Kentucky Board of Education
701 KAR 8:020
Kentucky Charter School Application and Addendum

I. Cover Sheet & Enrollment Projection

Note: Only a charter application that meets the charter application requirements of Kentucky law shall be approved.

(If an applicant believes that a particular question or requested information in the application is not applicable to the proposal, the applicant should so state and explain why the applicant believes the question does not apply or the information is not applicable.)

A. Name of proposed charter school: _____

B. Model or focus of proposed charter school (e.g., Arts, College Prep, Dual-Language, etc.):

_____

C. Location of proposed charter school (please indicate the local school district/city/county and, if known, potential address or neighborhood of the charter school location):

_____

D. Provide school opening information.

Opening Year	Start-Up or Conversion Charter School	Geographic Community*	Opening Grades	Grade Levels at Full Enrollment

*Identification of Geographic Community may be as specific as a neighborhood or as general as the local school district targeted for school location.

E. Lead Applicant Contact Information

First Lead Applicant Name:						
Applicant is a (check all that apply):	☐ Parent	☐ Teacher	☐ School Administrator	☐ District Resident	☐ Public Organization	☐ Non-profit Organization
Applicant Mailing Address:						
Primary Phone #:		Secondary Phone #:		Email:		

Second Lead Applicant Name:						
Applicant is a (check all that apply):	☐ Parent	☐ Teacher	☐ School Administrator	☐ District Resident	☐ Public Organization	☐ Non-profit Organization
Applicant Mailing Address:						
Primary Phone #:		Secondary Phone #:		Email:		

List additional lead applicants or other applicants and provide the same information as above.	☐ Not Applicable	☐ Additional Applicants

F. Media/Public Contact Information (required)

Name:		Phone #:		Email:	

G. Facilities Planning Primary Contact Information (required)

Name:		Phone #:		Email:	

H. Budget/Financial Planning Primary Contact Information (required)

Name:		Phone #:		Email:	

I. Name of any entity or organization, or its designee, that is part of the applicant or charter school board of directors: _____

J. Names, current employment, resume, and biographical statement, and any position with the proposed charter school for every person included as the applicant (*add lines as needed*):

Full Name	Current Job Title and Employer and Resume and Biographical Statement	Position with Proposed Charter School

K. Other Applications

Does the applicant or proposed charter school board of directors have charter school applications submitted to an authorizer currently?

Yes ☐ No ☐

If yes, complete the table below.

State/ Country	Authorizer	Authorizer Contact Information	Proposed Charter School Name	Application Due Date	Decision Date

L. School for At-Risk or Special Needs Students

Is this an application to establish a charter school designed to provide expanded learning opportunities/comprehensive learning experiences for students at-risk of academic failure or for students with special needs?

Yes ☐ (specify)_____ No ☐

M. Application Replication

Does the charter application replicate or substantially replicate an application previously submitted or an application that may be submitted within two (2) years by the applicant or the proposed charter school board of directors to another authorizer?

Yes ☐ No ☐

If the answer is yes, the applicant shall complete the Application Addendum.

If yes, complete the table below.

State/ Country	Authorizer	Authorizer Contact Information	Charter School Name	Prior/Planned Application Date	Decision Date

N. Replication of Application Previously Withdrawn

Does the charter application replicate or substantially replicate an application previously submitted and withdrawn from an authorizer's consideration?

Yes ☐ No ☐

If the answer is yes, the applicant shall complete the Application Addendum.

If yes, complete the table below and provide a summary of what has changed in the application since its previous submission(s) and the reasons therefore.

State/ Country	Authorizer	Authorizer Contact Information	Charter School Name	Previous Application Submission Date	Withdrawal Date

O. Replication of Application Previously Rejected
Does the charter application replicate or substantially replicate an application previously submitted and rejected by an authorizer?

Yes ☐ No ☐

If the answer is yes, the applicant shall complete the Application Addendum.
If yes, complete the table below and provide the reasons for the authorizer's rejection, a summary of what has changed in the application since its previous submission(s), and the reasons therefore.

State/ Country	Authorizer	Authorizer Contact Information	Charter School Name	Previous Application Submission Date	Decision Date

P. Replication of Application Previously Approved for a School Still Open
Does the charter application replicate or substantially replicate an application previously submitted and approved by an authorizer for a charter school that is still in existence?

Yes ☐ No ☐

If the answer is yes, the applicant shall complete the Application Addendum.
If yes, complete the table below and provide a summary of the other charter school's performance.

State/ Country	Authorizer	Authorizer Contact Information	Charter School Name	Previous Application Submission Date

Q. Replication of Application Previously Approved for a School Now Closed
Does the charter application replicate or substantially replicate an application previously submitted and approved by an authorizer for a charter school that is no longer in existence?

Yes ☐ No ☐

If the answer is yes, the applicant shall complete the Application Addendum.
If yes, complete the table below and provide the reasons for the charter school's closure, a summary of what has changed in the application since its previous submission(s), and the reasons therefore.

State/ Country	Authorizer	Authorizer Contact Information	Charter School Name	Previous Application Submission Date	Closure Date

R. Conversion Charter School

Is this an application to convert an existing noncharter public school to a conversion charter school?

Yes ☐ (specify existing noncharter school) No☐

S. Multiple Charter Schools

Is the applicant or charter school board of directors seeking approval for multiple charter schools?

Yes ☐ No ☐

If the answer is yes, the applicant shall complete the Application Addendum.

If yes, complete the table below.

School district	Authorizer	Authorizer Contact Information	Charter School Name	Prior/Planned Application Date	Decision Date

T. Governance of Multiple Charter Schools

Is the applicant or charter school board of directors seeking approval for governance of multiple charter schools by a single charter school board of directors?

Yes ☐ No ☐

If the answer is yes, the applicant shall complete the Application Addendum.

If yes, complete the table below.

State/ Country	Authorizer	Authorizer Contact Information	Charter School Name	Prior/Planned Application Date	Decision Date

U. Proposal History

Clearly describe the process the applicant used to develop the application proposal.

_____

_____

V. Education Service Provider or Other Partner

Does the charter school intend to contract with a third party education service provider (ESP) or a partner that is not an ESP to manage or substantially manage the educational program and operations of the charter school but not hold the charter contract directly? (An ESP is defined by Kentucky law as any third-party entity, whether nonprofit or for-profit, that provides comprehensive education management services to a school via contract with the charter school's board of directors.)

Yes ☐ No ☐

If the answer is yes, the applicant shall complete the Application Addendum.

If yes, identify the ESP or other partner organization and provide their contact information:

NOTE: If the applicant is proposing to replicate or substantially replicate a school or school model, operate multiple schools, or intends to contract with a third-party education service provider (ESP) or a partner that is not an ESP, the applicant is required to complete the ***Application Addendum****.*

W. Proposed Principal/School Leader of School Information (if known):
Name of proposed Principal/School Leader candidate: _____

Current employment and employer: _____

Daytime phone:_____Cell phone: _____

Email:_____

Resume and biographical statement:_____

II. School Overview

The School Overview should provide a summary of the following:

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

A. Mission and Vision and General School Overview

1. State the mission and vision of the proposed charter school. The mission is a statement of the fundamental purpose of the charter school, describing why it exists. The vision statement outlines how the charter school shall operate, what it shall achieve in the long term, and how it shall achieve the mission. The mission and vision statement provide the foundation for the entire proposal.

   The mission and vision statements, taken together, should encapsulate the educational objectives of the charter school: If the mission and vision statements do not provide the educational objectives and the information above, provide it separately as part of this section.

2. Provide the following general school overview information:
   a. Identify the students, grade levels and school levels upon opening and growth plan (if the charter school does not plan to open with all grade levels and school levels), and community to be served (demographic and geographic area

information for the targeted student population and community) and any enrollment preferences;

b. Illustrate what success shall look like; and

c. Align with the purposes of the Kentucky charter school law in KRS 160.1591(2) and the authorizer's stated priorities for new charter schools; and

d. Specifically identify whether the charter school intends to provide comprehensive learning experiences or expanded learning opportunities to students identified by the applicant as at risk of academic failure and students with special needs as identified in their individualized education program or plan as defined in KRS 157.196 and in 158.281.

B. Pre-Opening Planning and Activities

Describe and provide the timeline and roles for the activities the charter school shall undertake from the date the charter contract is entered and approved to the opening day of the charter school.

C. Educational Need and Anticipated Student Population

Describe the anticipated and targeted student population; students' anticipated educational, behavioral, and mental health needs; and non-academic challenges the charter school is likely to encounter. Describe the rationale for selecting the location and student body and community. Identify any enrollment preferences, primary enrollment preferences and secondary enrollment preferences, on which the program is based consistent with applicable restrictions on enrollment eligibility and selection. Describe the student body and community needs for a charter school like this.

D. Education Plan/School Design

1. Provide an overview of the proposed charter school's school program, including its alignment to the academic standards, how it implements one or more of the purposes in KRS 160.1591(2), grade levels included, major instructional methods, assessment strategies, and non-negotiables of the school model. Describe the evidence, or if there is no evidence then the applicant's rationale, that the school model shall be successful in improving academic achievement for the targeted student population and shall achieve one or more of the purposes in KRS 160.1591(2).
2. Describe any of the unique features of the charter school, such as an innovative alternative calendar for the school year, longer student attendance day, key partner organizations, multiple campuses, school culture, etc.
3. Describe the charter school's plan for using external, internal, and state-required assessments to measure student progress on the performance framework as identified in KRS 160.1596, and how the charter school shall use data to drive instruction and continuous school improvement.
4. Specifically identify and describe any comprehensive learning experiences or expanded learning opportunities, for students identified by the applicant as at risk of academic failure and students with special needs as identified in their

individualized education program or plan as defined in KRS 157.196 and in 158.281, the charter school intends to provide.

E. Community Engagement

Explain the plan for the following:

1. The methods to be used to inform the proposed charter school's intended community shareholders about the proposed charter school;
2. The strategies to be used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;
3. The form and nature of feedback to be received from the charter school community shareholders and the process for incorporating that feedback in the charter school; and
4. The process by which the charter school shall incorporate community input regarding the educational and programmatic needs of students.

F. Leadership and Governance

As **Attachment 1**, list the members of the applicant and how they meet the requirements of KRS 160.1593(1), the charter school's proposed leadership team and charter school board of directors, including their roles with the charter school and their current job title, and employer, and full resumes for each individual listed and the requirements of KRS 160.1592(7)(b) and (c), (8) and (14), and KRS 160.1593(3)(e) and 701 KAR 8:020).

