



# **Bibb County School District 2016 Charter School Petition Guidelines**

## **BCSD Petition Due Dates**

Start-ups:

March 18, 2016

Conversions & Renewals:

July 11, 2016

*School Opening or Renewal Year*

*July 1, 2017 (2017-2018)*

**Bibb County School District**  
**2016 Charter Petition Timeline**  
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## Bibb County School District 2016 Charter Petition Timeline

Step	Action	Start-Up	Conversion or Renewal	Additional Notes
1	Letter of Intent Due	September 1 2015-December 1, 2015	January 8, 2016	Must be submitted to both the SBOE and BCSD
2	Required Informational Session for Petitioners	Jan. 8, 2016	February 5, 2016	Mandatory session will be held for all interested petitioners to discuss expectations and answer questions regarding the charter review process and requirements
3	<b>Petition Review Window</b>	<b>March 1 to May 30, 2016</b>	<b>July 1 to September 30, 2016</b>	Committee will evaluate petition according to the criteria indicated in the Petitioner Guidelines
4	Due Date for Charter School Petitions Due by 12:00 p.m.	March 18, 2016	July 11, 2016	<b>Hand Delivery Only</b> <i>(Petitions will not be accepted before the established date.)</i> Charter Petitions received by Charter Office for 1st round of reviews by Charter Review Committee
5	Notice of Receipt of Petition and Scheduling of Required Capacity Interview & Clarification Session	March 25, 2016	July 18, 2016	Notice of Receipt will be sent to Petitioners along with a scheduled date for a capacity interview and clarification session
6	Charter Petition Review Results sent to Petitioner for Petitioner clarification, and response to questions, comments, concerns	April 15, 2016	August 5, 2016	Petitioners must respond to this document with a revised petition Failure to do so will cause the petition to be deemed incomplete
7	Capacity Interview and Clarification Meeting with Petitioners (Required)	April 21 – 22, 2016	August 11 – 12, 2016	Interview & Petitioner opportunity to inquire about Charter Petition Review Results
8	Revised Petition Due	April 29, 2016	August 19, 2016	Petitioners submit revised petition with all of the questions, comments, concerns of the Charter Review Committee addressed  This will be considered the final petition for submission to the Superintendent and Board of Education
9	Bibb Board of Education votes to approve or deny petition	June 2016 BOE Meeting	October 2016 BOE Meeting	The Superintendent's staff will present the Board with an agenda item for action, and the recommendation for approval or denial will be presented by the Superintendent or Delegated Staff to the Board
10	Approved or Denied petitions and information submitted to the Georgia Department of Education by the Petitioners	June – August 2016	October – December 2016	BCSD & BOE will provide charter information pages with necessary signatures Approved Petitions will be submitted to GADOE by the petitioner for review and recommendation to the SBOE Submittal of Denial Letters to SBOE and Petitioner within 60 days of denial
11	Petition Cycle Officially Closed	June 30, 2016	February 28, 2018	Petitioners who are denied by the DBOE and seek to submit a revised petition must collaborate with the Charter Office to submit the petition 60 days prior to this deadline.

If a deadline falls on a date that BCSD administrative offices are closed for business, the document will be considered due on the first business day after the deadline. The District reserves the right to change the timeline, as necessary.

***No exceptions will be made for missed deadlines.***

## Introduction & Information

This *Petitioner Guideline* manual was created to accompany Bibb County Board of Education Policy IBB.<sup>1</sup> The *Petitioner Guidelines*<sup>2</sup> serves as a guide for petitioners in designing and articulating a comprehensive educational program that realizes the vision of Georgia's Charter School Act, while providing information on how to provide correct formatting and specific provisions that should be included in the petition required by the Bibb County School District (BCSD). The *Petitioner Guidelines* also provides insight into what considerations the charter reviewer will use to assess the overall petition.

<sup>1</sup> It is highly recommended that the petitioner read Bibb Board Policy IBB, and its corresponding regulations, if any, located at <https://eboard.eboardsolutions.com/ePolicy/PolicyOverview.aspx?S=4013&Sch=4013>. Please see O.C.G.A. §20-2-2060, et. seq. and State Board Rule 160-4-9-.04 and accompanying GADOE guidance for charter schools for further information.

<sup>2</sup> This document is available in MS Word format to a qualified petitioner, pursuant to a written, email request to the BCSD Charter Office. **The District reserves the right to modify and amend the Petitioner Guidelines. Notice will be provided to petitioners, as necessary.**

### A. Petition Review & Process

Petitions will be reviewed and considered based on several factors including, but not limited to: program innovation, a demonstrably effective curriculum and academic plan, solid financial planning, depth and breadth of community support, evidence of strong academic leadership, an effective governing board and carefully designed accountability measures.

Please be sure to follow all instructions in the *Petitioner Guidelines*. Where the questions ask for details, a description, or specific procedures and/or processes, please provide this information as requested. Do not give conclusive assertions or assurances that the charter school will comply, but rather details on how the school will comply. The petition must provide sufficient detail so that reviewers may reasonably ascertain that the petitioner(s) has more than a cursory knowledge of what will actually be offered or expected from the school. Petitions that are incomplete or do not follow these guidelines will not be reviewed by the District or submitted to the Board of Education.

Petitions will be reviewed by the BCSD Charter School Office to ensure that all minimum requirements are addressed. If the minimum requirements are met, the Charter Review Committee, including BCSD experts in various areas of school operations, will review the petition. The Charter Review Committee will then notify the Superintendent of its completion of the review and findings. The Committee's findings will be reviewed by the Superintendent to make a recommendation to the Board of Education. The Bibb Board of Education will then approve or deny the petition. Filing a charter school petition does not guarantee that a charter with the Bibb County School District will be granted.

All questions regarding the charter petition and review process should be directed to:

**Charter School Division  
484 Mulberry Street  
Macon, Georgia 31201  
Phone: (478) 765-8711**

## **B. District-Petitioner Communications**

BCSD will communicate with the person listed as the primary contact in the petition on the dates listed in the Charter Petition timeline, and as initiated by the District. It is the responsibility of the primary petitioner to forward communication on to others involved in the charter petition development.

## **C. SBOE & BPBOE Requirements**

All state requirements are posted on the Georgia Department of Education website at [http://public.doe.k12.ga.us/pea\\_charter.aspx](http://public.doe.k12.ga.us/pea_charter.aspx) This site provides information on charter school law, charter school rule, and guidance.

Local requirements are outlined within this document as well in Bibb County Board of Education Charter School Policies IBB, which can be located at <http://www.bcsdk12.net>

## **D. Important Federal and State Laws**

- Applicants are encouraged to have their legal counsel read and understand the following Federal and State laws to ensure compliance in their charter petition:
- ADA Amendments Act of 2008
- Section 504 of the Rehabilitation Act of 1973
- Individuals with Disabilities Act (IDEA)
- Education and Secondary Education Act (ESEA/formerly No Child Left Behind Act of 2001)
- Fair Labor Standards Act
- Equal Pay for Equal Work Act of 1963
- Title VI and Title VII of the Civil Rights Act of 1964
- Age Discrimination Act of 1967
- Occupation Safety and Health Act of 1970
- Title IX of the Education Amendments of 1972
- Workers' Compensation, O.C.G.A. § 34-9-81.1
- Unemployment Compensation
- Federal Educational Rights and Privacy Act (FERPA)
- Official Code of Georgia Title 20: Georgia School Laws
- Charter Schools Act of 1998

## Petition Submission

### A. Complete Petitions

Petitioners are required to follow BCSD directions regarding corrections, revisions, amendments, etc. All content and supporting documents requested by the Bibb County School District and the State Board of Education (including but not limited to all required appendices, state and local checklists and signature pages), must be included and all formatting guidelines must be followed in order for a petition to be considered complete.

