



Charter School Application
For
New School Operators

Revised June 2021

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Introduction

Thank you for your interest in applying to the Indiana Charter School Board (“ICSB”) for a new charter school. ICSB is committed to the highest levels of quality for itself and the charter schools it authorizes. ICSB’s work is guided by five core principles:

- 1) Students First. When performing its duties, ICSB always assesses whether its actions will further the best interests of students.
- 2) High Expectations. ICSB expects the charter schools it authorizes to set high academic achievement expectations, develop strong plans for family and community engagement, and adhere to high ethical standards for students, staff, and board members. Similarly, ICSB establishes high performance expectations and ethical standards for itself.
- 3) Excellence in Leadership. Operating a high-performing charter school requires leadership from both the school board and administrative staff. ICSB authorizes schools that can demonstrate strong leadership at both the school governance and administrative levels.
- 4) Commitment to Innovation. ICSB is particularly interested in operators that show strong potential to accelerate student success through different school models, instructional strategies, uses of technology, staffing models, governance arrangements, family and community engagement strategies, and other approaches.
- 5) Rigorous and Transparent Accountability. ICSB holds schools accountable for performance through rigorous and transparent accountability mechanisms that uphold schools’ autonomy, foster excellence, and protect student and public interests.

Each application will be carefully evaluated for its alignment with ICSB’s core principles and compliance with applicable law. Only those applicants who can demonstrate the capacity to operate high-performing charter schools will receive charters from ICSB. The final decision on all charter school applications will be made by ICSB’s governing board in a public meeting.

Recent Changes

Funding for Virtual Instruction

Virtual instruction is defined as “instruction that is provided in an interactive learning environment created through technology in which students are separated from their teacher by time or space, or both.” Prior to the 2019 SY, a charter school that met the definition of a “virtual charter school” (any charter school providing more than fifty percent (50%) of its instruction virtually) received

eighty-five percent (85%) of the foundation amount for all students receiving instruction at the school.

Beginning with the 2019-20 SY, virtual instruction is now determined and funded on a per-student rather than per-school basis. Any student at any school, including a charter school, for whom at least fifty percent (50%) of the instructional services received from the school is virtual instruction is considered a “virtual student” and the school receives eighty-five percent (85%) of the foundation amount for that student.

Which Application to Submit

ICSB offers three types of applications: 1) An Application for New School Operators; 2) An Application for Experienced School Operators; and 3) A Change in Authorizer Request Application.

An applicant group should file an Application for New School Operators if the group has not previously operated a charter school and is not planning to contract with an Education Service Provider (“ESP”) for education management services. Under Indiana Code (“IC”) § 20-24-1-6.1, an ESP is defined as a “for profit education management organization, nonprofit charter management organization, school design provider, or any other partner entity with which a charter school intends to contract for educational design, implementation, or comprehensive management.”

The only time an applicant group who plans to contract with an ESP should submit a New School Operator Application is if the ESP has never provided educational design, implementation, or comprehensive management services anywhere in the United States (e.g., it is a newly formed entity). The fact that a member of a proposed governing body has formerly served on the board of another charter school does not disqualify an applicant group from applying as a New School Operator.

An applicant group should file an Application for Experienced School Operators if either: (a) the group has previously operated a charter school or a network of charter schools; or (b) the group has not previously operated a charter school but intends to contract with an ESP. This Application additionally focuses on an evaluation of the existing school or schools currently managed by the applicant group or ESP, specifically academic and financial performance, and the capacity of the existing governing board to replicate.

An applicant group should file a Change in Authorizer Request Application if it is the governing body of an existing charter school currently not authorized by ICSB and wishes to change authorizers. There are two types of change in authorizer requests: 1) requests from charter schools “in good standing” who have not received a notice of termination or non-renewal of a charter agreement by the charter school’s current authorizer; and 2) requests from charter schools who have received official notice of termination or non-renewal of its charter agreement by the charter school’s current authorizer.

If you are unsure which application to submit, contact ICSB by phone: 317-232-0499 or email: charter-applications@icsb.in.gov. Additional information and application resources can be found on the ICSB website: <http://www.in.gov/icsb/>.

Virtual and Blended Model Charter Schools

ICSB welcomes all proposed school designs, including blended and virtual models. As discussed above, Indiana recently changed the way that it funds virtual instruction that places less emphasis on whether a school qualifies as a “virtual charter school.” However, a charter school that meets the definition of a virtual charter school is still subject to additional requirements, including student onboarding, student engagement and attendance (including the methodology used to determine attendance), tracking and monitoring student participation, and teacher training.

These requirements can be found in IC §§ 20-24-5-4.5 & 20-24-7-13. Virtual charter schools are responsible, in partnership with ICSB, in ensuring that these requirements are followed.

A “virtual charter school” is defined by Indiana Code as any charter school in which more than fifty percent (50%) of instruction is provided in an interactive learning environment created through technology in which students are separated from their teacher by time or space, or both. A virtual charter school may only be authorized by a statewide charter authorizer and may only enroll students who are residents of Indiana.

