

www.baltimorecityschools.org

BALTIMORE CITY
PUBLIC SCHOOLS

NEW CHARTER AND OPERATOR LED APPLICATION

TECHNICAL ASSISTANCE: CHARTER APPLICATION
PROCESS 2026-2027



BOARD'S STRATEGIC PRIORITIES

PRIORITY I

City Schools will ensure effective, relevant, and rigorous instruction is designed to engage and prepare students to be independent, creative, and compassionate leaders.

PRIORITY IV

City Schools will effectively engage all stakeholders which include parents, families, and caregivers in their child's education and community partners who can contribute to the student's success.

PRIORITY VII

City Schools will continuously work toward equity at all levels by implementing policies, practices, and procedures that create a welcoming and inclusive academic and professional environment.

PRIORITY II

City Schools will actively recruit, retain, and support qualified educators, administrators, and staff who are prepared to accelerate the personal growth and academic excellence of each student.

PRIORITY V

City Schools will provide equal access to district services, resources, and facilities to ensure the success of students, staff, and the surrounding community.

PRIORITY III

City Schools will have high-quality, modernized facilities and resources that support the success of students, educators, administrators, and staff.

PRIORITY VI

City Schools will increase the number of educational programming of all types and levels throughout the city, while ensuring that all schools, including charters, guarantee a high-quality educational experience.

OBJECTIVE AND AGENDA

Objective: Provide guidance on the application process for opening a new charter school or converting a traditional school within Baltimore City Public Schools.



- **Charter School Policy Standards**
- **District Priorities for Charter Schools**
- **What It Means to Be a Charter Operator**
- **Conversion Charters**
- **Application and Process Timeline**
- **Funding and Requirements**
- **Grants**
- **Waivers and Policy Flexibilities**
- **Frequently Asked Questions**

CHARTER SCHOOL POLICY STANDARDS

The Baltimore City School Board of Commissioners:

- Actively supports the development of public charter schools that provide high quality learning opportunities to the students of Baltimore
- **Expects higher levels of individual school accountability in exchange for this autonomy and flexibility**
- Expects public charter schools to use the autonomy and flexibility afforded to them as a means of developing instructional and operational strategies that **accelerate improvement in student achievement and school excellence**



CITY SCHOOLS' PRIORITIES FOR CHARTER SCHOOLS

City Schools will **prioritize applications that propose to convert an already existing underperforming school to a charter program** with an accelerated learning model. Additional consideration will be given for conversion applicants who:

Additional Considerations for Applicants Who:

1. High-Performing Charter Models

1. Operate in underserved areas.
2. Demonstrate a track record of:
 - Strong governance & financial practices.
 - Improving outcomes for similar student populations.
 - Retaining strong leadership & staff.

2. Traditional High School Conversions

1. Serve students below grade level.
2. Provide rigorous preparation for high school, college, and careers.

3. Dual-Language/Immersion Programs

1. Offer late immersion or bilingual education options.



CITY SCHOOLS' PRIORITIES FOR CHARTER SCHOOLS

Additional Considerations for Applicants Who:

4. Advanced High School Programming

1. Early college high schools (Associate's Degree + diploma).
2. International Baccalaureate (IB) programs.

5. Career Readiness Programs

1. Meet identified CTE needs with certifications/credentials that:
 - Align with industry and workforce demands.
 - Include work-based learning experiences.
 - Ensure accessibility for diverse students.



WHAT IT MEANS TO BE AN OPERATOR

Definition:

Public schools operated by external entities under a performance contract ("charter") detailing their program, goals, and assessment methods.

Autonomy:

Increased decision-making freedom in areas such as curriculum design, staffing, and budgeting, while adhering to Maryland Charter Law.

Types of Charter Schools:

▪ **Wholly New Charter Schools:**

Established through a Board approval process to serve citywide students.

▪ **Neighborhood (Conversion) Charter Schools:**

Existing traditional schools converted to charter status, continuing to serve a specific neighborhood zone.

Accountability:

Subject to performance evaluations based on their charter agreements, ensuring they meet specified educational outcomes and operational standards.

CONVERSION CHARTERS

Conversion Charter School is an existing traditional public school that transitions to charter status, operating under a charter contract or agreement.

Maryland Charter law establishes that conversion charter schools must meet certain requirements that include the following:

- School is a low performing school;
- School is above the district average for the percentage of students who qualify as economically disadvantage
- Proposed program meets a strategic need of the district including at least one of the following elements:
 - Serves a high-need population
 - Increased student performance
 - Increased enrollment
 - Increased diversity



BALTIMORE CITY CHARTER SCHOOL FACTS



Baltimore City has 31 charter schools in SY 2025-26 with another school opening SY2026-27. This represents about 65% of all charter schools in MD.