G. Enrollment Summary

1. Complete the following table, removing any rows for grades the charter school shall not serve.

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

12						
Total						

Note: KRS 160.1593(3)(f) requires a charter application to "demonstrate a plan to recruit at least one hundred (100) students, unless the application is focused on serving special needs or at-risk students".

2. Describe the rationale for the number of students and grade levels served in Year One and the basis for the growth plan illustrated above.
3. Describe the total enrollment capacity, whether the enrollment capacity is determined by grade level or by school capacity overall and whether the charter school can adjust specific grade level capacities within the stated total enrollment capacity.
4. Identify the number of students by which the charter school may be able to exceed the stated total enrollment capacity and describe whether that number is total or by grade level.
5. Identify the minimum number of enrolled students necessary for financial solvency and sustainability for the school year and for the charter contract term.
6. Describe the charter school's plan for filling student enrollment vacancies after the first year resulting from annual attrition.
7. Describe the following aspects of the charter school's enrollment plan:
    a. The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students; and
    b. A statement about any growth in capacity that the applicants may seek in a future charter period if the charter school is renewed.

III. Educational Program Design & Capacity

A. Program Overview

1. Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model.
2. Identify and describe any resources/instructional materials the charter school has identified and explain how these shall meet the needs of all learners, how and why the charter school selected them for use in this charter school with this target population, and the research basis for selecting these resources/instructional materials; or, if the materials are novel and lack an established research base, describe why they are likely to succeed with the targeted school population.
3. If the charter school has not yet selected resources/instructional materials for this charter school, describe the criteria and process that shall be used to select them and include who shall be responsible for creating and selecting resources.
4. Briefly describe the evidence that promises success for this program with the anticipated student population.
5. Explain how the charter school's proposed educational program is likely to improve the achievement of traditionally underperforming students in the local school district.

6. Describe the student achievement goals for the charter school's educational program and the chosen methods of evaluating whether students have attained the skills and knowledge specified for those goals.
7. Identify and describe the potential pitfalls and challenges in opening the charter school proposed in this application.

B. Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students shall meet or exceed the state standard.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure and what role the classroom size/facility shall play, if any.
2. Provide an overview of the planned curriculum, including, as **Attachment 2**, a sample course or grade level scope and sequence for each subject for each school level (elementary, middle, high school) the charter school shall serve. In addition, identify course outcomes and demonstrate alignment with applicable Kentucky standards.
3. If the curriculum is fully developed, summarize curricular choices such as text book selection, by subject, and the rationale for each.
4. Describe the evidence or research basis that these curricula shall be appropriate and effective for the targeted students and the proposed charter school and provide publicly accessible links or copies of that research or evidence. If formal evidence is not available, please describe rationale for this specific curricula.
5. Describe the formative processes as well as any formative and summative benchmark assessments that shall be utilized to align with this curriculum and how this shall help track and improve student progress, ongoing teaching and learning practices, and professional development of teachers while preserving as much class time as possible. All English/language arts and math content areas plus supplemental or elective areas should be described.
6. Describe how teachers shall know what to teach and when to teach it including the curriculum resources that shall support instructional planning and who shall be responsible for creating or selecting these resources.
7. Describe the processes and procedures the charter school shall use to review, evaluate and revise the curricula to ensure effectiveness for all students, alignment to state standards and coherence from grade to grade including who shall be responsible for these processes and how teachers shall be involved.
8. If the curriculum is not already developed, provide, as **Attachment 3**, a plan/timeline for how the curriculum shall be developed between approval of the application and the opening of the charter school, including who shall be responsible and when key stages shall be completed.
9. What does high quality instruction look like in the proposed charter school? What does high quality intervention look like in the proposed charter school?
    a. Describe the primary instructional strategies that the charter school shall expect teachers to use and why they are well-suited for the anticipated student population.

b. Describe the methods and systems teachers shall utilize for providing differentiated instruction to meet the needs of all students and any differences in instructional methods for different subject areas or grade levels.
c. Describe how technology shall be used to enhance and support teaching and learning.

C. Student Performance Standards

Responses to the following items regarding the proposed charter school's student performance standards shall meet or exceed the state standards. The Kentucky academic standards are available at http://education.ky.gov/curriculum/standards/kyacadstand/Pages/default.aspx.

1. Describe the student performance standards for the charter school as a whole and how they are aligned to the academic standards and student goals and how they are designed to enable each student to achieve the skills and knowledge for successful completion of that grade level.
2. Explain the policies and evidence utilized for promoting or retaining students from one grade to the next, including early promotion. Discuss how and when promotion or retention and graduation criteria shall be communicated to parents and students.
3. Provide, in **Attachment 4**, the charter school's exit standards for graduating students. These should clearly set forth what students in the last grade served shall know and be able to do.

D. High School Graduation Requirements (High Schools Only)

High schools shall be expected to meet the state graduation requirements.

1. Describe how the charter school shall meet these requirements. Explain how students shall earn credit hours, how grade-point averages shall be calculated, what information shall be on transcripts, and what elective courses shall be offered. If graduation requirements for the charter school shall exceed state standards, explain the additional requirements.
2. Explain how the graduation requirements shall ensure student readiness for postsecondary.
3. Explain what systems and structures the charter school shall implement for students at risk of academic failure.

E. School Calendar and Schedule

1. Discuss the annual academic schedule for the charter school and identify the proposed date for the first day of charter school operation and the first day of student attendance.
2. Explain how the calendar reflects the needs of the educational program and the targeted student body and community and satisfies the requirements of KRS 158.070.
3. In **Attachment 5**, provide the charter school's proposed calendar for the first year of operation, including total number of days/hours of instruction, and any additional

calendar details that are not evidenced in the first year calendar.

4. Describe the planned structure of the student attendance day, week, and year (e.g., semesters, trimesters, quarters) for each school level (elementary, middle, and high school).
   a. Include the number of instructional hours/minutes in a day for all subjects offered; and, include similar information for portions of the student attendance day devoted to before or after school electives, extracurricular or cocurricular activities or programming, and remediation or other academic components of the proposed charter school design.
   b. Identify the length of the student attendance day, including start and dismissal times.
   c. Explain why the charter school's daily and weekly schedule shall be optimal for student learning for the targeted student population and community.
   d. Provide the minimum number of hours/minutes per day and week that the charter school shall devote to academic instruction in each grade. Include, in **Attachment 6**, a sample daily and weekly schedule for each school level of the charter school.
5. Provide a sample teacher schedule for a typical week of instruction including:
   a. Length of teacher's work day;
   b. Time devoted to teaching assignments, planning, or other activities; and
   c. A brief scenario describing a typical teacher day and week.
6. Describe before and after-care options for students or students' children, if any are being offered.

F. School Culture

1. Describe the culture or ethos of the proposed charter school. Explain how it shall promote a positive academic environment and reinforce student intellectual and social development.
2. Explain how the charter school shall create and implement this culture for students, teachers, administrators, and parents starting from the first day of school operation. Describe the plan for enculturating students who enter the charter school mid-year.
3. Describe what strategies the charter school shall implement to encourage attendance and re-enrollment. Describe how these strategies have evolved in existing schools and what adjustments the charter school board of directors shall make for this charter school.
4. Explain how the school culture shall take account of and serve students with special needs, including students receiving special education services, students with a 504 plan, English learners, and any students at risk of academic failure.
5. If certain characteristics of the school culture are critical to the overall educational program (e.g., small school size, character education, high expectations), describe why they are likely to succeed with the targeted student population.
6. Describe a typical day from the perspective of a student in a grade level that shall be served in the charter school's first year of operation.
7. Describe a typical student attendance day for a teacher in a grade that shall be served in the charter school's first year of operation.

8. If the charter school shall implement a dress code policy, describe the policy and the rationale for its selection and include a description of how the cost of any uniform would be waived for parents, persons with custody or charge, or students who are unable to afford it and an assurance that a student shall not be excluded from attendance at the charter school for failure to meet the requirements of the dress code.

G. Supplemental Programming and Health Services

1. Provide a description of the health services, including mental health and psychological services and other health services, such as occupational therapy, physical therapy, speech therapy, and music therapy, to be provided to students attending the charter school and whether the charter school shall be seeking to contract to utilize the resources of the resident local school district at cost, pursuant to KRS 160.1592(12)(a).
2. Identify and describe any extracurricular or cocurricular activities or programming the charter school plans to offer; how often they shall occur; how they shall be funded; and information required in KRS 160.1592(18) and 160.1593(3)(w) and 701 KAR Chapter 8.

If the charter school is going to provide the following types of supplemental programming, provide information on the following:

1. If summer school shall be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of students and the methods used to identify them. What are the anticipated resource and staffing needs for these programs?
2. Describe the programs or strategies to address student mental, emotional, and social development, cultural development, and health, and include details of any trauma-informed care and education the charter school shall provide and whether the charter school shall be seeking to utilize the resources of the resident local school district at cost, pursuant to KRS 160.1592(12)(a).
3. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

H. Special Populations and At Risk Students

Charter schools are responsible for hiring licensed and endorsed special educators pursuant to federal and Kentucky law (e.g., IDEA). Charter school personnel shall participate in developing Individualized Education Programs/Plans (IEPs); identify and refer students for assessment of special education needs; maintain records; cooperate in the delivery of special education instruction and services, as appropriate; and ensure the provision of relevant professional development to school personnel to ensure competent delivery of education services to all students.

1. Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs/Plans or Section 504 plans.
    a. Identify the special populations and at-risk groups that the charter school expects to serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served, and how the charter school shall notify parents, persons with custody or charge, adult students, and emancipated youth students of their rights.
    b. Discuss how the course scope and sequence, daily schedule, staffing plans, facility, and support strategies and resources shall meet or be adjusted for the diverse needs of students.
    c. Identify the research or evidence that supports the appropriateness of the proposed approach to serving each of these student groups and the process that the charter school shall use to evaluate the efficacy of the program and ensure that the charter school is meeting the needs of these students.
2. Explain more specifically how the charter school shall identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports the charter school shall provide, including the following:
    a. Methods for identifying students with special education needs (and avoiding misidentification);
    b. Specific, evidence-based instructional programs, practices, methods, and strategies the charter school shall employ to provide a continuum of services in the least restrictive environment; to ensure students' access to the general education curriculum; and to ensure academic success for students with special education needs;
    c. Plans for regularly monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program/Plans (IEP);
    d. Plans for promoting graduation for students with special education needs; and
    e. Plans to have qualified staffing adequate for the anticipated special needs populations.
3. Explain how the charter school shall meet the needs of English learner (EL) students, including the following:
    a. Methods for identifying EL students (and avoiding misidentification);
    b. Specific instructional programs, practices, and strategies the charter school shall employ to ensure academic success and equitable access to the English/language arts and math academic program for these students;
    c. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services; and
    d. Means for providing qualified staffing for EL students.
4. Explain how the charter school shall identify, meet the learning needs, and monitor the progress of students who are performing below grade level, students at risk, at risk of academic failure, academically behind, or traditionally underperforming.