There is no separate definition for a “blended” or “hybrid” school. The school either meets the definition of a virtual charter school or it does not. If it does not, it is treated like a traditional brick and mortar school and is not subject to the additional virtual charter school requirements.

Application and Submission Instructions

Application Process

This version of the Charter Application is designed for applicant groups who have not previously operated a charter school and are not planning to contract with an ESP for education management services.

ICSB’s Application Timeline may be found here: <https://www.in.gov/icsb/icsb-calendar/application-timeline>. The Spring Application cycle typically begins in early January and the Fall Application cycle typically begins in mid-June. Refer to the Application Timeline for official dates.

Note that, absent special circumstances, ICSB does not approve schools to open in the same year that an Application is submitted (e.g., ICSB will not approve a Spring Application for a school to open in Fall of the same year).

Application for Multiple Charters

While an applicant group may apply for more than one charter in a single application, ICSB generally does not permit an organizer to open more than a single school in one year. Once the initial school has been open a sufficient time to demonstrate academic performance and financial stability, typically at least two years, the organizer may request to open additional schools through ICSB's Charter Activation Request Procedure. Applications for more than one charter should address, in all relevant documents and sections, the specific timeline and expectations for subsequent schools.

Letter of Intent

An applicant group wishing to submit a Charter Application during an application cycle must first submit a non-binding [Letter of Intent](#) ("LOI"). ICSB uses the information contained within the LOI for planning purposes, and the legal name of the applicant group will be posted on ICSB's website. The LOI must be submitted by 11:59 p.m. ET by the LOI deadline using the following email address: charter-applications@icsb.in.gov. There is a separate [LOI Template](#) for Change in Authorizer Request Applications.

Application

An applicant group that submits a fully completed LOI by the LOI deadline is eligible to submit an Application during the applicable cycle.

All submissions are final. ICSB staff reserves the right to ask for additional information to clarify and/or support specific answers given in the capacity interview. The requested information must be submitted within five (5) business days of the time of the request. No extensions will be granted. Materials submitted after five (5) business days will not be considered.

Capacity Interview and Public Hearing

After submission and acceptance of a completed Charter Application, ICSB will contact the applicant group's designated representative to schedule a capacity interview. Only those individuals who are designated as part of the applicant group or as proposed or existing members of the governing board will be permitted to participate in the capacity interview. ICSB staff will use the capacity interview to address specific questions and concerns raised by the Charter Application, and to assess the capacity of the group to implement the proposed program effectively. The capacity interview is ninety (90) minutes long.

As required by Indiana law, a public hearing will be held to allow for comments from community members about the proposed school. ICSB hosts public hearings within the school corporation in which the proposed charter school will be located (or, if the specific location has not been identified, within the county in which the proposed charter school will be located). The purpose of the public hearing is for ICSB to receive comments from community members about the potential impact of the proposed charter school upon the community. The hearing is not a “question and answer” session between the public attendees and the applicant group or ICSB.

In addition to, or in lieu of, attending public hearings, community members may submit public comments via email to the following address: charter-applications@icsb.in.gov. All emails sent to this address (and to ICSB in general) are subject to Indiana's public access laws including the Access to Public Records Act (“APRA”), which may be found at IC § 5-14-3. Those submitting a public comment are asked to provide their name and the name of the proposed charter school along with their comment.

ICSB Board Meeting

Approximately one (1) week prior to the ICSB board meeting, ICSB staff will contact the designated representative for the applicant group to inform them of the staff recommendation for the proposed school. At this time, the applicant group may choose to “withdraw” its application from consideration which means that, while ICSB board members will be provided with a copy of the staff recommendation for the school, no discussion or vote will occur with respect to the application.

During the meeting, ICSB board members hear ICSB staff recommendations, ask questions about the recommendation and the application with the members of the applicant group, and hold a roll call vote to approve or decline the application. Following the meeting, all decisions of the ICSB board are posted on ICSB’s website. ICSB application meetings are open to the public and streamed live over the internet.

Applicants who have withdrawn from the process before the meeting because the staff recommendation is declination or who are declined by the ICSB board may reapply in a later application cycle or to another authorizer in accordance with IC § 20-24-3-11.

Submission Instructions

Applicants are solely responsible for ensuring that the Application and all documents submitted as part of the Application are responsive and complete by the Application Submission deadline. Applicants must carefully review the Application and all documents referenced therein, including ICSB’s Charter Application FAQ, and use the Application Checklist as a guide.

ICSB reserves the right to reject all untimely or incomplete Applications.

Once a LOI has been submitted within the approved and published application cycle timeline, the applicant group’s designated representative will be provided with an email address to which the Charter Application and all attachments must be sent along with specific submission instructions. ICSB is currently in the process of transitioning from one submission platform to another and, while it is unlikely that this transition will be complete in time for the Fall 2021 Application Cycle, ICSB will notify applicants if these submission instructions change.