Baltimore City also has 2 “contract schools”:

- Each governed by a performance contract with an outside entity.
- Typically granted same autonomies and responsibilities as charters.
- These schools have differences typically in enrollment structure that leads to this type of contract.



City Schools most recently opened charter schools:

- ❖ **Clay Hill Public Charter School** (replication, 2021)
- ❖ **Pimlico Elementary/Middle School** (conversion, 2021)
- ❖ **Dream Academy** (conversion, 2026)

WHO PARTICIPATES IN THE REVIEW PROCESS

Who	Role
Charter and Operator-led Schools Advisory Board (Advisory Board)	An internal/external stakeholder group which advises the CEO on issues related to charters and operator-led schools, provides advice on the applications to the CEO.
City Schools' CEO	<p>Makes the official recommendation to the Board.</p> <p>Taking into consideration the advice of the Advisory Board, the CEO through her staff may ask for supplemental information, and this supplemental information and the advisory board's feedback is also considered in the development of the CEO's initial official recommendation to the Board of School Commissioners (Board).</p> <p>The CEO finalizes her recommendation to the Board of School Commissioners based on administrative review of the application, advice from the Advisory Board, applicant's testimony at the Work Session, and supplemental information provided by the applicant within the process.</p>
Board of School Commissioners	Has the ultimate deciding authority and makes its decision based on a review of the application, extent to which application meets district needs and the Board's priorities, applicant's testimony at the Work Session, supplemental information provided by the applicant, and the rationale in CEO's recommendation.

PROCESS OVERVIEW AND TIMELINE

Timeline	Action
Ongoing	Previous applications available for review
Tuesday, December 9 th , 2025 @12:00pm Wednesday, January 9 th , 2026 @ 1:00pm	Technical Assistance Sessions (Recommended that applicants attend a year prior to applying and again during year they plan to submit)
February 3, 2026	Letter of Intent Due
March 3, 2026 (Between the hours of 9am – Noon)	Application Deadline <ul style="list-style-type: none"> •Applications submitted on that date will be considered for opening in school year 2027-28. If approved 2026-27 will be the planning year. •The local LEA must review and render a decision on each applicant within 120 days of receipt of the application in accordance with application procedures adopted by the LEA.
March 2026	Application Technical Review
March – April 2026	Charter and Operator-led Advisory Board Application Review and Interviews

PROCESS OVERVIEW AND TIMELINE

Timeline	Action
April 21, 2026	Staff presents summary of applications to the Board of School Commissioners
April 21, 2026 (on or before)	CEO's preliminary recommendation communicated in writing to applicant
May 13, 2026	Applicant presents to Board of School Commissioners at a public work session (the opportunity to take questions from the Board and address areas of weakness in a public meeting)
By noon on May 18, 2026 (on or before) - tentative	Applicant may submit additional information to Board of School Commissioners to address concerns raised at Work Session
By May 29, 2026 (on or before) - tentative	CEO's Final Recommendation communicated to Applicant in writing
June 2, 2026 (tentative)	The CEO makes recommendations to the Board of School Commissioners and the Board votes on whether to approve or deny applications at a public meeting.

THE APPLICATION

The Application contains the following sections:

Introductory Sections:

1. Cover Sheet (form provided)
2. Table of Contents
3. Application Checklist
4. Executive Summary (no more than 2 pages)

Main Sections:

1. Academic Plan
 2. School Culture and Climate
 3. Governance and Finance
 4. Operations
- (Main Sections may not exceed 80 pages.)

Additional Requirements:

5. Statements of Agreement
6. Attachments/Appendices





The Academic Plan includes the curriculum/instructional approach that demonstrates how it will do the following:

ACADEMIC PLAN

Details the chosen curriculum/instructional approach. The proposed model should demonstrate how it will:

- Offer Innovative learning opportunities
- Produce strong outcomes for the school's target population and increase student achievement for all student groups
- Meet the Board of School Commissioner's strategic priorities for charter schools
- Use assessments to improve student performance and instruction, as well as minimize or eliminate racial/ethnic or other biases
- Show school's five-year academic performance and growth goals and accountability plan to track progress
- Ensure a trajectory of college and career readiness upon high school graduation, particularly for schools that serve middle or high school grades
- Provide appropriate and effective instruction in a virtual learning environment



SCHOOL CULTURE AND CLIMATE

Describes the anticipated school culture. The description should include the following:

- Show an understanding of the characteristics and needs of students in the community; evidence of wide-ranging outreach to the community and an ongoing family engagement plan
- Articulate plan for developing a positive, student-centered culture that promotes academic achievement, meets the social and emotional learning needs of students
- Show how the school environment honors the experience, culture and humanity of the target population
- Engage a diverse community including families of students with disabilities, EL families, etc.
- Show inclusive process for policy development and stakeholder engagement in school decisions

GOVERNANCE AND FINANCE

This section should reflect thorough planning, a robust governance structure, and the expertise required to establish and sustain a successful school.

