission of School:					
Provide a brief overview of the education program of the proposed school:					

Complete the following table to list Board members for the school at this time.

Name	Current Professional Title and Organization	Board Role	Focus/Expertise

Appendix B: Charter School Board Member Questionnaire

(To be completed individually by each proposed board member for the Charter School)

The purposes of this survey are: 1) to supply pertinent information to the application review team; 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and 3) to identify any potential conflict of interest you may have as a board member.

Conflict of Interest

The information requested below is being requested to identify any potential conflicts of interest that you may have as a board member. This is in alignment with best practices in non-profit and charter school governance and is also DPS policy for its board members. If the charter school is approved, any conflict of interest that is identified must be addressed by the charter school in alignment with its board conflict of interest policy.

Background/Criminal History Checks

Background checks are an important volunteer management tool for charter schools. The safety of students, employees, and board members is of utmost importance. Moreover, the judicious oversight of the school's finances and operations is among the governing board's main responsibilities.

Contact Information

Name of charter school:	
Your Name:	
Home Address:	
City/State/Zip:	
Telephone:	
Email:	
Employer:	
Occupation:	
Employer Address:	
Employer City/State/Zip:	

Are you a Mississippi resident?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Will (or do) any of your children attend this public charter school?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, how many?		
Will you be able to attend regularly scheduled board meetings?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Check your highest education level:		
<input type="checkbox"/> High School/GED <input type="checkbox"/> Associate's Degree <input type="checkbox"/> Trade/Business School <input type="checkbox"/> BA or BS Degree <input type="checkbox"/> Master's Degree <input type="checkbox"/> MD, DO, JD, Ph.D., etc.		
Please check each area of expertise you would contribute to the board:		
<input type="checkbox"/> Community Service <input type="checkbox"/> Education <input type="checkbox"/> Finance <input type="checkbox"/> Fundraising <input type="checkbox"/> Law <input type="checkbox"/> Management <input type="checkbox"/> Marketing <input type="checkbox"/> Personnel <input type="checkbox"/> Public Relations <input type="checkbox"/> Parent Involvement Programs <input type="checkbox"/> Other:		

Board members' resumes should be attached to this questionnaire.

Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School Yes. No.

If yes please list the board(s) and date(s) of service.

2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? Yes. No.

If yes, please explain.

3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner? Yes. No.

If yes, please describe.

4. Do you or any immediate family members have any contractual agreements with the School? Yes. No.

If yes, please describe.

5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? Yes. No.

If yes, please describe.

6. Will you or any member of your immediate family be leasing or selling any real estate property to the School? Yes. No.

If yes, please explain the arrangement in detail.

7. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? Yes. No.

If yes, please describe.

8. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School)? Yes. No.

If yes, please describe.

9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? Yes. No.

If yes, please describe.

10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School? Yes. No.

If yes, please describe.

11. Do you or an immediate family member know any individual(s) or entity (ies) that does or plans in the next year to engage in business or any exchange of services with the School? Yes. No.

If yes, please describe.

12. Other than your current board position, do you currently serve as an elected or appointed public official? Yes. No.

If yes, please describe.

13. Do you currently serve with any other board, group or corporation that has an interest in the actions you would take as a member of the board? Yes. No.

If yes, please explain.

14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? Yes. No.

If yes, please explain.

15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in an independent manner? Yes. No.

If yes, please describe.

School Mission and Program:

1. What is your understanding of the school's mission and guiding beliefs?
2. What is your understanding of the school's proposed educational program?
3. What do you believe to be the characteristics of a successful school?

Governance:

1. Why do you wish to serve on the board?
2. What is your understanding of the appropriate role of a public charter school board member?
3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.
5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interests of the school?

Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

Signature: _____ Date: _____

Appendix C: School Facility Questionnaire – Charter School

School Name:					
Primary Contact for Facility Planning:					
Telephone:			Email:		
Grade levels and student enrollment estimates for the first five years:					
	2015-16	2016-17	2017-18	2018-19	2019-20
Grades					
Enrollment					
School District in which charter school will be located:					
<p>Description of the facility/ies under consideration including available square footage and quotes (for years 1-5) from property owners: (Note: Charter school has right of first refusal for vacant school facility.)</p> <p>Facility #1:</p> <p>Facility #2</p> <p>Facility #3</p> <p>Are you interested in investigating the possibility of occupying a district-owned facility should a district-owned facility be available?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>					