ICSB will stop accepting email submissions at 11:59 p.m. ET on the date specified in the Application Timeline. The application must be complete and submitted before that time. For planning purposes, ICSB recommends that applicants begin emailing the Application and all required attachments at minimum one day prior to the deadline. Combining the Application Narrative and required attachments into one Portable Document (“PDF”) file may take some time, so this step in the application preparation process should commence well in advance of the deadline. No hard copy submission is required.

It is the applicant group’s responsibility to ensure all application materials are submitted by the established deadline.

Specifications

The Application must be typed and single-spaced, on letter-sized paper, with 1-inch page margins and a minimum of 11-point font. The Application Overview and Narrative must be in either Microsoft (“MS”) Word or PDF format. **Where possible, all PDF submissions should be created electronically from the original document files, and not be scanned from hardcopy originals.** All attachments must be numbered, clearly labeled, comply with the page limit requirements, and be in the format specified in the Application Checklist attached hereto as Exhibit A. If a specific question does not apply to your application, respond with “Not Applicable.”

Do not exceed the listed page limits. ICSB will exclude information from its review that exceeds these limits.

Notice of Disclosure

All information submitted as part of an application (including financial information) is subject to APRA and may be subject to review and copying by the public, including the media, unless either: 1) the applicant specifically requests that certain information be withheld (and cites the appropriate exception to disclosure); or 2) ICSB independently determines that it must withhold from disclosure certain information in the application. In the event there is a dispute between ICSB and the applicant as to whether certain information is disclosable, the applicant must obtain an advisory opinion from the State of Indiana's Public Access Counselor supporting the applicant's position. The applicant and its representatives, employees, and agents acknowledge and agree that ICSB Board members and staff, and any official, agent, employee or representative of the State of Indiana shall not be held liable or legally responsible in any way for any such disclosure pursuant to APRA, and such parties hereby waive any rights to redress or claims of action pursuant to any such disclosure.

Charter School Application

ICSB is committed to authorizing high-performing charter schools. Only those applicants that can demonstrate strong academic performance, fiscal responsibility, and legal and organizational compliance are likely to receive approval. Respond to the following questions, limiting your narrative response to sixty (60) total pages, excluding attachments.

Application Overview

Complete the Application Overview attached hereto as [Exhibit B](#). Each applicant must also complete Tab 1 of either the [Enrollment Plan for K-12 Schools](#) or the [Enrollment Plan for Adult High Schools](#), as applicable. Please ensure that you are completing the correct Enrollment Plan. Failure to complete the correct Enrollment Plan may result in rejection of the Application.

Executive Summary

The Executive Summary should provide a concise overview of the school's mission and proposed model or design; the applicant's capacity to carry out the implementation plan successfully; the targeted community; and the applicant's community engagement to date. In five (5) pages or less, provide an Executive Summary that includes the following elements:

Mission and Vision. State the mission and vision of the proposed school. The rest of the application should fully align with and support the stated mission.

Educational Need and Target Population. Identify and briefly describe the targeted community and student population the school proposes to serve. Describe the educational needs and challenges of the targeted community and student population. Explain how the decision to serve the targeted population, including the grade levels you have chosen, meets community needs.

Community Engagement. Explain the relationships, if any, that you have already established to engage students, parents, and the community for the proposed school. If you have assessed demand and/or solicited support for the school, briefly describe these activities and the status of your efforts. If specific community needs and/or values have been incorporated into the school design, provide detail about how the applicant team determined the existence of those needs and/or values and how they are reflected in the school design.

Education Plan/School Design. Provide an overview of the proposed school's education program, including key innovations and non-negotiable elements of the school model. Briefly explain the evidence base that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

Vision for Growth. Outline your vision and five-year growth plan for the school. If you are planning to add grades or expand enrollment in subsequent years of school operation, explain your plan and rationale. If applicable, provide an overview of your strategic vision and five-year growth plan for developing additional schools in Indiana, including years of opening; number and types of schools (grade levels); and projected number of students.

Governance and Leadership. Provide an overview of the school’s governance, management structure, and leadership team. Highlight the strengths of the proposed governing board and leadership team. Explain how the governance and management structure will provide for stable, effective governance and leadership for the proposed school.

Section I: Evidence of Capacity

- 1) Provide, as **Attachment 1**, full resumes (including contact information) for each current or proposed member of the governing board, the school leader, key staff members, and any third parties who are or will be involved in the school’s development, governance and/or operation.
- 2) For each individual identified above, highlight the qualifications for or experience with establishing a high-quality charter public school in Indiana and assuming stewardship of public funds, including capacity in areas such as:
 - a) School leadership, administration, and governance.
 - b) Curriculum, instruction, and assessment.
 - c) Financial, business, and human resources.
 - d) Performance management.
 - e) Parent and community engagement.
 - f) Facilities management
 - g) Legal compliance.
- 3) Describe the governance structure of the proposed school, including description of meetings to date, planned frequency and focus of meetings, standing committees, and compliance with Indiana’s Public Access Laws. Explain how the proposed governance structure and composition will help ensure that there will be active and effective oversight of the charter school. Describe the current and desired size and composition of the governing board. In **Attachment 2**, provide a completed and signed Statement of Economic Interest & Conflict of Interest Form, attached hereto as Exhibit C, for each current governing board member who will be responsible for oversight of the school.
- 4) If applicable, describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body and the reporting structure as it relates to the governing board and school leadership.