Specify the programs, strategies, and supports the charter school shall provide for these students.

5. Explain how the charter school shall identify and meet the needs of gifted students and bilingual students and include the following:
    a. Specific research-based instructional programs, practices, strategies, and opportunities the charter school shall employ or provide to enhance their abilities;
    b. Plans for monitoring and evaluating the progress and success of gifted students and bilingual students; and
    c. Means for providing qualified staffing for gifted students and bilingual students.
6. Identify whether the charter school plans to request services or settings from the resident local school district at cost, plans to provide these services or settings directly, or plans to contract with a third party for the provision of these to students.

I. Student Recruitment, Enrollment, and Retention

Note: KRS 160.1593(3)(f) requires a charter application to "demonstrate a plan to recruit at least one hundred (100) students, unless the application is focused on serving special needs or at-risk students".

1. *For New Start-up charter schools*: Explain the plan for student recruitment and marketing that shall provide equal access to interested students and families.
    a. Specifically describe the plan for outreach to families in poverty; academically behind students; students with disabilities; and other students at risk of academic failure.
    b. Specifically describe the plans and timelines for student recruitment and enrollment, including policies and procedures for conducting transparent and random admission lotteries that are open to the public, and that are consistent with KRS 160.1591 and 160.1592 and 701 KAR 8:010.
    c. Specifically demonstrate a plan to recruit at least one hundred (100) students, unless the application is focused on serving special needs or at-risk students and demonstrate sufficient need for enrollment to meet the charter school's enrollment projections. Note: Demand is different from need and this portion of the application is focused on need specifically, as compared to demand.

    For Conversion charter schools (provide the information required above for Start-up charter schools and the information described below):
    d. Explain the plan for student and parent investment in the school turnaround especially how the charter school plans to encourage parents and students to attend the conversion charter school.
    e. Describe how this plan shall successfully transition and retain students who currently attend or are zoned to attend the school being replaced.
    f. Provide a detailed description of the plan to gain parent and community support.
2. Provide, as **Attachment 7**, the charter school's Enrollment Policy, which should

include the following:

a. Tentative dates for application period and any lottery; and enrollment deadlines and procedures, including explanation of how the charter school shall receive and process application and enrollment forms;
b. A timeline and plan for student recruitment/engagement, application, lottery, and enrollment;
c. Policies and procedures for student applications, lotteries, student waiting lists, withdrawals, enrollment, enrollment preferences, re-enrollment, and transfers;
d. The charter school's policy on enrolling students mid-year or between school years to back-fill grade levels; and
e. Explanation of the purpose of any pre-admission activities for students or parents or persons with custody or charge, and their compliance with KRS 160.1590 to 160.1599 and 701 KAR Chapter 8.

3. Provide a brief explanation of the efforts, resources, structures, or programs that the charter school shall employ to retain students and how the charter school shall monitor the efficacy of such efforts including disaggregation of student performance data for each student subgroup.

J. Student Discipline

Describe in detail the charter school's approach to and philosophy regarding student discipline and how this philosophy supports the school model, mission, and education philosophy. Provide as **Attachment 8** the charter school's proposed discipline policies and procedures. The proposed policies and procedures have to comply with any applicable federal and state laws and authorizer policies. The description of the charter school's approach and the proposed policies and procedures should address each of the following:

1. Practices the charter school shall use to promote good discipline, including both penalties for infractions, positive behavioral interventions and supports, and incentives for positive behavior;
2. A list and definitions of the offenses for which students in the charter school shall (non-discretionary) and may (discretionary) be suspended or expelled, respectively;
3. An explanation of how the charter school shall take into account the rights of students with disabilities in disciplinary actions and proceedings;
4. Policies and procedures to ensure the elimination of bias and discrimination in student discipline practices;
5. Procedures for due process under KRS 158.150 when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the charter school shall employ for students facing expulsion;
6. Professional development to ensure adherence to these policies and procedures;
7. How students and parents and persons with custody or charge shall be informed of the charter school's discipline policies and procedures. If already developed, provide as part of **Attachment 8;** and
8. The student behavior improvement and intervention professional development the charter school shall be providing to its staff.

K. Parent and Community Involvement

1. Describe how the charter school shall engage parents, persons with custody or charge, adult students, emancipated youth students, and community members from the time that the charter school is approved through opening.
2. Describe the charter school's philosophy around family engagement and how the charter school shall engage parents or persons with custody or charge in the life of the charter school (in addition to any proposed governance roles described below).
3. Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement (e.g., parent orientations, trainings, programs, or initiatives) and how charter school staff shall support the family engagement plans and implementation.
4. Describe any commitments, fundraising activities, or volunteer activities, compliant with 701 KAR Chapter 8, the charter school shall seek from, offer to, or request of parents, persons with custody or charge, adult students, and emancipated youth students.
5. Discuss the community resources that shall be available to students, parents, and persons with custody or charge.
6. Describe any services, resources, programs, or volunteers that the charter school shall provide to the community.
7. Describe any partnerships the charter school shall have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that shall enrich student learning opportunities, and identify the person at the charter school who shall be responsible for managing the partnership. Include, as **Attachment 9**, existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

L. Phase-In/Takeover for Conversion Charter School Planning

To be completed only by applicants proposing a conversion charter school. Include a copy of the petition for the conversion of a specific Kentucky public school. If this is not an application proposing a Conversion Charter School, mark "Not Applicable."

1. Describe prior experience in taking over or turning around an existing public school.
2. Describe specific ways that the charter school shall engage and transform the existing school culture as the charter school prepares to open and during the first year of operation.

M. Educational Program Capacity

1. Describe the structure of the charter school's leadership team, including their qualifications and responsibilities. If known, identify the key members of the charter school's leadership team and provide their qualifications as **Attachment**

10. Identify *only* individuals who shall play a substantial and ongoing role in school development, governance and/or management, and shall thus share responsibility for the charter school's educational success. These may include current or proposed members of the charter school board of directors, school leadership/management, and any essential partners who shall play an important ongoing role in the charter school's development and operation. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

2. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
    a. School leadership, administration, and governance;
    b. Curriculum, instruction, and assessment;
    c. Performance management; and
    d. Parent and community engagement.
3. Describe the group's ties to, knowledge of, and history serving the target community.
4. Identify any organizations, agencies, or consultants that are partners in planning and establishing the charter school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the charter school's development.
5. Identify the principal/school leader candidate and explain why this individual is well-qualified to lead the proposed charter school in achieving its mission. Summarize the proposed principal/school leader's academic and organizational leadership record. Provide specific evidence that demonstrates the proposed principal/school leader's capacity to design, launch, and manage a high-performing charter school. If the proposed principal/school leader has never run a school, describe any leadership training programs that the proposed principal/school leader has completed or is currently participating in. Also provide, as **Attachment 11**, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the principal/school leader's ability to effectively serve the anticipated population.

    If no candidate has been identified, provide as **Attachment 12** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the principal/school leader.

N. Programmatic audits and assessments

1. Describe a plan of annual programmatic audits of the implementation and effectiveness of the charter school's education program. Programmatic audits should include an evaluation of the effectiveness of the charter school's academic program, governance, and operations. Note that the programmatic audit is not simply a cost/benefit audit as conducted by some schools or districts. The plan should include, but is not limited to, the:
    a. Purpose and objectives;
    b. Areas to be audited;
    c. Schedule of events;
    d. Responsible persons, which may include outside consultants;

e. Description of written end product;
f. How and to whom such written end product shall be disseminated; and,
g. Any plans to hire outside consultants to perform such audits.

2. Describe what assessments the charter school plans to use and how the charter school shall collect and analyze assessments results.
3. Explain how the charter school shall ensure results are valid and reliable.
4. Identify who shall be responsible for administering assessments and collecting and analyzing the results.
5. Explain how the following charter school community shareholders shall have access to and be able to use assessment results:
    a. Teachers;
    b. School leaders;
    c. The charter school's board of directors; and
    d. Students and parents or persons with custody or charge.

6. Describe how the charter school shall inform parents, persons with custody or charge, and students about academic achievement and progress including the timing, frequency, and nature of the feedback.
7. Describe how the charter school's technology structure or plan shall aid in general communication with students, parents, and persons with custody or charge.

O. Food Services

1. Provide a description of the breakfast and lunch food services to be provided to students attending the charter school and whether the charter school shall be participating in the breakfast and lunch programs under the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) through the district, separately, or not at all.
2. If not operating the NSLP and SBP, provide a detailed description of how the school meals shall be provided;
3. Provide a detailed description of how the charter school shall distribute, collect and record (ensuring confidentiality) the USDA forms if participating in the USDA meal programs.
4. Provide a detailed description of how the charter school shall work with students who are overdue on lunch charges and accommodate students who have no breakfast or lunch or means to purchase that day.
5. Provide information as to whether the applicant shall be seeking eligibility of the charter school for the community eligibility provision (CEP) under the NSLP and offering meals at no charge to all students in schools that qualify for the CEP.
6. Provide a detailed description of how the charter school shall accommodate students with food allergies or special dietary needs.

IV. Operations Plan & Capacity Governance

A. Legal Status and Governing Documents

1. Describe the proposed charter school's legal status, including non-profit status and any federal tax-exempt status. Submit Articles of Incorporation or other articles of organization, proof of non-profit status and any tax exempt status (e.g., Internal Revenue Service (IRS) Determination Letter 947), or copies of the filings for the preceding items (e.g., IRS Notice 3367), proof that the all business entities, that are within the applicant or that have a designee in the applicant or are on the proposed charter school board of directors or have a designee on the proposed charter school board of directors, are authorized to do business and in good standing in the Commonwealth of Kentucky pursuant to KRS Chapter 14A, and any governing documents already adopted, such as board policies, in **Attachment 13**.
2. Submit, as **Attachment 14**, the completed and signed Statement of Assurances.