Failure to submit a timely and complete petition, including requested revisions, will serve as grounds to deny a petition. If the Charter Office finds that the document submitted is missing substantial amounts of required information, it will be considered incomplete and denied without further review by the District. The policies and procedures written in your petition, including all other plans, should be submitted in final form.

Charter petitions must address each of the questions and requirements. All requested information should be included in the main text of the petition unless otherwise stated.

### B. Deadlines

Complete petitions must be received by the BCSD Charter Office no later than 12:00 p.m. on the stated deadline (*see* Timeline). All petitions must be hand-delivered. No mailed or emailed petitions will be accepted. Pursuant to state statute, the District reserves 90 (ninety) calendar days to review the petition.

***Faxed or emailed copies will not be accepted. Only complete petitions that comply with these guidelines will be evaluated.***

### C. Petitioner Information Session

A required information session will be scheduled for petitioners (*see* Timeline). This session is designed to orient the petitioner to the process. This information session serves as an opportunity for the petitioner to have their individual questions about the charter review process answered by the BCSD Charter School Office.

### D. Capacity Interview & Clarification Session

Petitioners must attend an in-person interview conducted by members of the Charter Review Committee. This session will also serve as an opportunity for the petitioner to inquire about additional information they may need to respond to, as provided in the Charter Petition Review Results, and for the District to assess the capacity of the Petitioner to successfully implement aspects of a charter school, such as curriculum, governance, operations, and finances.

### E. Petition Approval or Denial

Pursuant to State Board Rule 160-4-9-.05(6), the Bibb Public Board of Education will deliver a copy of the approved petition to the Georgia Department of Education (“Department”), within 30 days of the approval. Additionally, the petitioner shall deliver the approved petition to the Department for review by the State Board of Education.

Pursuant to State Board Rule 160-4-9-.05(b)(3) and 160-4-9-.05(6), if the Bibb Public Board of Education denies a petition directly by a vote of the local board to deny or indirectly by failing to vote within the requisite ninety (90) day review period, the Board will communicate the reason for the denial, in writing, to the petitioner and SBOE within sixty (60) days of Board action.

There is no District appeals process for the Board's denial of a petition; however, resubmission of a revised petition must be submitted in the current petition cycle. Submission in another, future petition cycle, will require for the petitioner to complete all BCSD petition process steps, including submission of a Letter of Intent.

A written statement of denial shall specifically state the reasons for denial and include a list of the deficiencies in the petition relevant to O.C.G.A. § 20-2-2063. If the local board cites that approval is not in the public interest, the written statement of denial shall include a detailed description of why approval is not in the public interest.

Additionally, if the Bibb Public Board of Education denies a petition, the local board or the petitioner may request mediation by submitting a written request to the State Board of Education within thirty (30) days of the final denial. If the other party agrees to the mediation, the State Board of Education, or Charter Advisory Committee if directed by the State Board of Education to do so, may assign a mediator to be paid by the Department but reimbursed equally by the local board and the petitioner to assist in resolving issues which led to the denial of the petition by the local board.

## Letter of Intent Guidelines

For each proposed charter, a single letter of intent shall be submitted to both the State Board of Education and the Bibb County Board of Education. An eligible, approved letter of intent must precede the petition to be considered for the District's charter school cycle. The letter must introduce the school's vision, mission, grade levels, anticipated number of students, proposed opening date, location of school and originality or inventiveness to improve student academic achievement and behavior. The District reserves the right to modify the petition cycle schedule and deadlines, as necessary.

## Letter of Intent Template

**XYZ ACADEMY OF EXCELLENCE**

**123 Plain Avenue**

**Yourtown, GA 30333**

**(123) 456-7890**

**xyzschool@school.com**

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Date

[Due no later than 6 months prior to date petition is due to the Georgia Department of Education]

**Georgia Department of Education**

**Charter Schools Division**

**2053 Twin Towers East**

**205 Jesse Hill Jr. Drive, SE**

**Atlanta, GA 30334**

**Bibb County School District**

**Charter Schools Division**

**484 Mulberry Street**

**Macon, Georgia 31201**

**RE: Letter of intent to open XYZ Academy of Excellence Charter School**

In accordance with Georgia State Board of Education Rule 160-4-9-.04, please accept our letter of intent to submit a petition for XYZ Academy of Excellence Charter School in \_\_\_\_\_ school system(s).

Our vision for XYZ Academy of Excellence is \_\_\_\_\_.

The mission of XYZ Academy of Excellence is \_\_\_\_\_.

XYZ Academy of Excellence proposes to open for the \_\_\_\_ - \_\_\_\_ school year, serving grades \_\_\_\_ increasing to grades [if applicable] in \_\_\_\_ number of years.

We look forward to working with you towards the completion of our petition and the successful start of our school year.

Sincerely,

(name, title)

## Petition Assembly & Format

### Charter petitions must demonstrate all of the following formatting requirements:

- ✓ Include the completed GADOE Cover Sheets with required signatures and SBOE Checklist;
- ✓ Typewritten in 11-point Georgia or Times New Roman font;
- ✓ Printed on 8.5" x 11" white paper;
- ✓ Include a table of contents which identifies the page(s) on which each question is answered; Petitioners must organize their petitions according to the numbered questions in the guidelines, with the response to each question item clearly identified;
- ✓ One-inch margins with a header showing the proposed charter school's name and a footer showing consecutive page numbers;
- ✓ The original must be signed in blue ink. Stamped signatures will not be accepted;
- ✓ Does not exceed a maximum of **75 single-sided pages** (no double-sided pages), not including attachments or appendices and other supporting documents;
- ✓ The main petition document must also be submitted as a Microsoft Word Document;
- ✓ Individually label/tab all attachments;
- ✓ The petition is submitted in one (1) three-ring binder (no clips, staples, rubber bands or folders); and
- ✓ Answer every question from the State and District. You may indicate "not applicable" (N/A) with a brief explanation if specific questions are not relevant to your proposed charter school.

### Your complete petition must include all of the following at the time of submission:

- ✓ Signed Letter of Assurances;
- ✓ Ten (10) paper copies of your completed petition, in one (1) three-ring binder, including the narrative, all appendices, and all attachments, labeled appropriately;
- ✓ Fifteen (15) CDs with your petition in its entirety, including all exhibits and attachments in Microsoft Word or PDF format, as applicable. The entire petition document, including the appendices, should be located in one (1) electronic document;
- ✓ One (1) CD with a **redacted** petition (no personal contact information or student identification) in its entirety, including all exhibits and attachments in Microsoft Word or PDF format, as applicable. The entire petition document, including the appendices, should be located in one (1) electronic document; and
- ✓ Applicants are responsible for ensuring that all files on the CD-ROMs are accessible and readable.

## Eligible School Checklist

A charter school petition may not be submitted by home study programs or schools, existing private schools, sectarian or religious schools, or private for-profit schools.

An applicant can demonstrate that their petition does not involve the conversion of an existing private school by answering NO to all of the following:

a. Will your proposed charter school have the same or substantially the same board of trustees and/or officers as an existing private school? No \_\_\_ Yes \_\_\_

b. Will your proposed charter school employ a substantial proportion of employees who will be drawn from an existing private school? No \_\_\_ Yes \_\_\_

c. Will your proposed charter school receive a substantial portion of the assets and property of an existing private school? No \_\_\_ Yes \_\_\_

d. Will your proposed charter school be located at the same site as an existing private school? No \_\_\_ Yes \_\_\_

e. Will the private school close within one year of establishment of your proposed charter school? No \_\_\_ Yes \_\_\_

f. Will a substantial portion of your proposed charter school's students be drawn from the existing private school? No \_\_\_ Yes \_\_\_

## Eligible Uses for Quality Basic Education (QBE) Formula Funds

A charter school is authorized to serve one or more of the grades one through twelve. It may also establish a Kindergarten program. However, QBE formula earnings do not cover Pre-K programs.