Core Classroom Requirements Years 1-3:		
Baseline assumption for number of students per classroom: ____		
Year 1	Year 2	Year 3
Administrative/Support Spaces		
Main Office	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, list number of private offices needed (e.g., principal, AP, etc.):		
Satellite Office	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Work Room/Copy Room	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Supplies Storage	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Teacher Work Room(s)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, list number of teacher work/planning rooms needed:		
Specialty Classroom Needs		
Number of Science Labs:		
Number of art rooms (with or without kiln):		
Number of computer labs:		
Library Media Center (LMC)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Performance/Dance Room	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Auditorium	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other (list room type and number):		
Physical Education/Athletic Requirements		
Gymnasium	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Locker Rooms	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Weight Room	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Field(s) – soccer, football, multipurpose	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Baseball Field	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Softball Field	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other (please list):		
Other Needs		
Playground(s)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Large space for class/school assemblies (e.g., morning meeting, cafeteria)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Spaces not addressed and/or special considerations:		

(2 of 2)

School Lunch Requirements

 Food preparation/Distribution Center

 Eating Area

Appendix D: Applicant Checklist

The applicant will use the first column of boxes to check off the sections completed. MCSAB will use the second column of boxes for its completeness check.

Application Component		Applicant Check	Reviewer Check
Executive Summary		<input type="checkbox"/>	<input type="checkbox"/>
Section I. Culture	A. Mission Statement	<input type="checkbox"/>	<input type="checkbox"/>
	B. Targeted Student Population	<input type="checkbox"/>	<input type="checkbox"/>
	C. Evidence of Need and Community Support	<input type="checkbox"/>	<input type="checkbox"/>
	D. School Culture & Student Engagement	<input type="checkbox"/>	<input type="checkbox"/>
	E. Student Discipline Policy	<input type="checkbox"/>	<input type="checkbox"/>
	F. Student Recruitment & Enrollment	<input type="checkbox"/>	<input type="checkbox"/>
	G. Ongoing Parent/Guardian Involvement	<input type="checkbox"/>	<input type="checkbox"/>
Section II. Leadership	A. Leadership Team Personnel	<input type="checkbox"/>	<input type="checkbox"/>
	B. Leadership Team Coaching & Evaluation	<input type="checkbox"/>	<input type="checkbox"/>
	C. School Personnel Structure	<input type="checkbox"/>	<input type="checkbox"/>
Section III. Education Program	A. Curriculum	<input type="checkbox"/>	<input type="checkbox"/>
	B. School Schedule and Calendar	<input type="checkbox"/>	<input type="checkbox"/>
	C. Progress Monitoring and Assessment	<input type="checkbox"/>	<input type="checkbox"/>
	D. English Language Learner Students	<input type="checkbox"/>	<input type="checkbox"/>
	E. Special Education Students	<input type="checkbox"/>	<input type="checkbox"/>
	F. Academic Intervention & Acceleration	<input type="checkbox"/>	<input type="checkbox"/>
	G. Gifted and Talented Students	<input type="checkbox"/>	<input type="checkbox"/>
	H. Co-curricular and Extracurricular Programming	<input type="checkbox"/>	<input type="checkbox"/>
Section IV. Teaching	A. Teacher Recruitment, Hiring, & Retention	<input type="checkbox"/>	<input type="checkbox"/>
	B. Teacher Coaching	<input type="checkbox"/>	<input type="checkbox"/>
	C. Teacher Evaluation	<input type="checkbox"/>	<input type="checkbox"/>
	D. Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
	E. Pedagogy	<input type="checkbox"/>	<input type="checkbox"/>
Section V. Governance	A. Governance Philosophy	<input type="checkbox"/>	<input type="checkbox"/>
	B. Board Capacity & Structure	<input type="checkbox"/>	<input type="checkbox"/>
	C. School Oversight & Stakeholder Engagement	<input type="checkbox"/>	<input type="checkbox"/>
	D. Board Status & Compliance	<input type="checkbox"/>	<input type="checkbox"/>
	E. Budget & Policy Narrative	<input type="checkbox"/>	<input type="checkbox"/>
	F. Facility	<input type="checkbox"/>	<input type="checkbox"/>
Section VI. Waivers	A. Waivers	<input type="checkbox"/>	<input type="checkbox"/>
Optional Section VII. Conversion	A. Conversion Schools	<input type="checkbox"/>	<input type="checkbox"/>