B. Organization Charts

Submit, as **Attachment 15**, organization charts that show the charter school governance, management, and staffing structure in:

a. Year 1;
b. Successive years of the charter term, if different from Year 1; and
c. At full build-out, if different from a. or b.

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

If the applicant is seeking approval of multiple charter schools, proposing to replicate a school or school model, proposing to operate multiple schools, or intends to contract with a third-party education service provider (ESP) or a partner that is not an ESP, the applicant is required to complete the ***Application Addendum****. An ESP is defined in KRS 160.1590(8) as "an education management organization, school design provider, or any other partner entity with which a public charter school contracts for educational design, implementation, or comprehensive management."*

C. Charter School Board of Directors

Provide as **Attachment 15** any documentation of the following, if applicable:

1. Explain the governance philosophy that shall guide the charter school board of directors, including the nature and extent of involvement by key charter school community shareholder groups.
2. Describe the governance structure of the proposed charter school, including the primary roles of the charter school board of directors and how it shall interact with the principal/school leader and any advisory bodies. Include the lines of authority and reporting within this governance structure.
3. Describe the size, current and desired composition, powers, and duties of the

charter school board of directors.

4. Identify key skills, areas of expertise, and constituencies that shall be represented on the charter school board of directors.
5. Explain how the charter school board of directors, and this governance structure and composition shall help ensure that:
   a. The charter school shall be an educational and operational success by holding students to high learning outcomes; ensuring that there is a demand for the charter school and by assessing the charter school's effectiveness and financial and operational solvency, stability, and sustainability;
   b. The charter school board of directors shall evaluate the success of the charter school leader and school staff in meeting the goals of the charter school; and
   c. There shall be active and effective representation of key charter school community shareholder groups, including parents, persons with custody or charge, adult students, and emancipated youth students.
6. List all current and identified board members and their intended roles.
7. Summarize members' interests in and qualifications for serving on the charter school's board.
8. In **Attachment 16** provide a completed and signed Board Member Information Sheet and Agreement, an agreement created to stipulate the qualifications, responsibilities and expected behaviors of individual board members and the governance structure. Include resumes (if a board member's resume is attached elsewhere in this application, state so on the Board Member Information Sheet and Agreement).
9. If the current applicant does not include the initial board of directors, explain how and when the transition to the formal board of directors shall take place.
10. If this application is being submitted by an existing non-profit organization, respond to the following:
    a. Shall the existing non-profit board govern the charter school, or has the charter school formed a new non-profit corporation governed by a separate board?
    b. If the non-profit's current board shall govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties and meet the requirements of KRS 160.1592 and 701 KAR 8:020?
    c. Describe the plan and timeline for completing the transition and orienting the board to its new duties.
    d. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board shall be.
11. Explain the procedure by which board members have been and shall be selected. How often shall the board meet? Discuss the plans for any committee structure.
12. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 17**, the board's proposed Code of Ethics and Conflict of Interest policy. Include in the Code of Ethics and Conflict of Interest policy a code of ethics for the charter school setting forth the standards of conduct expected of its charter school board of directors, officers, and employees.

13. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the charter school board of directors shall take to avoid any actual conflicts and to mitigate perceived conflicts.
14. Describe plans for increasing the capacity of the governing board.
    a. How shall the board expand and develop over time?
    b. How and on what timeline shall new members be recruited and added, and how shall vacancies be filled?
    c. What are the priorities for recruitment of additional board members?
    d. What kinds of orientation or training shall new board members receive, and what kinds of ongoing development shall existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there shall be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.
15. Describe the process by which the charter school shall resolve any disputes with the authorizer.

D. Advisory Bodies

1. Describe any advisory bodies or councils to be formed, including the roles and duties of that body.
2. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents or persons with custody or charge, students, and teachers (if applicable); and the reporting structure as it relates to the charter school's governing body and leadership.

E. Grievance Process

Explain the process that the charter school shall follow should a parent or person with custody or charge or student have an objection to a charter school board of directors' policy, procedure, protocol, decision, or practice at the charter school.

Staffing

F. Staff Structure

1. Provide, as **Attachment 18**, a complete staffing chart for the charter school for the first year and each year of the contract term. The staffing chart and accompanying notes or roster should identify the following:
    a. Year 1 positions, as well as positions to be added in future years;
    b. Administrative, instructional, and non-instructional personnel;
    c. The number of classroom teachers, paraprofessionals, and specialty teachers;
    d. Operational and support staff; and
    e. The duties and responsibilities of each staff member.

2. Explain the plan for the relationship between the charter school's senior administrative team and the rest of the staff to be managed. Note the teacher-student ratio, as well as the ratio of total staff to students for the charter school.

G. Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that shall exist between the proposed charter school and its employees, including whether the employees shall be at-will and whether the charter school shall use employment contracts. If the charter school shall use contracts, explain the nature and purpose of the contracts.
2. Provide, as **Attachment 19**, any personnel policies or an employee manual, if developed, and job descriptions.
3. Outline the charter school's proposed salary ranges and employment benefits for all employees as well as any incentives or reward structures that may be part of the compensation system.
4. Describe the charter school's strategy, plans, and timeline for recruiting and hiring the teaching staff, including the charter school's plan for hiring effective staff. Explain other key selection criteria and any special considerations relevant to the charter school's school design and describe how the charter school's job descriptions and hiring practices support the charter school in fulfilling its goals and mission.
5. Outline the charter school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.
6. Explain how, and how frequently, the school leader shall be supported, developed, and evaluated each school year. Provide, in **Attachment 20**, any leadership evaluation tool(s) that have already been developed.
7. Explain how, and how frequently, teachers shall be supported, developed, and evaluated each school year. Provide, in **Attachment 21**, any teacher evaluation tool(s) that already exist for the charter school.
8. Explain how the charter school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

H. Professional Development

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

1. Identify the person or position responsible for professional development.
2. Discuss the core components of professional development and how these components shall support effective implementation of the educational program.
3. Discuss the extent to which professional development shall be conducted internally or externally and shall be individualized or uniform.
4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the charter school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time shall typically be used.

5. Describe how the professional development program shall be evaluated to assess its effectiveness and success.
6. Provide an assurance that the charter school shall meet the Kentucky law staff training requirements regarding the use of physical restraint and seclusion.

I. Performance Management

The authorizer shall evaluate the performance of every charter school and transformation partner annually and for renewal purposes according to a set of academic, financial, and organizational performance standards that shall be incorporated into the charter agreement.
Pursuant to KRS 160.1596(1)(d)1, the academic performance standards shall be based on federal, state, and school-specific measures and consider:
a. Student academic proficiency;
b. Student academic growth;
c. Achievement gaps in both student proficiency and student growth between student subgroups, including race, sex, socioeconomic status, and areas of exceptionality;
d. Student attendance;
e. Student suspensions;
f. Student withdrawals;
g. Student exits;
h. Recurrent enrollment from year to year; and
i. Postsecondary readiness at the end of grade twelve.
The financial performance and sustainability standards shall be based on standard accounting and industry standards for sound financial operation.
The organizational performance and stewardship standards, including compliance with all applicable statutes, administrative regulations, and terms of the charter contract shall be based primarily on compliance with legal obligations, including fulfillment of the charter school board of directors' fiduciary obligations related to sound governance.
The performance framework shall allow the inclusion of additional rigorous, valid, and reliable indicators proposed by a public charter school to augment external evaluations of its performance. The proposed indicators shall be consistent with the purposes of KRS 160.1590 to 160.1599, 161.141, and 701 KAR Chapter 8 and shall be negotiated with the authorizer. The performance framework shall require the disaggregation of student performance data by subgroups, including race, sex, socioeconomic status, and areas of exceptionality. The authorizer shall be responsible for collecting, analyzing, and reporting to the Kentucky Board of Education and the Kentucky Department of Education all state-required assessment and achievement data for each public charter school it oversees.

Applicants may propose to supplement the authorizer's performance standards with school-specific academic or organizational goals.

1. Describe any mission-specific educational goals and targets that the charter school shall have. State goals clearly in terms of the measures or assessments the charter school plans to use.
2. Describe any mission-specific organizational goals and targets that the charter school shall have. State goals clearly in terms of the measures or assessments

the charter school plans to use.

3. In addition to all mandatory assessments, identify the primary interim assessments the charter school shall use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the charter school's curriculum, performance goals, and state standards.
4. Explain how the charter school shall measure and evaluate academic progress – of individual students, student cohorts, and the charter school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract.
5. Explain how the charter school shall collect and analyze student academic achievement data, use the data to refine, drive, and continuously improve instruction and student academic achievement, and report the data to the charter school community. Identify the person(s), position(s), and/or entities that shall be responsible and involved in the collection and analysis of assessment data.
6. Identify what staff positions shall be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve instruction and student achievement.
7. Explain the training and support that school leadership and teachers shall receive in analyzing, interpreting, and using performance data to improve student learning.
8. Describe the corrective actions the charter school shall take if it falls short of student academic achievement expectations or goals at the school, classroom, or individual student level and their timeline.
9. Explain what would trigger such corrective actions and who would be responsible for implementing them.

J. Facilities Experience and Planning

1. Describe the applicant and charter school board of directors' experience in managing facility compliance with health and safety and disability requirements and working with government agencies on facility compliance, including managing build-out or renovation.
2. Detail any specific interactions the applicant and charter school board of directors have had with government agencies or others to determine whether the identified facilities are suitable and affordable.
3. Explain the inputs, including specific sources of information, the applicant has used to project all facility-related costs. These inputs should be reflected in the facility-related expenses included in the application's 5 Year Budget.

K. Existing Residential School District Public Facilities (If available)

1. Identify the street address and the local school district within which the public facility is located.
2. Describe the basic facilities requirements for accommodating the school plan, including number of classrooms and bathrooms, square footage per classroom and for a library, common areas, overall square footage, outdoor space, and amenities. Provide a floor plan

and site plan.

3. Describe how the facility supports the implementation of the charter school's academic program and the needs of the entire student population, including the effect that the location shall have on student recruitment, transportation, family involvement, and student participation in extra-curricular or co-curricular activities occurring outside the student attendance day.
4. Describe any anticipated renovation needs and costs.
5. Describe any zoning and occupancy requirements applicable to the existing facilities.
6. Describe how the facility meets the charter school's needs in reference to the occupancy limits, accessibility for students with limited mobility, enrollment growth plan requirements, and fulfillment of all mission-critical space requirements.
7. Describe any involvement of the targeted community in the design or selection of the facility for the charter school.