Charter schools may not provide English language instruction, GED preparation courses, technical certification courses, after school programs, tutorials or other programs or services to parents or family members using Quality Basic Education (QBE) formula funds.

While these services are permitted in the school facilities, they must be funded through other revenue sources and therefore, should not be included in the school's operating budget. Funds for these services, including personal funds, should not be commingled.

## Petition Review Categories

*Pursuant to State Board of Education Rule 160-4-9-.05(1)(b)(4), the Bibb County School District will provide a written statement to the petitioner indicating which of the following four groups the petitioner is in and, if appropriate, what they must do if they wish to revise and resubmit their petition:*

**Rejection Group:** These applications are flawed in some way that is irreparable and will be rejected for the current school year's Petition Review Cycle.

- (I) The local district shall issue a rejection letter that informs such applicants that their application cannot be considered during the current school year's Petition Review Cycle.
- (II) The rejection letter shall include a statement of the legal insufficiency that makes the petition irreparable.
- (III) Applicants in this category are free to submit a brand new application in the following school year's Petition Review Cycle.

**Revision Group:** During the district's initial internal review and panel interview with the applicant, these applicants demonstrate minimum quality and compliance or less, and would require substantial and material revisions before their petition could be recommended by the district for approval by the local board of education.

- (I) The local district shall issue a letter informing these applicants that they cannot receive an approval recommendation unless the required material revisions are made within thirty (30) days. This letter shall include mention of the district's agreement to the petitioner's granting the district ninety (90) additional days to accept or reject its petition.
- (II) If an applicant chooses to make the substantial and material changes required, they shall resubmit their petition within the thirty (30) day window. Their resubmittal letter shall include mention of their granting to the district ninety (90) additional days beyond the initial 90-day review period to accept or reject their petition.
- (III) Applicants will have only one opportunity to revise their application to make the substantial and material changes required.
- (IV) Applicants that fail to make required revisions will have to wait until the following school year's Petition Review Cycle to submit a new application.

**Clarification Group:** During the district's initial internal review and panel interview with the applicant, these applicants demonstrate moderate quality and compliance or better, but require clarification and supplemental information to be submitted before their petition could be recommended by the district for approval by the local board of education.

- (I) The local district shall issue a letter informing these applicants what clarification(s) and/or supplemental information is required. This letter shall include mention of the district's agreement to the petitioner's granting the district ninety (90) additional days to accept or reject its petition.
- (II) If an applicant chooses to provide the required clarification(s) and/or supplemental information, they shall resubmit their petition within a thirty (30) day 3 window. Their response letter shall include mention of their granting to the district ninety (90) additional days beyond the initial ninety (90) day review period to accept or reject their petition.
- (III) Applicants will have only one opportunity to provide the required clarification(s) and/or supplemental information.
- (IV) Applicants that fail to provide the required clarification(s) and/or supplemental information will have to wait until the following school year's petition review cycle to submit a new application.

**Approval Group:** During the district's initial internal review and panel interview with the applicant, these applicants demonstrate near-perfect quality and compliance. For these applicants, the district will make a recommendation to the local board of education for approval of the petition without any further action on the part of the applicant.

## Charter Information & Petition Questions

The *BCSD Charter School Petition Guidelines* questions are aligned and consistent with questions published in the *GADOE Application*. **ALL questions and sub-questions must be individually labeled and answered.** Corresponding tips are located at the back of this manual.

Including the SBOE application, the petitioner should copy the following form as the first page of their BCSD charter petition:

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

**Check one:** \_\_\_ New Start-Up \_\_\_ New Conversion \_\_\_ Start-up renewal \_\_\_ Conversion Renewal  
\_\_\_ College & Career Academy

If renewal, when was the original charter term start date? \_\_\_\_\_

If renewal, for how many charter terms has the school been in existence? \_\_\_\_\_

**Name of the Georgia nonprofit corporation that will hold the charter, if granted:**  
\_\_\_\_\_

**Contact person:**

Name:

Title:

**Contact address:**

**Telephone number of contact:**

**E-mail address of contact:**

**Grade Levels Served:** \_\_\_\_\_

**Ages Served:** \_\_\_\_\_

**Proposed Opening/Renewal Date:** \_\_\_\_\_

**Proposed Charter Term:** \_\_\_\_\_

*The Petitioner should indicate all grade levels to be served each year during the charter term. For each year of the charter term, please indicate the maximum number of pupils the charter school plans to serve each school year.*

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1														
Year 2														
Year 3														
Year 4														
Year 5														

## I. THE CASE

### 1. Why do you want a charter?

- a. What is your motivation for applying to be a charter school?
- b. What will you be able to do with a charter that you cannot do without a charter?
- c. Describe how parents, community members, and other interested parties were involved in developing the petition and will be involved with the school.
  - i. Describe in detail the community support for this school and the need for this particular school in the community it will serve. Support may be evidenced through additional documentation.
  - ii. As part of your evidence of community engagement, you must provide a letter or a petition signed by parents/guardians of school-age children eligible to attend the charter that demonstrates that they would consider enrolling their child in the proposed school. These items may be placed in the Appendix.
  - iii. Describe the steps you have taken to develop any partnerships and your plans to further develop additional community partnerships.
  - iv. Provide a list of organizations that have committed to partner with your school and the potential nature of the partnerships. Provide evidence of support from the partners in the Appendix.

### 2. What is the Charter School's Mission? How does it support the legislative intent of the school's program to "increase student achievement through academic and organizational innovation?"

- a. Please provide specific examples of and documentation regarding programs that would be offered by your school that are not offered in any existing schools in the BCSD.

**Guideline:** The petition should contain a clear mission statement that explains what the school intends to do, for whom, and to what degree. Identify how the school will accomplish its purpose and what makes it uniquely suited to do so. Additionally, the petition's program should not merely duplicate programs currently offered by other schools in the BCSD.

## II. ACADEMIC OBJECTIVES, PLANS, AND WAIVERS

### 3. What are your school's performance objectives for the proposed charter term?

**Guideline:** As background for your answer to this question, please see the CCRPI and Beating the Odds goals (Attachments A and B) and review the PowerPoint found on the GADOE's Charter Schools Division's website. These goals will be included in your charter contract.

- ✓ In your answer to this question, you will list the specific areas you will target to achieve your CCRPI and Beating the Odds goals.
- ✓ For example, you may choose to target Math or ELA to raise your overall CCRPI score – because your current Math or ELA scores are dragging your CCRPI score down.
- ✓ As a way to be competitive on Beating the Odds, you may also choose to focus on closing the gap in your school between educationally advantaged and educationally disadvantaged students – or you may choose to ensure gifted students are well-served, since average-performing gifted students will lower your Beating the Odds ranking compared to schools and districts with high-performing gifted students.
- ✓ Indicate the expected rate of student performance growth in each year of the proposed charter term.
- ✓ You are encouraged to include all or some of the components of the current draft of the Georgia Department of Education's College and Career Ready Performance Index (CCRPI).
- ✓ You are urged to include cohort measures that show the progress over time of a single cohort of students.
- ✓ You are also urged to include national norm-referenced test results among your performance measures.
- ✓ Be specific, measurable, attainable, relevant, and time-based (SMART).

### 4. How will the charter school governing board, management, instructional leadership, faculty and staff know that students are on track to meet these academic goals?