Key Elements to Include in This Section:

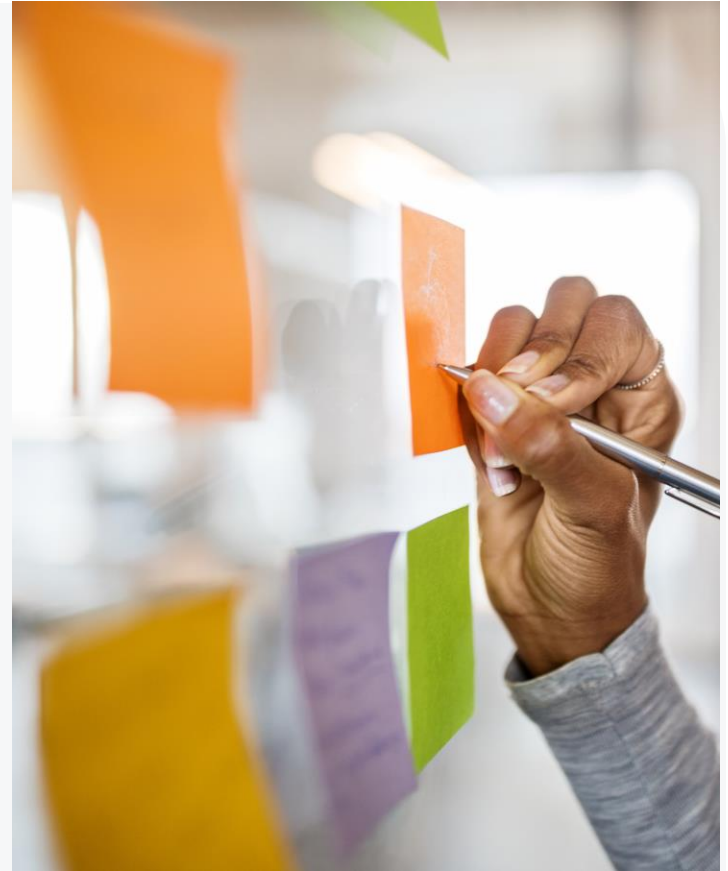
- **Founders and Board of Directors** provide a detailed description of the founders and board members that demonstrates their capacity to implement the school's plan and oversee its operations. Highlight experience in the following areas:
 - Academics
 - School operations
 - Supporting diverse student populations
 - Business management
 - Legal expertise'
 - Financial management



GOVERNANCE AND FINANCE CONT.

Key Elements to Include in This Section:

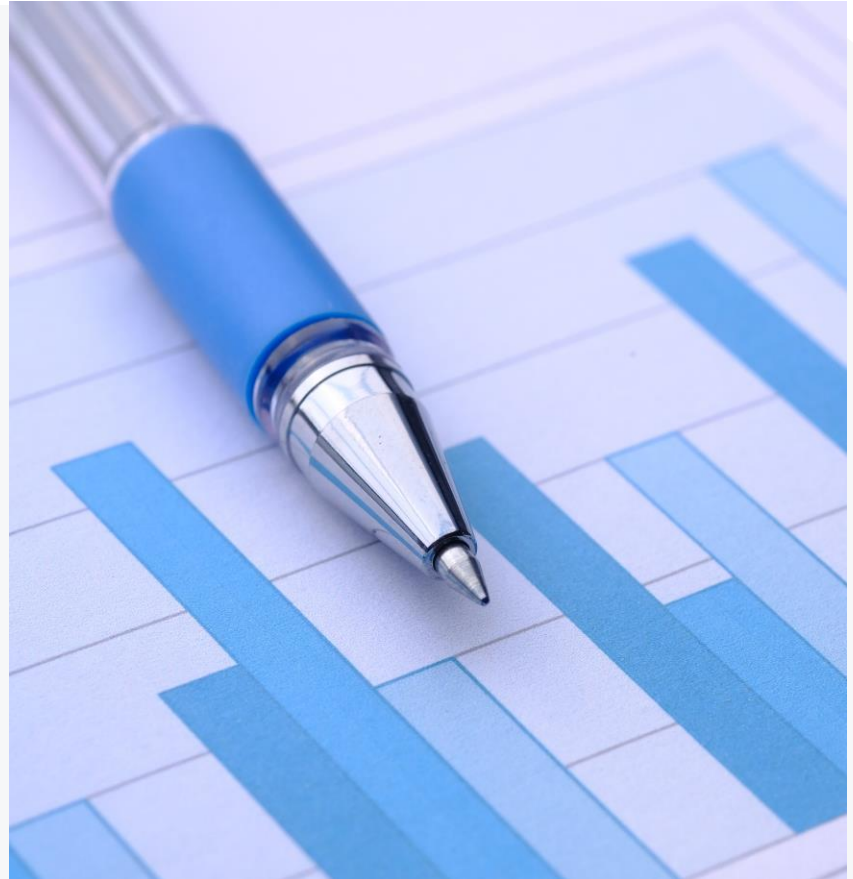
- **Continuity and Leadership:** Outline substantial continuity and overlap between the founding group, board, and school leadership team in the months leading up to the school's opening. This ensures alignment and a smooth transition.
- **Roles and Responsibilities:** Clearly define the roles and responsibilities of the school's board of directors. This should include:
 - **A detailed understanding of the board's ultimate responsibility for the successful operation of the school and oversight of the executive leadership..**
 - A strong governance framework that supports accountability and effectiveness.