- 5) If a school leader has been identified, explain why this individual is qualified to lead the school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record, including specific evidence that demonstrates the leader's capacity to design, launch, and manage a high-performing charter school. If no candidate has yet been identified, provide your timeline, criteria, and process for recruiting and hiring a school leader. Describe the responsibilities of the school's leadership/management team.
- 6) If the proposed school leader has been involved in the founding of the school, describe how the board will hold the candidate accountable despite the individual's personal connection to the development of the school. Provide a description of the process the governing board will use to replace the Head of School should the candidate choose to leave or is terminated.
- 7) If members of the school's administrative/management team (beyond the school leader) have been identified in the answer to question 2, describe their responsibilities and qualifications. If these positions have not yet been filled, explain your timeline, criteria, and process for recruitment and hiring.
- 8) As **Attachment 3**, using the table attached as Exhibit D, define school and governing board level decision-making authority as it relates to key functions, including curriculum, culture, staffing, corrective actions, etc. Indicate where primary authority for each function resides.

Section II: School Design

Innovation

ICSB is particularly interested in applications that propose school models with strong potential to accelerate student success through different school designs, curriculum, instructional strategies, uses of technology, staffing models, governance arrangements, family and community engagement strategies, and other approaches. In your answers to Section II, summarize any innovation(s) embodied in the proposed school design and/or implementation plan, including:

- 1) An explanation of how the proposed model is different from traditional school models.
- 2) Any available evidentiary basis for the efficacy of the model or for the ideas underlying the model.
- 3) An explanation of how the model will still permit ICSB to hold the operator to the same high accountability standards to which it holds all authorized schools.

Curriculum and Instructional Design

- 1) Provide a framework for the proposed instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed the Indiana College and Career Ready Academic Standards adopted by the Indiana State Board of Education. More information about each content area and the Indiana Academic Standards can be found on the

Indiana Department of Education’s (“IDOE”) website:

<https://www.in.gov/doi/students/indiana-academic-standards/>. At a minimum, the description should include:

- a) The basic learning environment (e.g., classroom-based, independent study, virtual),
 - b) Class size and structure,
 - c) An overview of the curriculum,
 - d) The use of technology in delivering instruction (if applicable),
 - e) Plans for ensuring the school is staffed with highly effective teachers, and
 - f) Any relevant evidence-based support.
- 2) Specify instructional strategies that the school will implement to support the education plan and why they are well-suited for your targeted student population. Describe the methods and systems that teachers will use to provide differentiated instruction, remediation, and intervention to meet the needs of all students. This description must provide a clear and cohesive vision for the school.
- 3) Provide, as **Attachment 4**, a core curriculum scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with Indiana’s Academic Standards. The scope and sequence should clearly reflect how the school’s curriculum is integrated across subjects and grade levels served, and how it will result in proficiency. If the curriculum is not yet fully developed, provide a timeline outlining the curriculum development process (including individuals and/or consultants responsible for this task) during the school’s pre-opening year.
- 4) Provide, in **Attachment 5**, the school’s proposed calendar for the first year of operation, as well as the weekly schedule of classes. Provide an overview of academic and non-academic programs, as well as the total number of instructional days in an academic year. Note the length of the school day, including start and dismissal times. Detail the number of instructional hours/minutes in the day for core subjects such as language arts, mathematics, science, and social studies.
- 5) *For schools planning to provide virtual instruction:* Describe the number of hours per day that instruction at your proposed school will be delivered through virtual distance learning, online technologies, and/or computer-based instruction. Does your proposed education model meet the definition of a virtual charter school as defined under Indiana law?

Pupil Performance Standards

Provide the proposed school model’s pupil performance standards, consistent with Indiana’s Academic Standards. In particular:

- 1) Provide, as **Attachment 6**, the school's Academic and, if applicable, Exit, Standards for students *for each division of the school* as applicable (elementary, middle and/or high school). Exit standards should clearly set forth what students in the last grade in each division will know and be able to do.
- 2) Explain the school's policies and standards for promoting students from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?
- 3) Graduation Requirements (High Schools Only)
 - a) High schools approved by ICSB will be expected to meet Indiana Graduation Requirements, as described in IC § 20-32-4 and explained in more detail here: <https://www.in.gov/doi/students/graduation-pathways/>.
 - b) Explain how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Indiana, explain any additional requirements.
 - c) Explain how your graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).
 - d) Explain what systems and structures the school will implement for students at risk of dropping out of high school and/or not meeting the proposed graduation requirements.

Special Populations and At-Risk Students

As public schools, charter schools are responsible for meeting the needs of all students enrolled at the school, including those identified with special needs. School personnel are required to participate in developing Individualized Education Programs (“IEPs”), to identify and refer students for assessment of special education needs, to maintain records, and to cooperate in the delivery of special education instruction and services, as appropriate.