- a. What assessments will the school administer to obtain performance data for each student?
- b. Describe how the school will obtain baseline achievement data.
- c. Describe how the school will benchmark student growth.
- d. Describe plans to formally and informally assess student performance in the core academic areas.
- e. Explain how the charter school will work with the local school system to participate in all state-mandated assessments. Provide a statement that the charter school will administer all state assessments in accordance with the BCSD testing calendar.
- f. Describe plans to diagnose educational strengths and needs of students and plans on how this data will be used for instructional planning.
- g. Describe the school's plan for using assessment data to monitor and improve achievement for all students over a set period of time.
- h. Describe how the charter school shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements.
- i. Describe how the charter will adhere to all assessment guidelines and procedures as outlined by the State Assessment Handbook, the State Accommodations Manual and other state and local guidance on assessment.
- j. Describe how staff from the charter school will attend required test administration training held by BCSD.

**5. What specific actions will the school's management, instructional leadership; faculty and staff take to ensure student performance objectives are met during the proposed charter term?**

- a. Describe the focus of the curriculum. This statement should also discuss any distinctive or unique instructional methods to be used that are research-based and standards driven.
- b. A full and complete curriculum, aligned, for all grade levels to be served during the proposed charter term is required to be submitted as an Appendix item. This information must be aligned with Common Core and Georgia Performance Standards (where applicable).
- c. Identify materials/programs that the school plans to obtain/purchase to support the stated curriculum.
- d. Describe the educational innovations that will be implemented.
- e. Provide a clear explanation of how the innovations will increase student achievement.
- f. Describe why the innovations are appropriate for this unique school.
- g. Describe the anticipated teacher-to-student ratios and the rationale for maintaining these ratios. Please describe your intended class sizes, including the minimum and maximum number of students. Be sure to explain the source of any additional funding necessary if the class sizes are smaller than those set forth in the SBOE Class Size Rule 160-5-1-.08.
- h. If this is a charter high school, describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.

**6. What are the school's plans for educating special populations? (Reciting the requirements of law and rule is not sufficient)**

- 7. Describe methods, strategies and/or programs for meeting the needs of students identified as gifted and talented. Include any diagnostic methods or instruments that will be used to identify and assess those students.**
- 8. Describe how the charter school will provide state and federally mandated services for students with disabilities. Include any diagnostic methods or instruments that will be used to identify and assess those students.**

*Guideline: To demonstrate compliance with Federal requirements, the petition should clearly articulate the policies and procedures the charter school will follow to ensure the Federal requirements are met as well as elaborate on the services it intends to provide. Charter schools must comply with all Federal requirements for students with special needs, and they are required to implement a student's IEP as written. Charter schools must ensure that there are sufficient numbers of well-prepared and competent administrators, teachers, and staff with experience working with students with disabilities and special needs.*

**9. Describe methods, strategies and/or programs for students receiving supplemental education services. These services should be provided pursuant to SBOE Rule 160-4-5-.03 and the Elementary and Secondary Education Act/No Child Left Behind.**

**10. Describe methods, strategies and/or programs for meeting the needs of students at-risk of academic failures through remediation. Include any diagnostic methods or instruments that will be used to identify and assess those students who are performing below grade level as well as the processes/programs/tools to be used in providing them with remedial instruction. These services should be provided pursuant to SBOE Rule 160-4-5-.01 and NCLB.**

**11. Describe how the charter school will provide state and federally mandated services for English Language Learners (ESOL). Include any diagnostic methods or instruments that will be used to identify and assess those students, including:**

- a. A description of the special language instructional program to be provided to ELLs that is designed to teach English, as well as general curriculum and who on staff will coordinate this effort.
- b. A provision indicating that ELL students will not be excluded from curricular and extracurricular activities in school because of the inability to speak and understand the language of instruction.
- c. Appropriate evaluative standards for measuring the linguistic and academic progress of ELL students, including program exit criteria.

**12. List all proposed extracurricular activities or other auxiliary educational activities along with the grade levels in which these activities will be offered. Please list and describe the partnerships the school has developed to offer extracurricular activities (ex: chorus, band, sports, clubs, art). This information should explain who the partner organization is, at which location the activity will be offered, and any charges associated with providing these activities. Please provide copies of contracts or correspondence setting forth the terms of the partnership.**

**13. Which of the specific actions in the academic plan require a waiver of state law, rule, or guidelines?**

- a. Although you will be granted a broad flexibility waiver if you are granted a charter, please demonstrate why a charter is necessary for this school by providing examples of significant components of your academic plan for which you need a waiver. Please also identify the specific waivers that are required to allow the implementation of those components.

***Guideline: It is preferred that this response is completed in chart form***

### III. ORGANIZATIONAL OBJECTIVES, PLANS, AND WAIVERS

#### 14. State the school's Organizational Goals and Measures.

- a. School organizational performance objectives should reflect where the school envisions itself organizationally at the end of the charter term.
- b. Objectives should include areas such as: governing board training, student and teacher retention, and student, parent and teacher satisfaction.

#### 15. What specific actions will the school take to achieve its organizational performance objectives?

- a. Describe the organizational innovations that will be implemented during the proposed charter term.
- b. Provide a clear explanation of how the innovations will increase organizational effectiveness.
- c. Describe why the innovations are appropriate for this unique school.

#### 16. Which of the specific actions in the organizational plan require a waiver of state law, rule, or guidelines?

- a. Although you will be granted a broad flexibility waiver if you are granted a charter, please demonstrate why you need a charter by providing examples of a significant component of your organizational plan for which you need a waiver. Please also identify the waivers that are required to allow the implementation of that component.

**Guideline:** *It is preferred that this response is completed in chart form.*

## IV. GOVERNANCE

A key characteristic of charter schools is that an autonomous governing board makes decisions on behalf of the school. It is imperative that all governing boards demonstrate substantial autonomy, decision-making authority and capacity.

### 17. Describe how an autonomous governing board will make decisions for the school.

- a. Identify each member of the governing board; describe the composition of the governing board (number of members, skillsets to be represented, how members are/will be representative of the school and the community, etc.); describe how and when board members will be selected, and the terms that governing board members will serve. Briefly explain the recruitment plan of new members if vacancies occur.
- b. Describe the governing board's function, duties and role in the areas of budget, resource allocation, personnel decisions (primarily school leader selection, evaluation, and termination), establishing and monitoring the achievement of school improvement goals, curriculum and school operations.
- c. Please use the Governance matrix (found on the GADOE Charter School Division's website) to illustrate the level of autonomy your Governing Board will have. Please note: This matrix will become part of your charter contract.
- d. Use this section to provide a narrative of your matrix, including anything in the matrix that requires further explanation or clarification.
- e. Describe your plan for ensuring that you maintain a diverse board with broad skillsets.
- f. Describe how and why governing board members may be removed.
- g. Georgia law requires Charter Schools to provide initial training for newly approved charter school Governing Boards as well as annual governance training thereafter. Governance training should help build the capacity needed to make decisions in the above-mentioned areas. Trainers must be selected from a SBOE-approved list that ensures that the training covers certain SBOE requirements. Beyond those requirements, as a best practice, Charter Schools should also ensure that it selects a training program that covers areas of identified needs.
- h. Describe your plan and timeline for securing a provider for your initial governance training as well as annual training thereafter. Include in this plan, areas of focus that are specific to your board and school. Provide a brief plan for continuous governance training, recruitment and retention of high quality governing board members.
- i. Disclose any potential conflicts of interest and describe how the governing board will ensure that current and future board members avoid conflicts of interest.
- j. How will the governing board's role uphold the school's mission and vision? Please provide specific examples.
- k. How will the governing board evaluate the principal's performance? This should include the assessment tool that will be used to determine effectiveness.
- l. How will the governing board ensure effective organizational planning and financial stability? Please provide specific examples.
- m. How will parents, community members, or other interested parties be involved in the charter school's governing board?
- n. How will the school promote parental and staff involvement in school governance?
- o. How will the school communicate with students' families?