GOVERNANCE AND FINANCE CONT.

Key Elements to Include in This Section:

- Illustrate how the Board of Directors develop policies and make operational decisions.
- Include a transparent explanation of a school budget that clearly balances. Major revenues and expenditures are outlined clearly.
- Identify a comprehensive and realistic financing plan for acquisition of a facility within the appropriate time frame.



OPERATIONS

The Operations section ensures that applicants have strong, realistic plans for staffing, facilities, professional development and school systems, laying the groundwork for a well-organized and sustainable school.

Work Plan:

- Detailed, ambitious, and realistic milestones from charter approval to school opening.
- Key Areas:
 - Staffing and orientation
 - Facility acquisition and renovation
 - Curriculum, assessment, culture and systems development.

Staffing Plan:

- Number of staff needed and positions required.
- Strategies to build a strong, diverse applicant pool aligned with the instructional approach
- Aggressive recruitment timeline.



OPERATIONS

Professional Development:

- Clear plan for high-quality professional development programming to support staff growth.

School Calendar and Schedule

- Detailed calendar for the school year and daily schedule
- Maximizes instructional time and aligns with the educational model.
- Incorporates time for faculty collaboration.

Facilities

- **If Identified:**
 - Clear description of the facility and its suitability for the target student population.
- **If Not Identified:**
 - Realistic plan for acquiring and preparing a facility.
 - Includes financial strategies and compliance with district/state requirements.



APPLICATION ATTACHMENTS



Several attachments are required as accompaniments to the application, including, but not limited to:

- Founder resumes and affidavits
- Proof of nonprofit status
- Budget spreadsheets
- Evidence of parental demand
- Conflicts of Interest
- Consent for Background Check for each member of the founding group
- Accountability Worksheet
- Compliance Assurance
- Proposed Name of School
- Facilities information, if applicable

ATTACHMENTS: PROPOSED SCHOOL NAME CRITERIA

Community Engagement

- Community groups, students, staff, principals, elected officials, and other stakeholders must have an opportunity to participate in the naming process.
- The Board considers all recommendations and holds final naming authority (see Policy FFA for full criteria).

Geographical Naming

- Facilities may be named for clearly identifiable and widely recognized geographic areas (e.g., neighborhoods, streets, landmarks, or physical features).

Naming for Deceased Individuals

- Schools or programs may be named for a deceased individual with a documented, distinguished record of service at the regional, state, or national level, preferably within the Baltimore community.



CHARTER FUNDING



CHARTER FUNDING AND REPORTING REQUIREMENTS

Public charter schools receive a funding allocation from City Schools that includes **city, state, and federal funds, equivalent to the per-pupil funding commensurate with the amount** provided to other public schools in the district.

All schools are funded on a per pupil basis.

The Blueprint for Maryland's Future (also known as "Kirwan") is landmark legislation passed in 2021, designed to close equity gaps and improve quality of education in the state. Funding is driven by student characteristics.