- 1) Briefly summarize the school's overall plan to serve students with special needs, including but not limited to those with IEPs, students with Section 504 plans, English Language Learners (“ELL”), students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise.
- 2) Explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment. Specify the programs,

strategies and supports you will provide for students with mild, moderate, and severe disabilities, including:

- a) How the school will identify students with special education needs.
 - b) The specific, evidence-based instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with special education needs.
 - c) How the school will regularly evaluate and monitor the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals set forth in the IEP.
 - d) If applicable, the school's plan for promoting graduation for students with special education needs.
 - e) How the school will provide qualified staffing for students with special education needs.
- 3) Explain how the school will meet the needs of ELL students, including:
- a) How the school will identify ELL students.
 - b) The specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.
 - c) How the school will assess and monitor the progress and success of ELL students, including exiting students from ELL services.
 - d) How the school will provide qualified staffing for ELL students.
- 4) Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports you will provide for these students.
- 5) Explain how the school will identify and meet the needs of intellectually gifted students, including:
- a) The specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
 - b) How the school will provide qualified staffing for intellectually gifted students.
 - c) How the school will assess and monitor the progress and success of intellectually gifted students.
- 6) *For schools planning to provide virtual instruction:* Describe the unique challenges presented when serving special populations in a partially or wholly virtual environment. What steps will you take to ensure that your students are being provided the services required by law? Provide specific examples.

Performance Management

ICSB evaluates each charter school's performance according to a set of academic, financial, and organizational compliance performance standards that are incorporated into the charter agreement. The academic performance standards will consider proficiency, growth, and comparative performance based on state standards and ICSB policies. A complete description of ICSB's Accountability System, including the required Accountability Plan performance indicators incorporated into each school's charter agreement, is available here: <https://www.in.gov/icsb/school-performance/icsb-accountability-system/>.

- 1) In addition to the indicators and measures described above, what other student performance goals does the governing board expect the school to achieve by the end of the first five-year charter term? Goals must be specific and measurable and must include a timeline by which the governing board will determine whether or not the school has achieved those student performance goals. Note: Goals may include both academic proficiency goals as well as non-academic measures, e.g. attendance, discipline, retention, participation in extra-curricular activities.
- 2) In addition to mandatory state assessment and testing requirements (e.g., ILEARN, IREAD-3, IAM, GQE, etc.), identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (e.g., DIBELS, Acuity, TABE). More information and guidelines about formative/interim assessments and the formative assessment grant can be found here: <https://www.in.gov/doe/students/assessment/>.
- 3) Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. If known, identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
- 4) Describe the information system the school will use to manage student performance data. Identify the staff member(s) who will be responsible for warehousing the data, interpreting the data for classroom teachers, and leading or coordinating professional development to improve student achievement.
- 5) Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

Describe the corrective actions the organization will take if the school falls short of student academic achievement expectations or goals as established by ICSB. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Staffing

- 1) Provide, as **Attachment 7**, an organizational chart for the proposed school at Year 1 and at Full Capacity. The chart should identify all administrative, operational, instructional, and non-instructional personnel, as well as any paraprofessionals or specialty teachers. The organizational chart should clearly delineate the roles and responsibilities of the governing board and staff.
- 2) Describe your strategy and timeline for recruiting and hiring teachers in accordance with IC § 20-24-6. Explain key selection criteria and any special considerations relevant to your school design. What key partnerships will support staff hiring? Identify known sources from which you will recruit teachers. Explain how you will secure teachers in historically hard to find subjects, such as science and math, and certified teachers for ELL and special education.
- 3) Describe the staffing plan (e.g., leadership, instructional, and support roles) your school will use to ensure that every student has access to excellent teaching. Will the staffing model incorporate technologies, new roles for teachers and other staff, or innovative instructional techniques toward that end? If yes, how?
- 4) Explain how – and with what frequency – the school will evaluate the performance of the school leader and teachers. What key elements will drive evaluations, and who will conduct them?
- 5) Explain how the school will handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. How will the school identify and address development needs or concerns?
- 6) Provide an overview of the school's compensation system (including benefits) and how this aligns with the performance evaluation process. For legislative requirements regarding employee benefits, see, for example: IC § 20-24-6-7.

Professional Development

- 1) Describe the professional development that will be offered to school leadership and teaching staff. If your school will be providing virtual instruction in whole or in part, describe how the professional development will be tailored to fit this method of instruction.
- 2) Describe how school leaders will be supported and developed throughout the year.
- 3) Explain how professional development for the faculty will support the education program and build capacity to improve student achievement.
- 4) Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will

be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. If known, describe the individuals or organizations who will provide professional development services.

- 5) Include the expected number of days/hours for professional development throughout the school year and explain how the school's calendar, weekly schedule, and staffing plan will be structured to accommodate this plan. Explain how professional development will be aligned with the interim assessment process and adjusted during the year to address areas of need that are identified.
- 6) Explain how the professional development program will be evaluated to assess its effectiveness and success.

School Culture

- 1) Describe the specific system or program that will be used to promote a positive culture within the proposed school and how this culture will promote a positive academic environment and reinforce student intellectual and social development. Explain how this culture will be implemented for students, teachers, administrators, and parents starting from the first day of school.
- 2) Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.
- 3) Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.