## 18. Grievances

- a. What will be school leadership's role in resolving teacher, parent and student grievances and other conflicts? Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers. The grievance policy should clearly articulate how individuals may present grievances, how those grievances will be reviewed, and who will undertake the task to review grievances, as well as the time frame for disposing of a grievance.
- b. What will the governing board's role be in resolving teacher, parent, and student grievances and other conflicts? This should include specific procedures and protocols for grievance resolution for each group. Describe the plan or method that the charter school's governing board will utilize for resolving conflicts with the Bibb County School District and/or Board of Education. Explain how conflicts will be addressed and resolved.
- c. Describe the method that the governing board plans to utilize for resolving internal conflicts.

*Guideline: Grievances with the principal or those that have escalated through the chain of command should involve a step that involves the governing board in the resolution process.*

**19. In the appendix, attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State, pursuant to O.C.G.A. § 20-2-2065(b)(4).**

**20. Provide a brief description for each governing board member that explains what role they will play on the board and why they were chosen to participate in the founding group. Attach the member résumés or curriculum vitas in the appendix.**

**21. In the appendix, please provide the proposed charter school's bylaws, pursuant to O.C.G.A. § 20-2-2065(b)(4). (All petitions must provide a copy of the by-laws in final form; no drafts.) Bylaws must reflect the charter school's mission and non-profit status and should include:**

- a. The method by which the board will be elected or appointed and removed, as well as the term of office for each member.
- b. The number of members to serve on the board after the charter school is authorized (the minimum required by BCSD is five), and identify any seats reserved for specific constituents.
- c. The responsibility and authority of the board for the policy and operations of the charter school.
- d. A list of committees of the governing board (which must include, at minimum, an executive, finance, and education/accountability committee).
- e. The calendar for board meetings, providing for a minimum of six meetings per year.
- f. A list of the quorum and voting requirements for board meetings and committees.

**22. A conflict of interest is generally defined as a situation in which someone has differing or competing professional, monetary or personal interests. Any potential conflicts of interest of the founding governing board members must be disclosed. Provide the complete and signed conflict of interest form for each proposed founding board member, located at the end of these Guidelines. This form must be included in the petition appendices and completed by each founding and/or governing board member.**

## V. CONTRACTS WITH EDUCATIONAL SERVICE PROVIDERS OR OTHER CHARTER PARTNERS

**23. Does the charter school intend to contract, or has the school contracted, with an education service provider (ESP) or other charter partner, to provide management or consulting services? If so, please complete this section and include a signed, operationalized agreement submitted as an exhibit.**

- a. Describe how the arrangement will be in the best educational and financial interests of the charter school.
- b. Describe other education service providers or charter partners that were considered and the reasons this ESP or partner was selected above all others. How and why was EMO/CMO company chosen, selected?
- c. Describe the history of the ESP or partner selected, including academic results, closures, non-renewals and separations.
- d. Describe how the contract was negotiated.
- e. Briefly describe the range of services the education service provider or partner will provide for the school. To what extent will the educational management company participate in the management of the school? Please describe all educational and non-educational services to be provided by any educational management company or for-profit entity with which the charter school will contract.
- f. Describe how the governing board will monitor and assess the performance of the management organization.
- g. What are the requirements to terminate the contractual relationship and how would terminating the relationship affect the school's ability to continue its operations?
- h. Describe the reporting and organizational structure of the school in regard to the governing board, school administration and educational management company in relation to the governance and management of the school. Clearly delineate which positions are employees of the [EMO/CMO] and which persons or positions are employees of the charter.
- i. In the Appendix, provide the latest annual report for the educational management company, including audited financial statements, if available.
- j. In the Appendix, provide the educational management contract with all applicable signatures and dates of execution.
- k. Is the EMO/CMO charging a fee for their services? If yes, this description should include the nature, duration, and cost of service commitments.
- l. Please submit a list of all owners, directors and officers of the [EMO/CMO].
- m. Please submit the name, address and telephone number of the legal representative and the accounting firm for the [EMO/CMO].
- n. In the appendix, provide references from previous schools managed by the [EMO/CMO], including academic success of students by grade and program measured by test scores and external financial audits for each school managed (both those currently opened and those that have closed) within the last three years. If the company has managed schools in the state of Georgia which have closed, the reasons for its closing should be offered.

**o.** A description of the [EMO/CMO]’s partnerships with any other charter schools, public schools, or private schools. If applicable, please provide a list of all schools managed or Serviced in the last five years (including those no longer in operation). Indicate the location and grade levels served of those schools.

**p.** Is the charter school leasing, lease-purchasing or engaging in any other property or financing relationships with the [EMO/CMO]? If so, please provide the statement in the petition that lease, lease-purchase, or financing transactions will be separately documented and not a part of or incorporated into the [EMO/CMO]-charter school agreement.

**24. List any proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations (excluding those relationships discussed in previous section).**

**a.** Contact information for a representative of each business and/or partnership listed should be provided.

**b.** Disclose any potential conflicts of interest within each arrangement or partnership.

**c.** Include a copy of any actual or intended contract with each arrangement or partnership in the Appendix.

*Guideline: Any business arrangements or partnerships described should already be initiated at the time charter petition is submitted and should be documented through signed agreements between the parties involved.*

## **VI. FINANCIAL OBJECTIVES, PLANS, AND WAIVERS**

**25. State the school’s Financial Goals and Measures.**

**a.** School financial performance objectives should reflect where the school envisions itself financially at the end of the charter term.

**b.** Objectives should emphasize fiscal health and sustainability.

**c.** Describe the school’s plans for fiscal management; and specify how the school will manage budgets and expenditures.

**d.** Use the spreadsheets provided by GADOE, which list detailed budget information projecting revenues and expenditures for the first five years of the proposed charter term. If any sources of revenue appearing in the spreadsheets are anticipated to come from private sources, documentation of such revenues must be included along with the petition. Include a budget that complies with O.C.G.A § 20-2-171.

**e.** Identify the school’s Chief Financial Officer and describe how that person’s credentials comply with the Guidance for Georgia State Board of Education Rule 160-4-9-.04 for the purpose of developing and adhering to generally accepted accounting principles.

**f.** Identify the representatives of the school who will be responsible for the financial management of the charter, and describe plans to procure and maintain during the entire length of the charter a Crime/Fidelity Bond covering all persons receiving or disbursing funds. The BCSD required bond amount is \$1 million.

*Guideline: At a minimum, the school’s CFO must possess the following qualifications: 1) A baccalaureate or higher degree in business, accounting, or finance from an accredited college or university and a minimum of four years’ experience in a field related to business or finance; or 2) documented experience of ten or more years in the field of business and financial management.*

## 26. What specific actions will the school take to achieve the financial performance objectives?

- a. Describe the financial innovations that will be implemented during the proposed charter term.
- b. Provide a clear explanation of how the innovations will increase financial effectiveness.
- c. Describe why the innovations are appropriate for this unique school.

**Guideline:** Applicants must adhere to these general requirements for all budgets and cash flow documents:

- ✓ The charter school must operate on a July 1 to June 30 fiscal year.
- ✓ Budgets must be consistent with the school's mission, vision, objectives and goals.
- ✓ Budgets must show estimated revenue and expenses for each year and must be balanced i.e., revenues must be equal to or greater than expenses.
- ✓ The budget must include a narrative describing the process for estimating revenue and expenses.
- ✓ Revenue estimates should be conservative and expense estimates should be realistic.
- ✓ Documentation must be retained to show the basis for the assumptions made in estimating revenue and expense. If grant awards are presumed as revenue, the petition must include either a grant award letter or a letter of intent to award, predicated upon the granting of a charter. If no such evidence is provided, the petition cannot include such anticipated grant funds as revenue.
- ✓ Include funds in the budget for legal representation; the school must be prepared to defend itself, without assistance from the district, in case of a lawsuit.