8. List the charter school's anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include but are not limited to the following:
   a. Science labs
   b. Art room (with or without kiln)
   c. Computer labs
   d. Library/media center
   e. Performance/dance room
   f. Auditorium
   g. Other
9. List the charter school's anticipated administrative/support space needs, including anticipated number of each:
   a. Main office
   b. Satellite office
   c. Work room/copy room
   d. Supplies/storage
   e. Teacher work rooms
   f. Other
10. List which, if any, of the following are essential to fulfillment of the core athletic program:
    a. Gymnasium
    b. Locker rooms
    c. Weight rooms
    d. Field(s) (football, soccer, multipurpose)
    e. Baseball/softball field
    f. Other (please list)
11. Identify any other significant facilities needs not already specified, including:
    a. Playground
    b. Large common space for assemblies and other large group meetings
    c. Other special considerations (identify and explain)
12. Does the charter school have specific desired location(s) from those being made available by the authorizer or the Kentucky Finance and Administration Cabinet?

Yes ☐ No ☐

If yes and the charter school has a specific facility under consideration, identify by current school name and/or neighborhood.

Desired locations: _____

13. Is the charter school willing to share a facility with another school?

Yes☐ No ☐

If so, identify by school name and/or neighborhood.

Desired locations: _____

14. Does the existing facilities' spaces comply with Title IX requirements? Yes☐ No ☐

15. Discuss contingency plans in the event the charter school does not receive a facility from the authorizer.

L. Independent Facilities

1. If the charter school intends to operate in an independent facility, describe the process for identifying and securing a facility, including any brokers or consultants the charter school is employing to navigate the real estate market, plans for renovations, timelines, financing, etc.
2. If the charter school currently holds a facility or has an MOU or other proof of intent to secure a specific facility, provide proof of the commitment as **Attachment 22**.
3. Briefly describe the facility including location, size, number of classrooms and bathrooms, outdoor space, and amenities.
4. Describe how the facility supports the implementation of the charter school's academic program and the needs of the entire student population.
5. Describe the rest of the facility details, as identified above for existing facilities.
6. Provide, as **Attachment 23**, any supporting documents providing details about the facility including its fair market value for lease or ownership (whichever the charter school intends to do).

   Charter school facilities shall comply with applicable state, local and authorizer health, safety, civil rights, and disability rights requirements. In addition, charter school applicants shall be prepared to follow applicable city planning review procedures.

   If the facilities to be used by the proposed charter school are not known at the time the application is submitted, the charter school shall notify the authorizer within ten (10) business days of acquiring facilities for the charter school. The charter school shall obtain certification of occupancy for the facilities at least thirty (30) days prior to the first student attendance day.

M. Start-Up & Ongoing Operations

1. Provide, as **Attachment 24**, a detailed start-up plan for the charter school, specifying financing, tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget in the Financial Plan (be sure to complete all pages in the Financial Plan, and provide it as **Attachment 25**).
2. If the charter school shall provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs,

describe how the charter school plans to meet transportation needs for field trips and athletic events.

3. Provide the charter school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the charter school shall employ.
4. Provide, as **Attachment 26**, a list of the types of insurance coverage the charter school shall secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability, property, indemnity, errors and omissions, directors and officers, automobile, student injury comparable to other schools in the resident district, and other.
5. Provide a schedule and explanation of professional development that shall take place prior to the first day of school operation and the first student attendance day. Explain what shall be covered during this induction period and how teachers shall be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

N. Operations Capacity

To the extent not already provided in the application, provide information on the following:

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

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

2. Describe the capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable. If this has been described previously, reference the part of the application with this information.

V. Financial Plan & Capacity

A. Financial Plan

1. Describe the systems, policies and processes the charter school shall use for financial planning, accounting, purchasing, and payroll, including a description of how it shall establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.
2. Describe the roles and responsibilities of the charter school's administration and charter school board of directors for school finances and distinguish between each.
3. Include draft fiscal and internal control policies for the public charter school to prevent fraud, embezzlement, or misuse of charter school funds and to ensure

proper management and expenditure in compliance with Kentucky law and the goals of the charter school.

4. Submit, for authorizer review and approval, a detailed financial management plan that includes, but may not be limited to, the following:
   a. Name, resume, and background clearance for the person responsible for day-to-day fiscal management or the charter school's qualification criteria for this role;
   b. Procedures, roles and responsibilities for financial management from the point at which funds are received, to deposits and approval of expenditures, and signatories on bank accounts;
   c. Qualifications, positions, and specific functions of all persons who shall have any involvement in fiscal matters of the charter school and the specific information for any individuals who have already been identified for these roles;
   d. Accountability process for tracking and ensuring checks and balances; and
   e. Provision for cash management controls, regular financial reviews by the charter school board of directors to monitor fiscal health and solvency and expenditures generally, and annual audits.
5. Describe the charter school's plans and procedures for conducting an annual audit of the financial and administrative operations of the charter school.
   A Kentucky charter school is required to adhere to all generally accepted accounting principles and adhere to the same financial audits, audit procedures, and audit requirements as are applied to other public schools under KRS 156.265.
6. Describe the charter school board of directors' process for reviewing and acting on the results of the charter school's annual financial audits and interim financial statements, including reviewing and approving procurement contracts and monitoring the use of school funds.
7. Describe how the charter school shall ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report, and how the charter school shall comply with purchasing requirements and limitations under KRS Chapter 45A and KRS 156.074 and 156.480 or shall provide to the charter school board of directors a detailed monthly report of school purchases over ten thousand dollars ($10,000), including but not limited to curriculum, furniture, and technology.
8. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.
9. Describe the charter school's plans for liability insurance to indemnify the charter school, its board, staff, and teachers against negligent tort claims, including the types and amounts of insurance coverage to be obtained by the public charter school, which shall include adequate insurance for
   a. Workers' compensation;
   b. Liability;
   c. Property;

d. Indemnity;
e. Errors and omissions;
f. Automobile;
g. Student injury comparable to other schools in the resident district; and
h. Other.

10. Submit the Charter Application Budget Form, for the entire charter contract term (initial term of 5 years and renewal terms of 3-5 years, as determined by the authorizer) in the Financial Plan (provide the completed Financial Plan as **Attachment 25**, and be sure to complete all sheets in the Financial Plan). In developing the charter school budget, use the public revenue projections provided by the authorizer.

B. Budget Narrative

1. As **Attachment 27**, present a detailed description of realistic assumptions (and their bases) and revenue estimates and dates of availability to the proposed charter school, including but not limited to the bases for revenue projections, staffing levels, and costs. The narrative shall reflect the financial policies and procedures plan, and the anticipated management plan that shall ensure checks and balances in cash disbursement and alignment with the mission and goals. The budget narrative shall include:
   a. A basic startup plan (facilities funding and acquisition)
   b. The curriculum, technology, and professional development plan; and
   c. The charter school growth plan to include needed staff along with adequate financial allocations and anticipated timelines.
2. The narrative shall specifically address the degree to which the charter school budget shall rely on variable income (e.g., grants, donations, fundraising) and include the number of students by which the charter school can exceed its maximum stated student capacity, and the minimum number of enrolled students necessary for the charter school's financial solvency and sustainability for the school year and for the charter contract term. The narrative shall take into consideration the restrictions on some funds (e.g., Title funds and grants) in their proposed expenditure. Use the figures below in developing the budget assumptions.
   a. Public Revenue.
   b. Secured/Anticipated Funding Sources (specify which are secured and which are anticipated).
      1/ Indicate the amount and sources of funds, property or other resources secured/to be available through banks, lending institutions, corporations, foundations, grants, etc.
      2/ Include evidence of commitment for any funds on which the charter school's core operation depends or which are included in the budget.
   c. Discuss the charter school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
   d. Year 1 cash flow contingency, in the event that revenue projections are not

met in advance of opening.

e. Reserve funds as required by 701 KAR 8:020 Section 6(5)(a).

3. If the charter applicant or charter school board of directors is a pre-existing non-profit organization, please provide as part of **Attachment 27**:
    a. The last three (3) years of audited financial statements and management letters;
    b. The most recent internal financial statements including balance sheets and income statements; and
    c. IRS Form 990s for the last three (3) years; and
    d. Management or advisory letters from the independent auditor.

C. Financial Management Capacity

1. Describe the charter school board of directors' individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:
    a. Financial management;
    b. Fundraising and development;
    c. Accounting and internal controls;
    d. Adherence to all generally accepted accounting principles and adherence to the same financial audits, audit procedures, and audit requirements as are applied to other public schools under KRS 156.265; and
    e. Utilization of the same system for reporting student information data and financial data as is utilized by other local school districts across the state.

VI. Closure or Dissolution

Pursuant to KRS 160.1593(3)(q) and 701 KAR 8:020, describe in detail and provide a timeline and roles and responsibilities for the procedures to be followed in the case of the closure or dissolution of the public charter school, including provisions for the transfer of students and student records to the local school district in which the public charter school is located or to another charter school located within the local school district and an assurance and agreement to payment of net assets or equity, after payment of debts as specified in KRS 160.1598 and 701 KAR 8:020.

VII. Optional Information

The applicant is encouraged, but not required, to include additional information that demonstrates how the charter school shall accomplish the purposes of KRS 160.1591(2). Additional, optional information may include the following.

1. Describe the relationships that have been established to generate community engagement in and support for the proposed charter school and how demand and/or solicited support for the charter school has been assessed. Briefly describe these activities and summarize their results. Note: Demand is different

from need and this portion of the application is focused on demand specifically, as opposed to need.

2. Describe the role to date of any parents and community members involved in developing the proposed charter school.
3. Describe what has been done to assess and build parent and community demand for this charter school. Note: Demand is different from need and this portion of the application is focused on demand specifically, as opposed to need.
4. Provide letters of support from the community, state, or national organizations.
5. Provide a description of strategies for establishing and maintaining an ongoing relationship with the resident local school district(s) including any foreseen opportunities or challenges.
6. Provide a description of persistently low-achieving public schools in the resident district(s) and explain how the charter school might partner with those schools to share best practices and innovations.
7. Describe the methods and plan for response to intervention (RTI) identification of students with academic or behavior needs and RTI services that the charter school shall provide to students who have not been identified under the child find responsibilities of special education law for evaluation or who were evaluated and not identified as a student with special needs under the special education law.
8. Describe the trauma-informed care and education that the charter school shall provide to students who would benefit.
9. Describe any trauma-informed care and education professional development the charter school shall be providing to its staff.
10. Describe the culturally responsive teaching professional development the charter school shall be providing to its staff.