Student Discipline

- 1) Describe the philosophy of student discipline that supports your school model, including how it is appropriate for your target population, and how discipline practices and procedures will be monitored to ensure legal and policy compliance.
- 2) Provide, as **Attachment 8**, the school's Discipline Policy, which should include a summary of the following:
 - a) Practices the school will use to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior.
 - b) A preliminary list of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.
 - c) An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.
 - d) A description of the appeal process that the school will employ for students facing expulsion.

- e) How students and parents will be informed of the school's discipline policy.

Supplemental Programming

- 1) Will summer school be offered? If so, describe the program(s) to be offered. How many students are expected to attend summer school, and how will they be selected for participation? How many hours and weeks of summer school will be provided, and how will it be funded?
- 2) Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.
- 3) Describe the school's programs or strategies to address student mental, emotional, and social development and health.
- 4) If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.

Section III: Need, Demand, and the Community

- 1) Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school. Explain how this strategy will garner the targeted enrollment.
- 2) How have you determined that there will be sufficient demand from student and families for the school to meet enrollment projections? Provide, as **Attachment 9**, evidence of community engagement and support from community partners. This attachment may include documentation of public forums held, meetings with community leaders (e.g., mayors, council members, neighborhood leaders), letters of intent and/or memoranda of understanding, and should specify the resources to be committed or contributed from the partner, as applicable. Provide a detailed plan to accomplish successful community engagement during the school's pre-opening period and leading into the school's first year.
- 3) What other school options exist in the targeted location for your proposed school? As **Attachment 10**, in list or table format, describe all other public schools, traditional and charter, in the immediate vicinity with the same or a similar grade level configuration. In the list or table, include the following information for each school: the distance from your proposed location, the most recent enrollment figures by grade level, and school level performance data for the most recently completed school year with valid data. Some of this information may be found on the IDOE INview website: <https://inview.doe.in.gov/>. More specific school level academic data may be found in the school and corporation reports section of IDOE's website: <https://www.in.gov/doi/it/data-center-and-reports/>. Ensure that all performance data comparisons are "apples to apples," that is: 1) grade levels should be identical or very similar; 2)

subgroup comparisons should be identical or within a close (~5%) range; and 3) categories of comparison, including SY, grade levels, academic subjects or tests (e.g., Math, ELA, IREAD), methods of measurement (growth or proficiency), and data types (scores vs percentages) should be the same. Do not use ISTEP data for comparison in grades 3-8.

Parents and Community

- 1) Describe how you will engage parents in the school, starting from the time that the school is approved. How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement? Describe any commitments or volunteer activities the school will seek or offer to parents.
- 2) What community resources will be available to students and parents? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student learning opportunities.
- 3) Provide, as **Attachment 11**, a copy of the school's Grievance or Complaint policy. The policy must clearly describe the process the school will use to address complaints or concerns about school or school board policies, practices, or administrative procedures. See ICSB's Charter School Grievance Policy for more details.

Section IV: Startup Plan

The Organizer

ICSB awards charters only to nonprofit corporations either formed in, or registered to do business in, Indiana, and who have received, or have applied for, federal tax-exempt status from the IRS. The organization must receive a determination letter that it qualifies as a public charity as a school under section 170(b)(1)(A)(ii) of the Internal Revenue Code. An Application will be considered incomplete if the applicant does not meet these criteria.

- 1) For the entity proposing to hold the charter (the organizer), provide, as **Attachment 12**, copies of the following governance documents:
 - a) 501(c)(3) Determination Letter ([Letter 947](#)) from the Internal Revenue Service ("IRS") or evidence that the applicant has applied for federal tax-exempt status from the IRS acknowledging receipt of the exemption application ([IRS Notice 3367](#)). More information on Applying for 501(c)(3) Tax-Exempt Status can be found on the IRS website in [Publication 4220](#). Information about apply for a change in your tax-exempt status (if your current organization is tax-exempt, but does not qualify as a school), may be found here: <https://www.irs.gov/charities-non-profits/form-8940-for-miscellaneous-determination-requests>.
 - b) Articles of Incorporation (filed with the Indiana Secretary of State);

- c) Bylaws (formally approved by the governing board and signed by a board officer);
 - d) Code of Ethics policy; and
 - e) Conflict of Interest policy.
- 2) Pursuant to IC § 20-24-3-3, the organizer's Articles or Bylaws must contain a clause providing the following:

“Upon dissolution: (1) the remaining assets of the charter school shall be distributed first to satisfy outstanding payroll obligations for employees of the charter school, then to creditors of the charter school, then to any outstanding debt to the common school fund; and (2) remaining funds received from the department shall be returned to the department not more than thirty (30) days after dissolution. If the assets of the charter school are insufficient to pay all parties to whom the charter school owes compensation under subdivision (1), the priority of the distribution of assets may be determined by a court.”

- 3) As **Attachment 13**, provide a single complete Statement of Assurances form, attached hereto as Exhibit E, signed by an authorized representative of the applicant group.