## 27. Fundraising or Other Sources of Income

- a. Please describe in detail the school's plans for securing other sources of funding. This plan should demonstrate financial independence from the school district by using state and local funds and a feasible plan to supplement those funds with other funding sources on a yearly basis as required.
- b. Describe any planned fundraising efforts and who will lead and coordinate these efforts. Because there is no guarantee that these funds will be awarded, you must describe how your school would remain solvent if you do not receive these funds.
- c. Independent private funding sources that have been secured must be evidenced through a letter of intent, commitment letters, and/or loan agreements from the funder may be included as an Appendix item.
- d. If established, provide evidence of your organization's federal tax-exempt status in the Appendix.

**Guideline:** Funding by the Bibb County School District shall not be affected by the charter school's receipt of any grant or funds from another source. If the charter school ceases operation, any grant funds or loan proceeds made to the charter school shall be distributed in accordance with the terms of the grant or loan.

## 28. Which of the specific actions in the financial plan require a waiver of state law, rule, or guidelines?

- a. Although you will be granted a broad flexibility waiver if you are granted a charter, please provide examples of a significant component of your financial plan for which you need a waiver – and the waivers that are required to allow the implementation of that component.

## VII. STUDENT ADMISSIONS

### 29. How will students be admitted to the charter school?

- a. What is the school's attendance zone? Please describe or provide a map which indicates your targeted attendance zone.
- b. Please state the following enrollment priorities that apply, pursuant to O.C.G.A. § 20-2-2066(a)(1), in the rank order the school will use them. If the school will not utilize any enrollment priorities, please leave this section blank.
- c. Describe the rules and procedures that will govern admission and registration. Please include the school's admissions policy for potential students that are equitable, non-discriminatory, and will ensure that the student populations will reflect diversity. Please note that "enrollment priorities", "admission" and "registration" are different concepts. To avoid confusion the GADOE recommends the following:
  - i. "enrollment priorities" describe those students granted priority pursuant to O.C.G.A. § 20-2-2066(a)(1);
  - ii. "admission" describes pre-lottery processes and forms; and
  - iii. "registration" describes post-lottery processes and forms after the student has been offered a seat at the school through enrollment priorities or the lottery process.
- d. Describe procedures for situations if student applications for admissions exceed available space, including the following:
  - i. The precise manner in which the lottery will be conducted and by whom;
  - ii. Measures to ensure that the admissions process adheres to legal requirements; and the procedures for wait-listing students who are not included in the first round of lottery offers.
- e. How will the charter school reach students representative of the racial and socioeconomic diversity in the school system?
- f. How does the school plan to recruit students and maintain/increase enrollment? Please include an enrollment application in the appendix.
- g. Attach the charter school's proposed annual calendar and a draft of the charter school's daily school schedule.

## VIII. FACILITIES

A charter school's facility is a very important part of implementation. Without a proper facility, the charter school will not be feasible. Best practice is that a school's facility costs should not exceed 15% of its total expenditures. Additionally, please be aware that all facilities must be approved by the Department's Facilities Services Unit (more information regarding this step can be found on the Department's website). For this reason, it is imperative that the charter school not commit to a facility before it has been approved. We encourage new schools that are planning construction or major renovations prior to the admission of students consider a planning year to safely complete the construction process. We also strongly encourage Memorandums of Understanding (MOU) pending approval. Also for this reason, it is encouraged that a school have at least two facility options.

### 30. Describe the school facility that the charter school proposes to use.

- a. Is the facility new or existing? Describe the quantity and types of rooms (i.e. classrooms, administrative offices, program specific space (science labs, art workshops, etc.), media center, meeting space, and/or kitchen facility.)
- b. Will the facility require renovations? If so, describe the extent of the renovations and source of funding to pay for the renovations. (Building plans must be approved by the Bibb County School District’s Facilities department.)
  - i. Please include a narrative regarding how the renovations will comply with all applicable local zoning and building codes and timetable to achieve compliance. Include how anticipated completion date for each major phase of renovation.
  - ii. Any rehabilitation work necessary for this site to meet building codes applicable to schools must be completed before the start of the school year and must include the following:
    1. The scope of the work to be completed and proposed funding mechanism to cover these costs;
    2. The person(s) who will manage the project and their qualifications; and
    3. A project timeline.
  - iii. If applicable, include written verification from the appropriate municipality that the zoning and land use regulations for the site will permit the operation of a public school on the premises.
- c. What is the location of the facility?
  - i. If the charter intends to lease or contract with a church or other religious organization, please attach the questionnaire, entitled “Building Lease with Religious Organization Form,” regarding this arrangement.
  - ii. Provide documentation of ownership or a copy of the lease of the facility. If ownership documentation or a lease is unavailable, provide a timeline for obtaining such facilities or providing such documentation (this question does not apply to conversion charter schools).
- d. How does this facility meet the required space needed for the proposed school? Please indicate if the identified site will accommodate the school through the initial charter term and at full capacity. If the school will not start at full capacity, describe how the school will accommodate growth over an initial five-year term of the school.
- e. If applicable, schools must submit a School Site Selection Form for Site and Facility Approval for a site or facility not owned by the Bibb Board of Education. This also includes completion of a “Phase I Environmental Site Assessment.” (Place these items in the Appendix.)

**31. Does the charter school have an MOU for the facility pending charter and facility approval?**

- a. The MOU should include the total proposed facility cost.
- b. The MOU should set forth any material terms that will be reflected in a lease, such as the lease term.

**32. Does the charter school have a Certificate of Occupancy (CO) for the proposed facility?**

- a. Please note that schools must obtain a CO no later than 45 days before the start of the charter term on July 1. Attach a copy of Certificate of Occupancy. Please provide a Certificate of Occupancy, or a timeline detailing the latest possible date by which the Certificate of Occupancy will be obtained prior to students occupying the proposed facility.

**33. Does the charter school have an emergency safety plan pursuant to O.C.G.A. § 20-2-1185 for the proposed facility?**

Please note that schools must submit an emergency safety plan no later than 45 days before the start of the charter term on July 1.

- a. Provide the school's emergency/safety plan in the Appendix.
- b. Describe how all local and state policies related to health and safety will be met.

## **IX. STUDENT DISCIPLINE**

**34. Please state whether or not the school intends to adopt the Bibb County School District's Student Code of Conduct as the school's discipline policy.**

- a. Provide the school's student discipline policies and procedures, setting forth student due process procedures for all disciplinary action, not just for the most serious forms of discipline such as out-of-school suspension and expulsion, in a Code of Conduct, as an Appendix item.
- b. Provide a description of how the charter school will meet the federal due process requirements for students with disabilities, or students believed to have a disability, who are suspended or removed for disciplinary reasons.
- c. If the school intends to require a uniform, the dress code policy should also be included.

*Guideline: The policy must not refer to involuntary transfer as a discipline option. It is mandatory that applicants adopt the Bibb County School District's Student Code of Conduct as their discipline policy.*

## **X. EMPLOYMENT & HUMAN RESOURCE**

**35. Describe a plan for organization and management of faculty, instructional staff, and other employees of the charter school. Please include a copy of the faculty handbook in the Appendix.**

**36. Staff Qualifications, Recruitment and Hiring Practices & Procedures, and Compensation**

- a. Describe the school's employment policies and procedures, including the proposed staff qualifications, employee recruitment procedures, hiring practices, and compensation.
- b. Job descriptions are a required Appendix item.
- c. Describe whether the charter school will use the state salary schedule, and if another schedule will be used, provide that schedule.
- d. Indicate if substitute teachers will be utilized, for which positions, and at what rate of pay.
- e. A salary schedule for all certified employees is a required Appendix item.
- f. For Conversion Charters: How will the charter adhere to current BCSD policies, procedures and standards in all areas regarding the status of district employees to include treatment, qualifications/credentials, placement, compensation, and evaluations?