CHARTER FUNDING AND REPORTING REQUIREMENTS

The FY 2025 funding per pupil is based on funding categories according to the characteristics of students. These categories include:

Pre-K
Funding

Foundational
Funding

Compensatory
Funding

Students with
Disabilities
Funding

English
Learners
Funding

CCR Funding
(for qualified
students)



Charters also received funds from sources that are not associated with applicable student characteristics plus the Foundation Amount

CHARTER FUNDING AND REPORTING REQUIREMENTS

School Examples: Blueprint Funding

Revenue Stream	Per Pupil Funding	Relevant Enrollment	School A: Enrollment	School A: Total Revenue	School B: Enrollment	School B: Total Revenue
Foundation	\$6,705	K-5	500	\$3.4M	500	\$3.4M
Compensatory Education	\$5,907	Comp. Ed.	300	\$1.8M	400	\$2.4M
Special Education	\$7,464	SWD	20	\$149k	60	\$448k
EL	\$6,383	ML	40	\$255k	80	\$510k
Pre-K	\$9,847	Tier 1 PreK	40	\$394k	40	\$394k
CWI	\$208	K-5	500	\$104k	500	\$104k
Charter Specific Distribution	\$298	K-5	500	\$149k	500	\$149k
Total				\$6.2M		\$7.4M

Each school's relevant enrollment is multiplied by the specified revenue per pupil figure. Schools serving students with higher needs receive more funding per Blueprint funding weights—so in this scenario, School B receives more in Blueprint school minimum funding than School A.



CHARTER FUNDING AND REPORTING REQUIREMENTS

Charter schools also receive allocations or certain federal and state grants awarded to public schools based on eligibility.

Examples Include:

Title I, Title II Part A, Title IV Part A, Concentration of Poverty, Struggling Learners (See appendix for more details about grants)



CHARTER FUNDING AND REPORTING REQUIREMENTS

With these funds, charter schools are responsible for paying for many of the operational costs of their schools:

- actual salaries
- transportation,
- facilities expenses,
- furniture,
- instructional supplies and textbooks,
- technology and infrastructure
- professional development for staff,
- summer programming,
- janitorial costs,
- copiers, etc.



CHARTER FUNDING AND REPORTING REQUIREMENTS

Schools may select certain optional services through the district for a fee.

- If a charter school is located in a district building the school is responsible for rent (includes utilities) and other associated costs.
- **Cost per SF is \$5.04 for SY25-26 and the escalation is 4%.**
- The standard lease allows for the district to conduct a true up on utilities.

Also, see [City School's Adopted Budget Book FY25](#)





WAIVERS

What Are Waivers?

Waivers allow charter schools to request flexibility from certain district policies, regulations, or procedural requirements when an alternative approach better supports their school model or community needs. A waiver does not exempt a school from state or federal law, but it may grant permission to implement a different method or process, provided the school can demonstrate that the proposed alternative is sound, compliant, and aligned with student success.

WAIVERS

- By law, charter and contract schools may seek waivers of Board policies. Waivers are considered in the planning year if a school is approved and should be included in the application; approval of the application does not mean that the waiver is approved and does not guarantee approval.
- Charters can apply for additional waivers during the contract term.
 - Schools interested in a waiver(s) must submit a formal request(s) in the form of a letter signed by the executive director or board chair. Each waiver request must include a rationale and alternative plan.
 - Waiver requests are vetted with City Schools departments and the Charter and Operator-Led Schools Advisory Board.
 - Depending on the policy, some requests require Board approval, and some require CEO/CEO designee approval. If a school is requesting a waiver of state law or policy, that request requires district review and the MSDE approval.
- Commonly requested waivers include: **calendar; alternative principal selection process; grading policy; teacher observation tool, enrollment cap increases.**

WAIVER REQUEST

Requirements for Schools Requesting Waivers:

1. Policy Details:

- Name of the policy or specific section(s) for which the waiver is requested.

2. Evidence of Demand/Capacity:

- Proof the school can accommodate the proposed increase or change.

3. Rationale:

- Explanation of how the change addresses a school or student need.

4. Stakeholder Input:

- Evidence of staff, parent, and community involvement in vetting and approving the request.
- Assessment of the request's impact on the district and surrounding schools (if applicable).

5. Capacity Assessment:

- The school's ability to support the change in terms of staffing, programming, and facility space.

6. Alternative Strategy:

- detailed alternative strategy to be implemented in place of the Board's policy, including relevant documentation (e.g., enrollment plans, maps).

AUTOMATICALLY GRANTED WAIVERS

Automatic Waivers Granted:

- Recognizing the autonomy of public charter schools to fulfill their charter responsibilities, certain flexibilities are provided.
- **Policy Development:**
Schools must create and follow their own policies aligned with **Applicable Requirements**, subject to district review and approval by the Board, CEO, or CEO designee.