Start-Up Plan

- 1) Provide, as **Attachment 14**, a detailed start-up plan for the period leading up to the first day of student attendance for the proposed school. The start-up plan must indicate the targeted first day (month, day, year) of student attendance and must specify planning tasks by month, and the individuals responsible for each task.
- 2) If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events. Describe how the school will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u).
- 3) Provide a school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.
- 4) Charter schools authorized by ICSB are required to indemnify ICSB, any related entities, and their respective members, officers, employees, officials, and agents. In addition, charter schools must obtain liability insurance coverage naming ICSB as Additional Insured on a primary basis. Provide, as **Attachment 15**, an estimate from an insurance agent/broker for insurance coverage that aligns with ICSB insurance requirements. A copy of these requirements is posted on ICSB's website: <https://www.in.gov/icsb/school-operations/icsb-policies/insurance-requirements/>.

Student Admissions and Enrollment

- 1) Provide, as **Attachment 16**, the school's Enrollment Policy, which should include the following:
 - a) Any admission requirements, including an explanation of the purpose of any pre-admission activities for students or parents.
 - b) Tentative dates for the application period, including enrollment deadlines and procedures, and an explanation of how the school will receive and process Intent to Enroll forms.
 - c) Tentative lottery dates and procedures.
 - d) Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

- 2) For Indianapolis-based schools only: ICSB requires Indianapolis-based schools to participate in the City's unified enrollment system- Enroll Indy. More information about Enroll Indy, the OneMatch System and the School Finder may be found here: <https://enrollindy.org/>. Note that, other than providing access to the School Finder, Enroll Indy does not provide marketing or recruiting services- these remain the responsibility of the school.

- 3) For "virtual charter schools" only: A school that meets the definition of a "virtual charter school" is subject to additional requirements surrounding the enrollment process including establishing and implementing an annual "onboarding process and orientation" for virtual charter school students and parents. As part of this process, the school must provide to the parent of each student the student engagement and attendance requirements or policies of the school. Each student or parent must participate in the onboarding process or orientation before the student may enroll in the school. Describe, in detail:
 - a) The schools "annual onboarding process and orientation."
 - b) The school's student engagement and attendance requirements, including the methodology to be used to track and monitor student participation and attendance. A student who regularly fails to participate in courses may be withdrawn from enrollment; however, the policy must ensure that: (1) adequate notice of the withdrawal is provided to the parent and the student; and an opportunity is provided, before the withdrawal of the student by the virtual charter school, for the student or the parent to demonstrate that failure to participate in the course is due to an event that would be considered an excused absence. Note that a student who is withdrawn from enrollment for failure to participate in courses pursuant to the school's student engagement policy may not reenroll in that same virtual charter school for the school year in which the student is withdrawn.
 - c) The school's ongoing student engagement and counseling policies.

Section V: School Finance

Budget

- 1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and the required annual audit. Specify any administrative services expected to be contracted for the school. Describe the school's financial/internal controls.
- 2) Provide, as **Attachment 17**, a detailed five-year pro-forma budget for the school, including the start-up year, by completing ICSB's [Budget Projections Workbook](https://www.in.gov/icsb/charter-applications/application-documents/) which can be found here: <https://www.in.gov/icsb/charter-applications/application-documents/>.

Charter schools must adopt and implement a single, unified accounting system as prescribed by the Indiana State Board of Accounts ("SBOA"). Annual financial statements must be prepared on the accrual basis of accounting in accordance with generally accepted accounting principles.

For organizers with more than one school, ICSB requires individual school and network-level financial budgeting, reporting and annual audits. Each Indiana school's finances must be transparent and distinct from the network level. For more specific information, refer to SBOA's charter school webpage: <https://www.in.gov/sboa/political-subdivisions/charter-schools/>.

Plan Conservatively. Budget Conservatively. Spend Conservatively.

The single most common flaw in initial Budget Projections is a significant over-estimation of enrollment for the school's initial years of operation. It is not uncommon for schools to fall short of enrollment expectations by thirty to fifty percent, particularly in saturated areas or in areas that already have many high-performing schools.

This can be particularly devastating for a new school, as new schools are funded based on estimated enrollment, and if those estimated enrollment numbers are higher than the school's actual enrollment numbers on the first Count Day in September, the overpayment for the first half of the year is directly withheld from tuition support payments for the second half of the year.

Our recommendation is to devise an aspirational target and then to reduce that target by at least thirty percent (30%). The contingency plan required by Subsection (3)(b) below should be used to discuss what adjustments the school will make if even the conservative enrollment target is not met.

- 3) Provide, as **Attachment 18**, a detailed budget narrative that provides a high-level summary of the budget and how the budget aligns with the five-year business plan. The budget narrative should clearly describe assumptions and revenue estimates, including but not limited to the basis

for per-pupil revenue projections, staffing levels, facilities expenses, and technology costs. The narrative should specifically address:

- a) The degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).
 - b) A contingency plan that addresses the specific adjustments to revenue and expenses that will be used to meet financial needs if anticipated revenues are not received or are lower than the estimated budget.
 - c) How the school will ensure it has sufficient funds to cover all anticipated expenses, including but not limited to: (a) start-up costs, (b) any special education costs incurred, (c) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (d) required retirement plan contributions.
- 4) If a pre-existing non-profit organization will be the charter holder, provide the following as **Attachment 19**: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements.