VIII. Application Addendum

This addendum to the Charter School Application is required of any applicant seeking any of the following:
• approval for multiple charter schools
• replication of existing schools or school models
• governance of multiple charter schools
• school operation/management via contract with a third-party education service provider (ESP), as defined in KRS 160.1590(8) as "an education management organization, school design provider, or any other partner entity with which a public charter school contracts for educational design, implementation, or comprehensive management", or with a partner that is not an ESP.

Complete each section as applicable. All applicable sections shall be completed in order for the application as a whole to be considered complete.
Note: If an applicant is unsure whether a particular section is required, it is the applicant's responsibility to contact the authorizer for guidance.

The Addendum Proposal Overview, and Section B are required of all applicants to whom this addendum applies.

Section C is required of any applicant seeking:
• approval for multiple schools
• replication of existing schools or school models
• governance of multiple schools by a single board of directors, including applicants seeking approval for multiple schools who are intending to contract with a third-party education service provider or a partner that is not an ESP.

If an applicant believes that a particular question in this section is not applicable to the proposal, the applicant should so state and explain why the applicant believes the particular question does not apply.

Section D is required of any applicant intending to replicate a school or school model, including applicants that are part of a network or who intend to contract with a third-party education service provider or a partner that is not an ESP.

Section E is required of any applicant intending to contract with a third-party ESP or other partner, regardless of whether the applicant is applying to open one or more charter schools.

A. Addendum Proposal Overview

1. Network/ESP/Other Partner Mission and Vision

Provide the mission and vision of the charter school network or education service provider (ESP) or a partner that is not an ESP, and explain how creation of the proposed charter

school or schools fits within this mission and vision.

2. **Network/ESP/Other Partner Strategic Vision and Growth Plans**

   a. Provide an overview of the network/ESP/other partner's strategic vision, five-year growth plan, and rationale for developing new schools or replicating an existing school or model.
   b. Briefly describe the communities where the network/ESP/other partner is seeking approval to expand and explain how each proposed charter school would meet identified needs in its respective community.

3. **Anticipated Population and Educational Need and Demand**

Describe the student populations and educational needs served by any existing charter schools operated by the applicant or network/ESP/other partner, and the anticipated populations and needs and demands for each proposed charter school.

4. **Educational Plan and School Design**

To the extent not already provided in this application:

   a. Provide an overview of the education program proposed for replication, including key non-negotiables of the education model.
   b. Briefly explain how and why the program was selected for replication, and the research base and performance record that demonstrates the school model shall be successful in improving academic achievement for the targeted student population and community.

B. Curriculum and Instructional Design Supplement

NOTE: This addendum section is required of ALL applicants seeking approval for multiple schools, replication of existing schools or school models, or governance of multiple schools by a single board of directors, including applicants intending to contract with a third-party ESP or a partner that is not an ESP.

1. Describe the curriculum and basic learning environment (e.g., classroom-based, independent study), including class size and structure for all school levels (elementary, middle, high school) to be served, and explain any differences among the charter schools being proposed.
2. Explain the network/ESP/other partner's approach to replicating and implementing the school model, including curriculum and instructional design among multiple schools.
3. Describe any key educational features that shall differ from the network/ESP/other partner's or existing schools or schools proposed for replication, not already discussed above. Explain the rationale for the variation in approach and any new or additional resources the variation would require.

C. Applications for Multiple Schools and Applicants Seeking to Contract with Education Service Providers or a Partner that is not an ESP

This section is required of all applicants seeking approval for multiple schools, replication of existing schools or school models, or governance of multiple schools by a single board of directors, including applicants seeking approval of multiple schools who are intending to contract with a third party ESP or a partner that is not an ESP. If an applicant believes that a particular question in this section is not applicable to the proposal, the applicant should so state and explain why the applicant believes the question does not apply.

1. Network/ESP/Other Partner Vision, Growth Plan, & Capacity

a. Describe the network/ESP/other partner strategic vision, desired impact, and five-year growth plan for developing new schools within the local community, state and region, including other states or countries if applicable. Include the following information, regardless of school location:
1/ Proposed years of opening;
2/ Number and types of schools (school levels, grade levels served);
3/ Any pending applications;
4/ All currently targeted markets/communities and criteria for selecting them; and
5/ Projected enrollments.
b. If the existing portfolio or growth plan includes schools in other states or countries, explain specifically how growth within Kentucky fits into the overall growth plan.
c. Provide evidence of organizational capacity of the network/ESP/other partner to open and operate high-quality schools in Kentucky and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed charter schools.
d. Discuss the results of past replication efforts and lessons learned – including particular challenges or troubles encountered; how they were addressed; and how such challenges shall be avoided or minimized for the proposed charter schools.
e. List any charter schools that were previously approved by this or another authorizer but which failed to open or did not open on time, and explain the reasons for the failure or delay.
f. List any charter schools that were previously approved by this or another authorizer that opened but were later closed, and explain the reasons for the failure.
g. Discuss the greatest anticipated risks and challenges to achieving the network/ESP/other partner's desired outcomes in Kentucky over the next five (5) years and how the network/ESP/other partner shall meet these challenges and mitigate risks.
h. Provide, as **Attachment A1**, the network/ESP/other partner's annual reports for the last two (2) years and any current business plan for the network/ESP/other partner or network.

2. Network/ESP/Other Partner Management

a. Identify the network/ESP/other partner's leadership team and their specific roles and responsibilities.
b. Explain any shared or centralized support services the network/ESP/other partner shall

provide to schools in Kentucky. Describe the structure, specific services to be provided, the cost of those services, how costs shall be allocated among charter schools, and specific service goals. How shall the network/ESP/other partner measure successful delivery of these services? (In the case of a charter school board of directors proposing to contract with a network/ESP/other partner for management of the charter school, service goals should be outlined in the term sheet and draft contract to be provided in **Attachment A2**.)

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

Function	**Governing Board**	**Network/ESP/Other Partner**
Performance Goals		
Curriculum		
Professional Development		
Data Management and Interim Student Assessments		
Grade Level Promotion Criteria		
Culture		
Budgeting, Finance, and Accounting		
Student Recruitment		
School Staff Recruitment and Hiring		
HR Services (payroll, benefits, etc.)		
Development		
Community Relations		
Information Technology		
Facilities Management		

Vendor Management / Procurement		
Other Operational Functions, if any		

d. Provide, as **Attachment A3,** the following organization charts:
• Year 1 network/ESP/other partner as a whole (including both network/ESP/other partner management and schools within the network/ESP/other partner)
• Year 3 network/ESP/other partner as a whole
• Year 5 network/ESP/other partner as a whole

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the charter school board of directors, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external network/ESP/other partner that shall play a role in managing the charter schools. The school-level organization charts should likewise present clear lines of authority and reporting within the charter school. If the charter school intends to contract with a network/ESP/other partner, clearly show the network/ESP/other partner's role in the organizational structure of the charter school. Explain how the relationship between the charter school board of directors and school administration shall be managed.

3. Network/ESP/Other Partner Governance and Legal Status

a. Explain what entity shall hold the charter for each of the proposed charter schools.
b. Describe the governance structure at both the network/ESP/other partner and individual school levels and the plan for satisfying all applicable statutory and authorizer requirements for composition of charter school boards of directors. Explain whether each school/campus shall have an independent charter school board of directors, whether there shall be a single network-level board governing multiple schools, or both a network level board and boards at individual schools. If there shall be both a network-level board and boards at each charter school, describe the organizational relationship between the boards, the legal status of each board, and the scope of authority of each. If each charter school shall have an independent charter school board of directors but no network-level board, explain how the network shall be governed and how decisions that affect the network as a whole shall be made.
c. If the existing board shall govern the proposed charter school(s), discuss the plan to transform that board's membership, mission and bylaws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties. If a new board of directors shall be formed, describe how and when the new board of directors shall be created and what, if anything, its ongoing relationship to the existing non-profit's board shall be.
d. Describe plans for increasing the capacity of the charter school board of directors.
1/ How shall the charter school board of directors expand and develop over time?
2/ How and on what timeline shall new members be recruited and added, and how shall vacancies be filled?
3/ What are the priorities for recruitment of additional board members?

4/ What kinds of orientation or training shall new board members receive, and what kinds of ongoing development shall existing board members receive?
5/ Describe the plan for training and development, which should include a timetable, specific topics to be addressed, and requirements for participation.
6/ If there shall be a network-level board, identify any board development requirements relative to the network/ESP/other partner's proposed growth and governance needs.
e. Explain how the interests of individual charter schools shall be balanced with network interests and how key charter school community shareholders shall be represented.
f. Explain how this governance structure and composition shall help ensure that:
1/ The charter school shall be an educational and operational success; and
2/ The board shall evaluate the success of the charter school and school leader.

4. Network Leadership Pipeline

Describe the network/ESP/other partner's current or planned process for sourcing and training potential school leaders for schools opening in subsequent years. Explain the development or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

5. Network-wide Staffing

Complete the following table indicating projected staffing needs for the entire network over the next five (5) years. Include full-time staff and contract support staff that serve the network 50% or more.

Change or add functions and titles as needed to reflect organizational plans.