**Guideline:**

- All teachers of the charter school shall be members of the Georgia Teachers' Retirement System (TRS) and subject to its requirements. Each charter school is responsible for making arrangements with TRS and making contributions for charter school teachers.
- Describe the proposed staff qualifications and how such qualifications promote increased academic achievement for students.
- Describe employee recruitment procedures, hiring practices, compensation, and employee evaluation procedures that the charter intends to adopt.

**37. Certification and Highly-Qualified Teachers**

If certification by the Georgia Professional Standards Commission (GAPSC) is not required, please provide a description of the training and experience that will Bibb County School District be required, including how the school will determine whether a teacher has demonstrated competency in the subject area(s) in which he/she will teach as required by No Child Left Behind (NCLB). If the teacher is required to be highly qualified under No Child Left Behind, please describe how the school will ensure the teachers meet the definition of "highly qualified."

**38. Background Checks**

Describe the charter school's procedures to ensure compliance with the requirement that all staff members and governance board members are subject to fingerprinting and background checks.

**39. Employee Evaluation**

- a. Provide the methods of employee evaluations that will be utilized.

**40. State Health Benefit Plan Participation**

State whether the charter school will elect to participate in the State Health Benefit Plan as provided pursuant to O.C.G.A. § 20-2-880 and O.C.G.A. § 20-2-910.

**XI. Operations**

**41. Describe whether transportation services will be provided and include a statement that the transportation program will comply with applicable law. If transportation services are not provided, explain how this will not discourage eligible students from attending the school.**

**42. State whether the charter school will provide food services.**

- a. If food services will be provided, please describe this program briefly.
- b. If food services will not be provided, please indicate your plans for providing for student lunches. This plan should include information on whether the food will be prepared on-site or off-site and the anticipated cost to students and other significant elements of the food service program should be provided.

**43. Provide information on the school's legal representation or counsel.**

- a. How will the proposed school ensure compliance with the requirements of law with respect to legal issues?
- b. Please confirm whether this organization or individual has reviewed the BCSD charter petitioner guidelines and petition document to be submitted.

**44. Describe the charter school's insurance coverage, including the terms and conditions and coverage amounts thereof. Information on insurance coverage and amounts are required in the following areas:**

- a. General Liability
- b. Errors or Omissions

- c. Property/Lease Insurance
- d. Auto Liability
- e. Worker's Compensation
- f. Theft

Copies of the school's insurance policies should be included as an Appendix item. If insurance policies do not exist, please provide the following statement: "Copies of each policy shall be provided to the BCSD Charter School Office prior to the opening of the school." Please list the date by which evidence of insurance will be submitted.

**45. Additional information** that may support the information presented in the narrative section of your petition and helps the reviewer to better assess the proposed charter school may be included in the appendices. BCSD may request additional attachments/appendices as needed. Pages in the appendices should be numbered, labeled, and included in the Table of Contents. Labeled tabs/ dividers should separate the appendices. Please attach only materials referenced in your petition, such as budget forms, certificates of incorporation, bylaws, education management company or other third party contracts, facilities, Letter of Intent and/or Memorandum Of Understanding, resumes, and signed conflict of interest forms. Examples of common attachments/appendices are listed below, but are not solely limited to these items.

**Required appendix submission:**

1. Resumes of Founding Board Members
2. Board Questionnaires/Conflict of Interest Forms (provided below)
3. Annual Calendar
4. Draft of the School's Daily Schedule
5. Partnership agreements for extracurricular activities
6. Certificate of Incorporation
7. Monthly Cash Flow Projections for First Two Years of Operation (with Revenue and Expenditures)
8. Monthly Cash Flow Projections for First Two Years of Operation (with Revenue and Expenditures assuming projected student enrollment)
9. Annual Cash Flow Projections for First five years of operations
10. Contracts for Supplemental Education Services and Remediation
11. Full Curriculum with Alignment to Georgia Performance Standards
12. Governing Board Bylaws
13. Institutional Partnership Agreement/MOU
14. Questionnaire on Religious Organization Agreements
15. Educational Management Company Contract, Financial Statements, and Proof of Academic Success & Student Growth **(if applicable)**
16. Facilities Plans
17. Insurance/Indemnification Information
18. Copies of each required insurance policy
19. Start-up and Five-Year Operating Budget
20. School Safety Plan
21. Site and Facility Approval Form
22. Parent, Student, or Faculty Handbooks & student Dress Code
23. Letters of Community Support for the Petition
24. Lease or Documentation of Ownership
25. School's Asbestos Plan **(if applicable)**
26. Code of Student Conduct
27. Certificate of Occupancy
28. Documentation of Application for Accreditation for schools grades 8-12
29. Job Descriptions
30. List of Partners and Details of Partnership

**Optional Appendix information:**

1. Letters of Support from Funders
2. Code of Ethics
3. Organizational Charts
4. Program Descriptions, beyond those required

**46. Letter of Assurances**

The law requires your school provide assurances that it will do certain things and comply with certain laws. The BCSD Letter of Assurance Form enumerates these and other mandatory requirements. When you submit this form as part of your charter school application package, you are providing the legal assurance that your charter school understands and will do these things. This form must be signed by a duly authorized representative of the school. The Letter of Assurance Form is located at the end of this manual. The District reserves the right to add assurances, modify, or individualize this document for a petitioner, before or after the Board of Education's approval.

**47. Conversion Charter School Petition Requirements**

All conversion charter petitions that are submitted by a charter petitioner to the local Board must meet the additional petition requirements:

- a. Include a statement, and evidence, that the petitioner has held the appropriate votes, by secret ballot, required pursuant to O.C.G.A. § 20-2-2064(a)(1) and (2), and shall describe the procedures and outcomes of those votes.
  - i. For the purposes of the vote required pursuant to O.C.G.A. § 20-2-2064 (a)(1)(A), each faculty or instructional staff member shall have a single vote.
  - ii. For purposes of the vote required pursuant to O.C.G.A. § 20-2-2064(a)(1)(B), a student's parent(s) or guardian(s) shall collectively have one vote for each student enrolled in the school although parents of students at the school who are eligible to vote as faculty or instructional staff shall also have a single vote in the vote required pursuant to O.C.G.A. § 20-2-2064(a)(1)(B).
- b. A statement detailing the innovations that shall materially distinguish the conversion charter from the school's pre-conversion model and that require the flexibility offered through the charter model.
- c. A statement detailing the conversion charter's plan to operate with substantial autonomy. This statement shall include a description of how financial resources will be managed, how human resources will be managed, how personnel will be evaluated; and a description of school governance and the extent to which parents, community members, and other stakeholders will participate in the governance of the school. The petition shall describe all policies, procedures, and practices that will materially distinguish the conversion school from the school's pre-conversion model.
- d. Include the following statement: The Bibb County School District (BCSD) agrees to ensure that its locally approved charter schools operate with substantial autonomy, which requires that "the nonprofit governing board of a charter school shall have authority to make, but is not limited to, personnel decisions, including selection of the principal or school leader; financial decisions and resource allocation decisions, including establishing the number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs; selection of a curriculum and accompanying instructional materials; establishment and monitoring of the achievement of school improvement goals, including approval of the school improvement plan and oversight of its implementation; and operations that are consistent with school improvement goals."  
BCSD will ensure that the substantial autonomy requested in the governance matrix as approved and signed off by the District is provided. Furthermore, the \_\_\_\_ (Name of Proposed Conversion Charter) \_\_\_\_ Governing Board will be afforded opportunities to dialogue with BCSD to expand its autonomy over the course of its charter term.

**48. High School Cluster Petition Requirements**

Pursuant to O.C.G.A. § 20-2-2062 and 20-2-2063(b), a high school and all of the middle and elementary schools whose students matriculate into that high school may act as a single charter petitioner to convert to charter school status. The high school cluster petition may include new and existing start-up charter schools, conversion charter schools, and renewals thereof.