Key Waiver Areas:

- **Procurement (Policy DJA):**
 - Applies to purchases made with funds controlled by the operating organization, separate from the school's budget.
 - Policies must include separate accounting for school activity funds per Applicable Requirements.
 - [\[Link to Template\]](#)
- **Family and Community Engagement (Policy KCA sections IV.E, G and relevant sections of the accompanying Administrative Regulations)**
 - Schools must follow the spirit of the policy and regulations, ensuring parent input and sign-off on budgets and major school decisions.
- **Delayed Openings and Emergency Closures (Policy EBCD):**
 - Applies if the charter school operates in a non-City Schools facility.



CHARTER SCHOOL FAQs



CHARTER SCHOOL FAQs: NEW CHARTER APPLICATION

Who is eligible to submit an application for a public charter school?

Public charter school applications may be submitted to the local board of education by:

- Staff of a public school
- Parent or guardian of a student who attends a public school in the county/city,
- Nonsectarian nonprofit entity
- Nonsectarian institution of higher education in the state, or any combination of the above.



CHARTER SCHOOL FAQs: NEW CHARTER APPLICATION

Who is responsible for completing the application?

The applicant is solely responsible for completing the application. Consultants who assist in developing the application are not permitted to participate in the charter interview, and their role in writing the application must be clearly disclosed within the application.

To whom will the public charter school operators report?

Baltimore City Public Schools Office of New Initiative Charter Team:

Angela Alvarez, Senior Executive Director

Kendra R. Banks, Manager

Kizzi Smith, Specialist III

Tracye Carter, Executive Director of Operator Support

Victoria Parrish, Specialist III



CHARTER SCHOOL FAQs: CHARTER ADMISSION

Maryland law states that charter schools must admit all students, and use a lottery system if there are more applicants than available spaces. The lottery may consider factors such as homelessness, limited English proficiency, and eligibility for free or reduced price meals.

Charter Law Reference:

Admissions guidelines and special preferences must adhere to applicable charter law. Further details can be found in the City Schools Charter Policy and the Maryland Charter School Law (§9-102 - §9-112 of the Education Article, Annotated Code of Maryland).

General Admissions Preferences:

- Open to all students on a space-available basis.
- Lotteries are conducted if applications exceed available spaces.
- Schools may run their own lotteries or utilize the City Schools' Middle and High School Choice process for grades 6 and 9.

CHARTER SCHOOL FAQs: CHARTER ADMISSION CONT.

Special Admissions Preferences (with LEA Approval):

- Priority may be given to students in the following groups:
 - Eligible for free or reduced-price meals.
 - Students with disabilities.
 - English language learners.
 - Homeless students (per McKinney–Vento Act).
 - Siblings of current students.
- Additional preferences may include:
 - Up to 35% of seats reserved for students from low-income attendance areas.
 - Guaranteed placement for up to 35% of students transitioning from another charter school operated by the same provider.

CHARTER SCHOOL FAQs: CHARTER ADMISSION CONT.

Can public charter schools determine their own admissions criteria?

No, public charter schools cannot independently determine their admissions criteria. By law, charter schools must be open to all students on a space-available basis. The only exceptions are for preferences explicitly allowed by law, such as for siblings of current students, children of staff, and children of founders, or for preferences approved by the Board, including geographic attendance areas and prioritized groups (e.g., students eligible for free/reduced-price meals, students with disabilities, or English language learners).

If a group seeks to implement specific admissions criteria that are not allowable under charter law, they may apply to be considered as a contract school. Contract schools operate similarly to charters in terms of funding, accountability, and autonomy, but such applications must meet a compelling district interest and adhere to Board-approved processes.

Can public charter schools charge tuition?

No, public charter schools cannot charge tuition. As public schools, they are tuition-free for residents of the jurisdiction where the school is located. However, under Maryland statutes and regulations, the local school system may charge tuition to students residing outside the district.

CHARTER SCHOOL FAQs: CHARTER LAW

What requirements are imposed on Maryland public charter schools?

Public charter schools are subject to any **federal, state, and local policies, regulations and statutes** that affect traditional elementary and secondary public schools unless local education authorities or the State Board of Education, as appropriate, waives certain policies, procedures or regulations.

This includes Board policies, guidance, union agreements and other requirements.

Schools can request waivers of length of school day and or school year, alternative professional development days, alternative grading policies, etc.

Schools receiving waivers assume any additional costs acquired as result of these changes.