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Number of elementary schools					
Number of middle schools					
Number of high schools					
Total schools					
Total Student enrollment					
Network/ESP/Partner Positions (specify)					
Total back-office					
FTEs (full-time equivalent employees)					
Elementary School Staff					
Principals/School Leaders					
Assistant Principals/Assistant School Leaders					
Add'l School Leadership Position 1 (specify)					
Add'l School Leadership					

Position 2 (specify)					
Add'l School Leadership Position 3 (specify)					
Classroom Teachers (English/Language Arts and Math Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 (e.g., Social Worker)					
Student Support Position 2 (specify)					
Specialized School Staff 1 (specify)					
Specialized School Staff 2 (specify)					
Teacher Aides and Assistants					
School Operations Support Staff					
Total FTEs at elementary schools					
Principals/School Leaders					
Middle School Staff					
Assistant Principals/Assistant School Leaders					
Principals/School Leaders					
Add'l School Leadership Position 1 (specify)					
Add'l School Leadership Position 2 (specify)					
Add'l School Leadership Position 3 (specify)					
Classroom Teachers (English/Language Arts and Math Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 (e.g., Social Worker)					
Student Support Position 2 (specify)					
Specialized School Staff 1 (specify)					
Specialized School Staff 2 (specify)					
Teacher Aides and Assistants					

School Operations Support Staff					
Total FTEs at middle schools					
High School Staff					
Principals/School Leaders					
Assistant Principals/Assistant School Leaders					
Deans					
Add'l School Leadership Position 1 (specify)					
Add'l School Leadership Position 2 (specify)					
Add'l School Leadership Position 3 (specify)					
Classroom Teachers (English/Language Arts and Math Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 (e.g., Social Worker)					
Student Support Position 2 (specify)					
Specialized School Staff 1 (specify)					
Specialized School Staff 2 (specify)					
Teacher Aides and Assistants School Operations Support Staff					
Total FTEs at high schools					
Total network FTEs					

6. School Staff Structure

a. Explain how the relationship between the charter school's senior administrative team and the rest of the staff shall be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.
b. Complete the table(s) below outlining the school staffing rollout plan for a "typical" elementary school, middle school, high school, as applicable. Adjust or add functions and titles as needed. Modify the tables, as needed, to reflect variations in school models. If the proposed charter schools shall use a staffing model that diverges from the network/ESP/other partner's norm, please explain.

Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Elementary School					

Staffing and Rollout					
Principals/School Leaders					
Assistant Principals/Assistant School Leaders					
Add'l School Leadership Position 1 (specify)					
Add'l School Leadership Position 2 (specify)					
Add'l School Leadership Position 3 (specify)					
Classroom Teachers (English/Language Arts and Math Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 (e.g., Social Worker)					
Student Support Position 2 (specify)					
Specialized School Staff 1 (specify)					
Specialized School Staff 2 (specify)					
Teacher Aides and Assistants					
School Operations Support Staff					
Total FTEs at elementary schools					
Principals/School Leaders					
New Middle School Staffing and Rollout					
Assistant Principals/Assistant School Leaders					
Principals/School Leaders					
Add'l School Leadership Position 1 (specify)					
Add'l School Leadership Position 2 (specify)					
Add'l School Leadership Position 3 (specify)					
Classroom Teachers (English/Language Arts and Math Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1					

(e.g., Social Worker)					
Student Support Position 2 (specify)					
Specialized School Staff 1 (specify)					
Specialized School Staff 2 (specify)					
Teacher Aides and Assistants					
School Operations Support Staff					
Total FTEs at middle schools					
New High School Staffing and Rollout					
Principals/School Leaders					
Assistant Principals/Assistant School Leaders					
Deans					
Add'l School Leadership Position 1 (specify)					
Add'l School Leadership Position 2 (specify)					
Add'l School Leadership Position 3 (specify)					
Classroom Teachers (English/Language Arts and Math Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 (e.g., Social Worker)					
Student Support Position 2 (specify)					
Specialized School Staff 1 (specify)					
Specialized School Staff 2 (specify)					
Teacher Aides and Assistants School Operations Support Staff					
Total FTEs at high schools					
Total network FTEs					

c. Describe the network/ESP/other partner's approach to academic underperformance for charter schools that fall short of student academic achievement expectations or goals at the schoolwide, classroom, or individual student level.

d. Describe the network/ESP/other partner's plans to monitor performance of the portfolio

as a whole. What actions shall be taken and by whom if the network/ESP/other partner as a whole fails to meet goals? Discuss how the network/ESP/other partner assesses its readiness to grow and under what circumstances the network/ESP/other partner shall delay or modify its growth plan.

D. Performance Evaluation Information

NOTE: This section is required of any applicant intending to replicate a school or school model, including applicants that are part of a network or who intend to contract with a third-party education service provider or a partner that is not an ESP.

The authorizer shall use the information provided in this section to assess the academic, organizational, and financial performance record of the network/ESP/other partner, and the network/ESP/other partner's schools or the school model that the network/ESP/other partner proposes to replicate. The applicant shall provide all of the requested information for all of its network/ESP/other partner's schools or the charter schools it proposes to replicate. The authorizer shall then select a subset of schools for which the applicant shall be required to provide additional performance information, including academic proficiency and growth data, recent renewal evaluations and site visit reports, and multiple years of independent financial audit reports.

1. Using the Existing Schools Information Template as **Attachment A4**, provide all requested information for each of the network/ESP/other partner's charter schools.
2. Select one or more of the consistently high-performing charter schools that the network/ESP/other partner operates, and discuss the charter school's performance. Be specific about the results on which judgment is based that the charter school is high-performing. Include student achievement status, growth, absolute, and comparative academic results, as available. Provide links to public websites where the data supporting this judgment are stored, such as a state education agency's school report cards or an authorizer's accountability framework or spreadsheets on the authorizer's letterhead or with the authorizer's insignia or the charter school's published annual reports.
a. Discuss the primary causes to which the charter school's distinctive performance is attributed.
b. Discuss any notable challenges that the charter school has overcome in achieving its results.
c. Identify any ways in which the charter school's success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.
3. Select one or more of the network/ESP/other partner's charter schools whose performance is relatively low or not satisfactory and discuss the charter school's performance. Include any charter schools that have been closed. Be specific about the results on which the judgment is based that performance is unsatisfactory. Include student status, growth, absolute, and comparative academic results, as available.
a. Describe the primary causes to which the charter school's problems are attributed.
b. Explain the specific strategies that are being employed to improve performance.
c. How shall it be determined that performance is satisfactory?
d. What are the expectations for satisfactory performance in terms of performance levels

and timing?
4. Provide as **Attachment A5**, the most recent internal financial statements, including balance sheets and income statements for the network/ESP/other partner and any related business entities. Be sure that the school level, network/ESP/other partner level, and the overall operations are distinctly represented.
5. For the network/ESP/other partner as a whole and any related business entities, provide the following as **Attachment A6**:
a. the last three (3) years of independent financial audit reports and management letters;
b. the most recent internal financial statements, including balance sheets and income statements. Be sure that the network/ESP/other partner level and the overall operations are distinctly represented;
c. the names of all owners and/or shareholders of the network/ESP/other partners who by virtue of their personal or financial relationship with members of the charter school board or members of the authorizer would have a conflict of interest.

6. List any contracts with charter schools that have been terminated by either the network/ESP/other partner or the charter school, including the reason(s) for such termination and whether the termination was for "material breach" or "cause".

7. List any and all charter revocations, non-renewals, shortened or conditional renewals, or application withdrawals/non-openings of schools operated by the network/ESP/other partner, and explain what caused these actions. Provide documentation of and explanation for any actions taken against any of the network/ESP/other partner's public charter schools for academic, financial, or ethical concerns.

8. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the network/ESP/other partner in the last five (5) years, and explain how such deficiencies or violations were resolved. Provide documentation of and explanation for any actions taken against any of the network/ESP/other partner's public charter schools for academic, financial, organizational, or ethical concerns.

9. Identify any current or past litigation, including arbitration or mediation proceedings, by charter school, that has involved the network/ESP/other partner or any charter schools it operates. If applicable, provide in **Attachment A7**:

a. The demand; a
b. Any response to the demand; and
c. The results of the arbitration, mediation, or litigation. Provide documentation of and explanation for any actions taken against any of the network/ESP/other partner's public charter schools for academic, financial, management, or ethical concerns.

E. Third-Party Education Service Provider or a Partner that is not an ESP

NOTE: This section is required of any applicant intending to contract with an Education Service Provider (ESP) or a partner that is not an ESP. An ESP is defined in KRS 160.1590(8) as "an education management organization, school design provider, or any

other partner entity with which a public charter school contracts for educational design, implementation, or comprehensive management." If the applicant intends to contract with an ESP or other partner, provide the following additional information.

1. Third-party ESP or Other Partner Selection

a. Explain why the applicant is seeking to contract with an ESP or other partner rather than operate the charter school(s) directly.
b. Explain how and why the ESP or other partner was selected, including when and how the applicant or proposed charter school board of directors learned of the ESP or other partner, which other ESPs or other partners were considered, why the ESP or other partner was selected over other ESPs or other partners, and what due diligence was conducted.

2. Third-party ESP or Other Partner Track Record

a. Explain the ESP/other partner's success in serving student populations similar to the target population of the charter school and success overall in achieving academic goals such as closing achievement gaps and moving low performing students into higher proficiency levels as well as qualitative data demonstrating unique accomplishments or achieving mission-specific goals (e.g., increasing opportunity and access).
b. Describe the ESP's/other partner's demonstrated academic track record as well as successful management of non-academic school functions (e.g., back-office services, school operations, extracurricular programs).
c. Provide summary information and documentation from reference checks conducted by the applicant (regarding the third-party ESP/other partner), identifying each reference.
d. List all charter schools operated by the ESP/other partner, currently or previously and include student performance data and financial audit reports for each of these charter schools.
e. Identify those charter schools that serve the same grade levels and student populations demographically similar to the anticipated population of the proposed charter school.
f. Include name, year opened, charter school contact information, location, number of students, and contact information for the authorizer for each currently operating charter school. If the ESP/other partner operates more than ten (10) applicable charter schools, list only the ten (10) most relevant charter schools.
g. Provide evidence of the financial health of the ESP/other partner. Attach as **Attachment A8** the most recent independent financial audit report of the ESP/other partner and its most recent annual report.
h. List and explain any management contract terminations as well as any charter revocations, nonrenewals or withdrawals/non-openings that the proposed ESP/other partner has experienced in the past ten (10) years.