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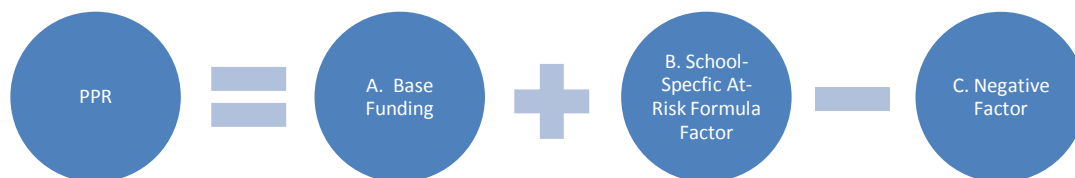
Schools			
Optional Section VIII: ESP Relationship	A. ESP Selection	<input type="checkbox"/>	<input type="checkbox"/>
	B. ESP Track Record	<input type="checkbox"/>	<input type="checkbox"/>
	C. Legal Relationships	<input type="checkbox"/>	<input type="checkbox"/>
	D. Organizational Structure	<input type="checkbox"/>	<input type="checkbox"/>
Appendices	Appx. A – Letter of Intent (copy of LOI submitted)	<input type="checkbox"/>	<input type="checkbox"/>
	Appx. B – Board Member Questionnaires (for each member)	<input type="checkbox"/>	<input type="checkbox"/>
	Appx. C – School Facility Questionnaire	<input type="checkbox"/>	<input type="checkbox"/>
	Appx. D – Applicant Checklist	<input type="checkbox"/>	<input type="checkbox"/>
Electronic copy of entire application		<input type="checkbox"/>	<input type="checkbox"/>
Electronic copy of completed budget templates		<input type="checkbox"/>	<input type="checkbox"/>

Charter

Information for Applicants: Per-Pupil Funding

Per Pupil Revenue. Each school founded after fiscal year 2003-2004 receives a per pupil revenue which is based on the school's specific at-risk percentage (as measured by students who are eligible for free lunch). The district average PPR, at an at-risk percentage of approximately 68%, for fiscal year 2012-2013 is estimated to be \$6,868.29. In fiscal year 2013-14, district average PPR is currently projected to be \$7,070.34. For more information on how PPR is calculated please see below. Note that the funding purposes kindergarten students in fiscal year 2012-2013 are equal to .58 in the total per pupil funding calculation. In fiscal year 2013-2014, kindergarten students will be equal to .597 in the total per pupil funding calculation.

School Finance Act Formula Per-Pupil Revenue



Base Funding. The state determines this district-wide figure based on a cost of living factor, a personnel cost factor and a size factor (all as measured or determined by the state).

School Specific At-Risk Formula Factor (alternate at-risk funding calculation). The alternate at-risk funding calculation applies to all charter schools that are:

- a. Newly created as of FY 2004-05 or thereafter;
- b. In a district that has retained exclusive chartering authority; and
- c. In a district that has an at-risk percentage greater than 40%.

The intent of the alternate at-risk funding calculation is to provide at-risk funding based on the at-risk population served by the charter school.

The school-specific at-risk formula factor is provided by the CDE and is based on the following factors:

- a. District Total At-Risk Funding
- b. District Funded Pupil Count
- c. District At-Risk %
- d. District At-Risk Formula Factor
= District Total At-Risk Funding (a) / District Funded Pupil Count (b)
- e. School Funded Pupil Count K-12 (K=.597)
- f. School At-Risk Pupil Count K-12 (K=.5)
Students eligible for free lunch
Based on audited count submission to CDE
- g. School K-12 Membership (K=.5)
- h. School At-Risk %
= At-Risk Pupil Count (f) / K-12 Membership (g)
- i. School At-Risk Formula Factor
= District At-Risk Formula Factor (d) / (School At-Risk % (h) * District At-Risk % (c))

Negative Factor. Starting in FY 2010-11, an additional factor was included in the school finance formula. This factor acts as a reduction to other existing factors and shall not reduce any base per pupil funding districts receive through the school finance formula.

Information for Applicants: Sample Intent to Enroll Form

This confidential Intent to Enroll Form is used to demonstrate interest in having your child(ren) enroll at _____. Signing this Intent to Enroll does not obligate the student to attend _____ nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child(ren) in this school in the event that the Mississippi Charter School Authorizer Board approves the applicant’s proposal to open _____ in the fall of 2014.

Parents and guardians should understand that the Mississippi Charter School Authorizer Board must vote to approve any new school (regardless of school type) and such vote has not yet occurred for the school referenced herein.

School Information		
School Name:		
Grades Served:		
Proposed Regional Location:		
Anticipated Opening Date:		
School Leader/Contact:		
Parent/Legal Guardian Information		
Parent/Legal Guardian’s Name(s):		
Primary Phone:		
Email:		
Student’s Home Address		
Street Address:		
City:	State:	Zip Code:
Student(s) Information:		
Please list each child whom you are interested in enrolling in the school.		
Student’s Name:	Age:	Grade in fall 2014:
Student’s Name:	Age:	Grade in fall 2014:
Student’s Name:	Age:	Grade in fall 2014:

Parent/Legal Guardian Name (Print)

Parent/Legal Guardian (Signature)

Date ____ / ____ / ____