CHARTER SCHOOL FAQs: CHARTER FLEXIBILITY

What types of flexibility are public charter schools granted?

Public charter schools will receive flexibility in several areas, principally in the areas of **management and administrative structure, staffing, educational programming, curriculum/instructional focus, program emphasis and budgeting.**

Additional areas of flexibility may be negotiated between the public charter school and the local board of education.

This flexibility is given in exchange for high academic performance, positive school culture, and quality management and governance. These are the categories by which a charter contract will be reviewed during contract renewal which starts in the penultimate year of the contract.

CHARTER SCHOOL FAQs: STUDENTS WITH DISABILITIES

Do students with disabilities attend public charter schools?

Yes. Public charter schools are **open to all students on a non-discriminatory basis**. Public charter school operators must fulfill the responsibilities related to children with disabilities.

Are public charter school personnel employees of the school system?

Most employees of a public charter school are public school employees of the county/city in which the public charter school is located and members of collective bargaining units. There are also some staff that are employees to operators only. Operator employees cannot be in positions that are covered by collective bargaining agreements.



CHARTER SCHOOL FAQs: TRANSPORTATION

What number goes into the budget for students who require transportation? How can I include this information if I do not know how many students will need transportation? What amount do I assume for bus tickets?

Charter schools are **required to pay for transportation for students who qualify** for transportation under City Schools' policy.

City Schools' transportation policy applies to elementary students who live more than 1 mile from their **zoned** school and for all middle and high school grades students **who live 1.5 miles or more from their school**; they receive MTA bus tickets. For the last several years MTA has offered tickets in-kind tickets to all students using MTA.

Students who are **experiencing homelessness** or who become homeless midyear may be eligible to receive MTA or yellow bus transportation as well as students with disabilities or have another status that requires transportation. See the link for more information on this <https://www.baltimorecityschools.org/page/transportation>

Charter schools are responsible for any increased costs that result from unique Board approved calendars that differ from the district calendar and school day.



CHARTER SCHOOL FAQs: CHARTER FLEXIBILITY



Are City School's buildings available for use by new charter schools?

Charter operators are responsible for obtaining their own facilities. Roughly half of Baltimore City's charter schools are in district facilities.

Applicants should be familiar with the 21st Century Buildings Plan, including Built to Learn, to understand the direction the district the various communities served by the district and details on the facilities, to understand where vacated buildings may be located, and what areas of the city need additional seats. With this major work and the district's need for swing space, there are fewer district facilities available. Additionally, the district is obligated to surplus 26 buildings to the City of Baltimore. Schools can work with the city of Baltimore to try to obtain those buildings. **We have charter schools who rent directly from the city or who have purchases surplus facilities from the city.**

CHARTER SCHOOL FAQs: ADDITIONAL ASSISTANCE

What assistance is offered by City Schools to charter applicants?

City Schools provides many resources for organizations applying to open a charter school:

1. Applicants can attend a technical assistance session and/or watch the video if you missed it.
2. Applicants may **make an appointment to review applications**.
3. Staff is available to answer specific questions regarding the application, the process, district policy and procedures as well as **how to find information regarding the district**.
4. Information about district operations, such as **academic data, staffing procedures, and facilities**, is also available on the [City Schools website](#).

BOARD OF SCHOOL COMMISSIONERS

Robert Salley, *Board Chair*

Ashiah Parker, *Vice Chair*

Emily Ames-Messinger

Andrew Coy

Ashley Esposito

Kwame' Jamal Kenyatta-Bey

Mujahid Muhammad

Dr. Stefan Redding-Lallinger

Amber Scott-Woodruff

Larry Simmons Jr.

Khalilah Slater Harrington

Zayra Chicas-Guzman, *Student Commissioner*

Yousuf Ahmad, *Board Executive Officer*

SENIOR MANAGEMENT TEAM

Dr. Sonja Brookins Santelises, *Chief Executive Officer*

Angela D. Alvarez, *Senior Executive Director - Office of New Initiatives*

Joshua I. Civil, *Chief Legal Officer*

Dr. Joan Dabrowski, *Chief Academic Officer*

Dr. Stacy Place Tosé, *Chief of Schools*

Christopher Doherty, *Chief Financial Officer*

Dr. Tracey L. Durant, *Senior Executive Director - Equity*

Tina Hike-Hubbard, *Chief of Communications, Engagement, and Enrollment*

Theresa D. Jones, *Chief Achievement and Accountability Officer*

Thomas T. Jones, *Chief Information Technology Officer*

Emily Nielson, *Chief Human Capital Officer*

Alison Perkins-Cohen, *Chief of Staff*

Dr. Lynette Washington, *Chief Operating Officer*

Dr. Jennie Wu, *Executive Director – Strategy and Continuous Improvement*

Questions?