All high school cluster charter petitions that are submitted by a charter petitioner to the Bibb Board of Education must meet the additional petition requirements:

- a. Include a statement, and evidence, that the petitioner has held the appropriate votes, by secret ballot, required pursuant to O.C.G.A. § 20-2-2064(a)(1) and (2), and shall describe the procedures and outcomes of those votes.
  - i. For the purposes of the vote required pursuant to O.C.G.A. § 20-2-2064 (a)(1)(A), each faculty or instructional staff member shall have a single vote.
  - ii. For purposes of the vote required pursuant to O.C.G.A. § 20-2-2064(a)(1)(B), a student’s parent(s) or guardian(s) shall collectively have one vote for each student enrolled in the school.
- b. Include a statement, and evidence, affirming that a vote was conducted at each school proposed to convert into the high school cluster, and the day(s) and time(s) the polls were open.
- c. Include a statement indicating if the petitioner opted to allow parents who resided outside of the cluster attendance zone to vote.
- d. Include a statement indicating the total number of faculty and parents who cast a ballot at each school and the percentage of yeas and nays.
- e. Include a statement describing the rationale for petitioning as a high school cluster, such as innovations that will materially distinguish the charter cluster from the cluster’s pre-conversion model and that require the flexibility offered through the charter model.
- f. A description of how the charter high school cluster as a whole shall be held accountable for performance goals stated in the charter.
- g. Include a description of how each school shall be held accountable for academic performance goals stated in the charter.

#### **49. Petition Renewal Requirements & Executive Summary**

All **charter renewal petitions** (start-up, conversion, or high school cluster) that are submitted by a charter petitioner to BCSD must meet all charter petition requirements and must comply with current State Charter Laws, Rules, and Guidance. In addition, a charter school’s renewal petition must contain an executive summary. The executive summary should not exceed three (3) pages, and may be placed in the appendix.

- a. **Brief Synopsis of the School:** original opening date, history, grades serve, number of students seeking to serve, grades being added, school’s innovation, etc.
- b. A succinct overview of the performance of the school or schools over the term of the charter and the proposed changes to the charter, in the following areas:
  - i. **Academic Performance, Student Growth, and Georgia Milestones Scores:** Information and/or evidence that demonstrates the academic success of the charter school during the previous charter term(s). This demonstration shall explain how the charter school succeeded in meeting the annual measurable objectives of CCRPI and the performance-based objectives stated in the charter.

**ii. Governance:** Information and/or evidence that demonstrates effective governance of the charter school during the previous charter term(s). This demonstration shall detail governance training and meeting dates, changes in governing board leadership, and any other innovative practices or challenges that the governing board experienced. Additionally, this section shall include a brief section on the school's leadership and organizational structure, including any significant changes in the school's leadership.

**iii. Fiscal Knowledge & Responsibility:** Information and/or evidence that demonstrates effective and efficient fiscal knowledge and responsibility of the governing board and school leaders, including how the charter school succeeded in achieving financial stability and funding from sources other than the District.

**c.** If the school failed to meet any academic/student performance objectives, or other performance-based objectives regarding governance, finance, or organizational stability and effectiveness, etc., the petitioner must clearly define and explain these situations in the executive summary.

**d.** If a Breach of Contract Notice was issued during the most recent charter term, the petitioner must state this in the charter renewal petition and explain how the matter was resolved.

**e.** If termination proceedings were initiated during the most recent charter term, the petitioner must state this in the charter renewal petition and explain how the matter was resolved.

# Bibb County School District Signature Sheet

*(Please sign section 1 only in blue ink and submit with petition)*

## Section I.

The petitioner hereby agrees to adhere to all laws, regulations, and District Guidelines & Board Policy IBB during and after the petitioning process. The Petitioner also agrees to refrain from engaging in any conduct that could be deemed as, but not limited to, illegal, improper, unprofessional, intimidating, collusive, and/or bribery toward, of, or with any District employee and/or Bibb County Board Member during the petition process. Engaging in any act as stated above will result in an automatic withdrawal of the petition for review and potential sanctions. The petitioner hereby asserts that a completed petition has been submitted. If a charter is granted, petitioners assure that the proposed charter school's programs, services, and activities will operate in accordance with the terms of the charter and all applicable, federal, state, and local laws, rules, and regulations.

\_\_\_\_\_  
Authorized Charter School Representative

\_\_\_\_\_  
Date

## Section II.

1. This Charter School Petition, Assurance Form, and Attached Exhibits were **approved** by the Bibb County Public Board of Education on the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Authorized Charter School

\_\_\_\_\_  
Representative Date

\_\_\_\_\_  
Chair, Local Board of

\_\_\_\_\_  
Education Date

2. This Charter School Petition, Assurance Form, and Attached Exhibits were **denied** by the Bibb County Public Board of Education on the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_. Pursuant to state law, a reason for the denial will be delivered to the petitioner within sixty (60) business days of the decision.

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair, Local Board of Education

\_\_\_\_\_  
Date

## Public Charter School Lease or Contract Arrangement with Church or Religious Organizations

**Name of Charter School:**

**Address of School Building:**

**Name of Lessor:**

**Please answer the following questions as detailed as possible. If the question is not applicable, please indicate in your response the reason that the question does not apply.**

- 1) Is there a church connected to the school building?
- 2) What proportion of the members of the Academy's board of directors are also officers, board members or employees of the non-public school? Also what proportion of the charter board of directors are members of the church?
- 3) Will there be any shared time programs with the church?
- 4) If the church is connected to the school building, does the school building have a separate entrance from the church entrance? Is the separate entrance clearly marked and identified?
- 5) Will there be any religious symbols, pictures or statues in the school building? Will there be any religious symbols, pictures or statues in the classrooms and common areas used by charter students?
- 6) Will the church conduct any programs in the building during school hours? If so, will the church programs and the school share common areas in the building or at the building site (e.g., bathrooms, teacher's lounge, playground or lunchroom)?
- 7) Will the school have its own signage separate from the church signage to indicate that it is not organized by or affiliated with the church?
- 8) Do the church and the school plan to share employees, textbooks or services (e.g., transportation, food service)?
- 9) Is the school parking lot separate from the church parking lot?
- 10) Is the Academy being operated or organized by the church or any other religious organization? Will the Academy have any organizational ties or affiliations with the church that would be prohibited by state and federal constitutional laws?
- 11) Will there be any other tenants occupying the school building? If so, please list those additional tenants by name (including church personnel)?
- 12) Are there any provisions in the proposed lease agreement requiring the charter to teach or promote religion?
- 13) Please describe how the Charter Governing Board will notify the general public that the charter is a public school and that it is not operated by or affiliated with the church.
- 14) Please describe how the charter will advertise that it is enrolling students and the procedures for applying for enrollment.
- 15) Is the agreed rental rate similar to the rate that is being charged for structures of similar size and in the same general location?
- 16) Did the charter engage in a legitimate search for other potential sites?
- 17) Is the church building used for any other public functions?
- 18) Does the lease contain any restrictions on the school's curriculum or activities?

**The following questions apply only to applicants/academies requesting to utilize a non-public school building operating during the past 12 months as a school building.**

- 19) Does the governing body of the non-public school plan to dissolve or discontinue the nonpublic school? If so, please disclose whether the non-public school has outstanding debts and how those outstanding debts will be retired.
- 20) How many students currently or formerly enrolled at the non-public school affiliated with the religious organization have communicated interest in enrolling in the charter?
- 21) How many currently or formerly enrolled non-public school students does the charter anticipate will apply for enrollment?
- 22) How many teachers formerly employed by the non-public school or church will become or are now employees of the Academy or an educational service provider that will contract or currently contracts with the Academy?