3. Legal Relationships

a. Provide evidence that the charter school board of directors is independent from the

ESP/other partner and self-governing, including evidence of independent legal representation and arm's-length negotiating.
b. Describe any existing or potential conflicts of interest between the charter school's board of directors, proposed charter school employees, proposed ESP, and any affiliated business entities.
c. List all subsidiaries or related entities that are affiliated or owned in whole or in part by the ESP/other partner, and identify the nature of those entities' business activities.
d. Explain whether the charter school has or shall have any relationship with or receive any services from any of the entities listed in c. above.
e. Explain the supervisory responsibilities of the ESP/other partner (if any), including which school employees the ESP/other partner shall supervise, how the ESP/other partner shall supervise these employees, and how the charter school board of directors shall oversee the ESP/other partner's supervisory responsibilities.
f. If the charter school's board of directors intends to execute promissory notes or other negotiable instruments, or enter into a lease, lease-purchase agreement or any other facility or financing relationships with the ESP/other partner, provide evidence that such agreements are separately documented and not part of or incorporated in the charter school management contract. Any facility or financing agreements shall be consistent with the charter school board of directors' authority and practical ability to terminate the management agreement and continue operation of the charter school.
g. Describe and provide documentation of any loans, grants, or investments made between the ESP/other partner and the charter school, including an explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the charter school. Same for all other loans, grants, or investments of the ESP/other partner, including an explanation of how any such loans, grants, or investments may be initiated, repaid, and refused.

4. ESP Organizational Structure

a. Provide a detailed description of the roles and responsibilities of the ESP/other partner.
b. Describe the scope of services and costs of all resources to be provided by the ESP/other partner.
c. Describe the oversight and evaluation methods that the charter school board of directors shall use to oversee the ESP/other partner.
1/ What are the schoolwide and student achievement results that the ESP/other partner is responsible for achieving?
2/ How often, and in what ways, shall the charter school board of directors review and evaluate the ESP/other partner's progress toward achieving agreed-upon goals?
3/ Shall there be an external evaluator to assess the ESP/other partner's performance?
4/ What are the conditions, standards, and procedures for charter school board of directors intervention, if the ESP/other partner's performance is deemed unsatisfactory?
d. Describe the compensation structure and payment schedule, including clear identification of all fees, bonuses, and any other compensation to be paid to the ESP/other partner.
e. Describe the respective financial responsibilities of the charter school board of directors and the ESP/other partner.
1/ Who shall own property purchased with school funds?
2/ Which operating and capital expenditures shall each party be responsible for?

3/ What types of spending decisions can the ESP/other partner make without obtaining board approval?
4/ What reports is the ESP/other partner required to submit to the charter school board of directors on financial performance, and on what schedule?
5/ How shall the charter school board of directors provide financial oversight?
f. What is the term (duration) of the management agreement?
1/ Explain the conditions and procedures (including time frames, notice, notice deadlines, and decision-making procedures) for renewal and termination of the contract.
2/ How often shall the management agreement be renewed?
3/ Describe the conditions that both the ESP/other partner and the charter school are required to satisfy for the management agreement to be renewed.
4/ On what grounds may the ESP/other partner or the charter school terminate the agreement for cause, and without cause?
5/ List any indemnification provisions in the event of default or breach by either party.
g. Describe the plan for the operation of the charter school in the event of termination of the agreement.
h. Provide as **Attachment A9** a draft of the proposed agreement with the ESP/other partner.

Lead Applicant Signature

Signature:			Date:		
By signing this application, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to Kentucky law, KRS 160.1590 to 160.1599, 161.141, and 701 KAR Chapter 8, is true and accurate to the best of the Lead Applicant's knowledge.					**Submit Completed Proposal to:** **(authorizer mailing address)**
OFFICIAL USE ONLY:	Received By:		Date:		Phone: Fax: Email: A copy to: Kentucky Board of Education c/o Commissioner of Education 300 Sower Boulevard 5th Floor Frankfort, Kentucky 40601

Attachment 14 Statement of Assurances

The charter school applicant assures the following: *(Read and check)*

☐ 1. If the charter school board of directors is already formed, a resolution or motion has been adopted by the charter school's governing body or its members that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's Lead Applicant to act in connection with the application and to provide such additional information as required.

☐ 2. The charter school board of directors shall operate a charter school in compliance with all applicable federal and state laws, including KRS 160.1590 to 160.1599, 161.141, and 701 KAR Chapter 8.

☐ 3. The charter school board of directors shall, for the life of the charter, participate in all data reporting and evaluation activities as required by the Kentucky Board of Education and Kentucky Department of Education pursuant to KRS 160.1590 to 160.1599, 161.141, and 701 KAR Chapter 8.

☐ 4. The charter school board of directors shall comply with all relevant federal laws including, but not limited to, the Age Discrimination in Employment Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act, and section 427 of the General Education Provision Act.

☐ 5. The charter school board of directors shall comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the number of student applications to the charter school exceeds the charter school's capacity for a school year, as well as with applicable Kentucky law.

☐ 6. The charter school board of directors shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. 1401(14) of the Individuals with Disabilities Education Act, shall follow the student, in accordance with applicable federal and state law.

☐ 7. The charter school board of directors shall comply with all provisions of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 ("ESSA"), including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the

Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act ("FERPA"), and assessments.

☐ 8. The charter school board of directors shall operate in compliance with generally accepted accounting principles.

☐ 9. The charter school board of directors shall at all times maintain all necessary and appropriate insurance coverage.

☐ 10. The charter school board of directors understands that the authorizer may revoke the charter contract if the authorizer deems that the charter school has failed to materially fulfill the academic goals, fiscal management, or legal and operational responsibilities outlined in the charter contract.

☐ 11. The charter school board of directors understands that it may only exercise its authority in KRS 160.1592(3)(p)4 and 5 as allowed for a local boards of education in KRS 160.540.

☐ 12. The charter school board of directors understands that all members of a charter school board of directors are required to participate in competency-based training or nine (9) hours of annual training, with six (6) additional hours of training for new charter school board members and members of newly-approved charter schools during the first year after approval. The training shall include certain topics, including financial governance and transparency, conflict of interest, and ethics, and be approved by the commissioner of education.

☐ 13. The charter school board of directors understands that a charter school student shall be provided a due process hearing pursuant to KRS 158.150 prior to suspension or expulsion and that any due process hearing conducted pursuant to KRS 158.150 to suspend or expel a charter school student shall be attended by the authorizer or at least one member of the authorizer's board of directors.

☐ 14. The charter school board of directors understands that the charter school board of directors and any education service provider shall be required to provide to the authorizer information and copies of all records of use of the Individual with Disabilities Education Act dispute resolution procedures, 707 KAR 1:340, regarding the services provided by a charter school or a student attending a charter school. Records shall be redacted to the extent required by FERPA.

☐ 15. The charter school board of directors understands that the charter school board of directors and any education service provider shall be required to provide to the authorizer information and copies of all records of use of physical restraint or seclusion of charter school students.

☐ 16. The charter school board of directors understands that the charter school board of directors and any education service provider shall be required to provide to the authorizer information and copies of all records of allegations received or substantiation of violation of any health, safety, civil rights, and disability rights of students, staff, or parents or

persons with custody or charge.

☐ 17. The charter school board of directors understands that, pursuant to KRS 160.1592(14), the charter school board of directors and any education service provider shall be required to adhere to the requirements of KRS 160.300 and 702 KAR 3:220 for the waiver of fees for students eligible for free or reduced price lunch.

☐ 18. The charter school board of directors understands that the charter school shall be required to provide to the public updates on the charter school's performance of the charter contract, according to the charter contract and performance framework.

☐ 19. The charter school board of directors understands that the charter school shall be restricted to expending charter school resources and funds for school purposes only.

☐ 20. The charter school board of directors understands that the charter school shall be prohibited from expending charter school resources and funds in excess of the fair market value of the product, service, or consideration received.

☐ 21. The charter school board of directors understands that the charter school shall be prohibited from disposing of charter school resources for less than the fair market value of the resource disposed.

☐ 22. The charter school board of directors understands that the charter school shall be restricted from adding or moving any location of the charter school without the written consent of the authorizer and amendment of the charter contract.

☐ 23. The charter school board of directors understands that the charter school is required to provide student enrollment and attendance records and data at least monthly to the authorizer during the school year.

☐ 24. The charter school board of directors understands that the charter school board of directors is required, at all times, to include at least two (2) resident parents or persons with custody or charge of resident students who shall attend the charter school.

Attachment 15 Decision-Making Authority

Function	Governing Board	Charter School
Performance Goals		
Curriculum		
Professional Development		
Data Management and Interim Student Assessments		
Grade Level Promotion Criteria		
Culture		
Budgeting, Finance, and Accounting		
Student Recruitment		
School Staff Recruitment and Hiring		
HR Services (payroll, benefits, etc.)		
Development		
Community Relations		
Information Technology		
Facilities Management		
Vendor Management / Procurement		
Other Operational Functions, if any		

Attachment 16

Charter School Board Member Information Sheet and Agreement
(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public charter school, you are responsible for ensuring the quality of the school program, competent stewardship of school funds, and the charter school's fulfillment of its public obligations and all terms of its charter.
As part of the application for a new charter school, the Kentucky Board of Education requires each prospective board member to respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.
The purpose of this questionnaire is twofold:
1. To give application reviewers a clearer introduction to the applicant behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of charter school development.

Background

1. Name of charter school on whose charter school board of directors you intend to serve: _____
2. Your full name: _____
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).

☐ Resume is attached.

4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you shall be an effective charter school board member.

_____
_____
_____

5. Do you understand the obligations of a charter school's board of directors to comply with Kentucky laws, including the Open Records and Open Meetings laws?
   ☐ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows any other prospective board members for the proposed charter school. If so, please indicate the precise nature of your relationship.

☐ I/we do not know any such persons.
☐ Yes

_____

_____

2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

☐ I/we do not know any such persons.
☐ Yes

_____

_____

3. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the charter school. If so, indicate the precise nature of the business that is being or shall be conducted.

☐ I/we do not anticipate conducting any such business.
☐ Yes

_____

_____

4. If the charter school intends to contract with an Education Service Provider or a partner that is not an ESP, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable.
☐ I/we do not know any such persons.
☐ Yes

_____

_____

5. If the charter school contracts with an Education Service Provider or a partner that is not an ESP, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ Not applicable.
☐ I/we have no such interest.

☐ Yes

_____

_____

6. If the charter school plans to contract with an Education Service Provider or a partner that is not an ESP, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or shall be conducted.
   ☐ Not applicable.
   ☐ I/we or my family do not anticipate conducting any such business.
   ☐ Yes

   _____

   _____

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   ☐ Does not apply to me, my spouse, or family.
   ☐ Yes

   _____

   _____

8. Describe any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the charter school's board.
   ☐ None
   ☐ Yes

   _____

   _____

I, certify to the best of my knowledge and ability that the information I am providing to the authorizer as a prospective board member for the above proposed charter school is true and correct in every respect.	
Name and Title **Signature**	**Date**