Angela Alvarez

Senior Executive Director
Office of New Initiatives
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443-642-4607

Kendra R. Banks

Manager
Office of New Initiatives
KRBanks@bcps.k12.md.us
443-255-0895

Thank You!

APPENDIX



GRANTS: RECONCILIATION AND REPORTING

- Since charter schools pay actual expenses, these schools go through a **quarterly reconciliation process** to reconcile expenses vs. revenues.
- At the end of the planning year in the summer prior to opening, schools receive their first quarterly payment based on **the difference between their revenue** (based on their projected enrollment) **and their expenses** (salaries, OTPS).
- Revenue and expenses are then reconciled based on the official Sept. 30th enrollment count and quarterly thereafter.
- Approved schools will receive training on this process as part of the onboarding that happens in the planning year.

GRANTS: TITLE I

Title I, Part A is a federal program that provides financial assistance to local school systems and schools with **high percentages of low-income families** to support the academic achievement of disadvantaged students.

- provide additional academic support and learning opportunities to help low-achieving students master and meet state standards in subjects assessed by the State.
- Title I funds support extra instruction in reading, mathematics and science, professional development, additional teachers and instructional materials to supplement and enrich the regular school curriculum.

There are two types of programs—Targeted Assistance (TA) and School-Wide (SW). For the Targeted Assistance program, the resources must be used only for students and families who meet specific criteria; in the school-wide program, the resources can be used for the benefit of all students and families in the school. **All schools new to Title I must initially implement a Targeted Assistance Program.**

All Title I Charter schools must complete an **annual Title I plan**. Once approved, this plan governs all Title I allowable spending. All activities must meet ESSA evidence-based requirement

GRANTS: TITLE II PART A

Purpose of Title II is to provide sub-grants to local education agencies to

- Increase student achievement consistent with the challenging State academic standards;
- Improve the quality & effectiveness of teachers, principals and other school leaders;
- Increase the number of teachers, principals, and other school leaders who are effective in improving student achievement in schools; and,
- Provide low-income and minority students **greater access to effective teachers, principals and other school leaders**
- All activities must meet the ESSA evidence-based criteria

Allocations are typically provided in September with plans due no later than December. The spending window is the calendar year.

For example, in SY2023/24 the Title II allocation was provided in September 2023 – Title II plans were due in November/December 2023 – spending window is then January 2024 – December 2024.

GRANTS: TITLE IV PART A

Supports activities in three broad areas:

- **Providing students with a well-rounded education** including programs such as college and career counseling, STEM, arts, civics and IB/AP. *this includes AP expansion
- **Supporting safe and healthy students** with comprehensive school mental health, drug and violence prevention, training on trauma-informed practices, and health and physical education
- **Supporting the effective use of technology** that is backed by professional development, blended learning and ed. Tech devices

All activities must meet ESSA evidence-based requirement.

Allocations are typically provided in September with plans due no later than December. The spending window is the calendar year.

For example, in SY2023/24 the Title II allocation would be provided in September 2023 – Title II plans are due in November/December 2023 – spending window is then January 2024 – December 2024.

GRANTS: TRANSITIONAL SUPPLEMENTAL INSTRUCTION (STRUGGLING LEARNERS)

The state defines a struggling learner as a student who is **performing below grade level in English language arts or reading in kindergarten through grade 3.**

“Transitional supplemental instruction” (TSI) means additional academic support for struggling learners using evidence-based programs and strategies that meet the expectations of strong or moderate evidence as defined in the federal Every Student Succeeds Act” (ESSA evidence level 1 or 2)

TSI grant is part of the [Kirwan legislation](#). Funds awarded under this program will begin reducing annually in FY25. FY26 (SY2025/26) is the last year funds under this program will be provided.

GRANTS: CONCENTRATIONS OF POVERTY

- Created through SB1030; provides **allocations to public schools in which at least 60% of the students are eligible for free or reduced-priced meals (FRPM)** as identified by MSDE.
- Each school receiving funds through this grant program must employ one community school coordinator and provide full-time coverage by at least one health care practitioner.
- If funding exceeds costs and/or the school already employs individuals in such positions, resulting excess funds must only be used for specified wrap around services
- Until a school has **3 years of data on the state level**, they are not eligible for this grant. For example, Clay Hill, a school that opened its doors in 2021, is eligible for the first time in FY25 as they now have 3 years of data the state needs to base the determination.