Facility

Note: Virtual operators should tailor their responses to this section as applicable for their specific instructional and operational models.

- 1) If you are in the process of identifying a facility, describe with as much detail as possible the viable facility options that your team has identified. Include in this section how you selected a target location, any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Describe the organization's capacity and experience in managing compliance with state and local health and safety requirements as described in IC § 20-26-7, IC § 20-24, and as required by the Indiana State Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies, including managing build-out and/or renovations. Detail the specific interactions the applicant group has had with state and local agencies to determine whether the identified facilities are suitable and affordable. Explain the inputs, including specific sources of information, the applicant group has used to project all facility related costs. These inputs should be reflected in the facility related expenses included in your five-year budget.
- 2) If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, indicate the street address and the school district in which the building is located. Describe the facility, including whether it is new construction, part of an existing public or private school building, or part of another type of facility. Provide a detailed list of any anticipated construction or renovation costs (these should be described in the budget narrative and reflected in the budget). If possible, provide a layout and description of the proposed facility. Include the number and size of classrooms, common areas, recreational space,

any community facilities, and any residential facilities. Explain how the facility will meet the needs of any students who are physically challenged.

3) For Indianapolis-based Schools:

There are over one hundred (100) public school choices for students and families within Indianapolis Public School (“IPS”) boundaries. Due to the high degree of competition, applicants proposing to locate in Indianapolis must identify at least one proposed location in a specific area of the city. Identification of a general location, e.g., east-side, north-side, zip code, is not sufficient to satisfy this requirement. Applicants must also provide a specific demand/need analysis in the application for each proposed location, including an analysis of nearby schools serving the same grade configuration.

Submission of Full Application

Provide, as **Attachment 20**, one (1) PDF file that contains all application components, including the Application Overview, the Executive Summary, the Application Narrative, and all required Attachments. This PDF file will be posted on ICSB’s website as required under Indiana law and in accordance with ICSB policy. Therefore, be certain that this attachment contains no confidential personal information. In addition, adhere with the guidelines provided under the Notice of Disclosure section on page 9 of this Application for any other information considered confidential.

Exhibit A

Application Checklist – New Operator

#	Document	Page Limit	Format	Completed
	Application Overview (including Enrollment Plan)	Use Template in <u>Exhibit B</u>	PDF and MS Excel	
	Application (including Executive Summary)	60	MS Word or PDF	
1	Applicant Group Resumes	None	MS Word or PDF	
2	Statement of Economic Interest & Conflict of Interest Form (completed by each proposed board member)	Use Template in <u>Exhibit C</u>	PDF	
3	Governance and Operational Structure	Use Template in <u>Exhibit D</u>	PDF	
4	Course Scope and Sequence	30 pages	MS Word or PDF	
5	Calendar and Schedule	10 pages	MS Word or PDF	
6	Academic and Exit Standards	15 pages	MS Word or PDF	
7	Organizational Chart	5 pages	MS Word or PDF	
8	Student Discipline Policy	10 pages	MS Word or PDF	
9	Evidence of Support from Community Partners	None	MS Word or PDF	

#	Document	Page Limit	Format	Completed
10	Need and Demand Analysis	None	MS Word or MS Excel	
11	Grievance Policy	10 pages	MS Word or PDF	
12	Governance Documents	None	MS Word or PDF	
13	Statement of Assurances (only one form required)	Use Template in <u>Exhibit E</u>	PDF	
14	Start-Up Plan	10 pages	MS Word, Excel, or PDF	
15	Insurance Estimate	None	MS Word or PDF	
16	Enrollment Policy	5 pages	MS Word or PDF	
17	Budget Projections Workbook	Use Template	MS Excel (no PDF submissions)	
18	Budget Narrative	5 pages	MS Word or PDF	
19	Existing Organizer Financials (if applicable)	None	MS Excel, Word, or PDF	
20	Entire Application (excluding items exempt from Indiana's Public Access Laws assuming prior written approval from Indiana's Public Access Counselor)	None	PDF	

Exhibit B

Charter Application Overview – New Operator

The applicant group’s **designated representative** will serve as the contact for all communications, interviews, and notices from ICSB regarding the submitted application.

Name of proposed Charter School: _____

Proposed Charter School location:* _____

**Indicate the city/ town and, if known, potential address or neighborhood of the school location. Virtual operators should indicate the relevant geographies the operator intends to serve.*

School district of proposed location: _____

Legal name of group applying for Charter: _____

Designated representative: _____

Contact Information (Phone & Email): _____

Planned opening year for the school: _____

Model or focus of proposed school:
(e.g., arts, college prep, dual-language, etc.) _____

Proposed Grade Levels and Student Enrollment

Complete Tab 1 of either the [Enrollment Plan for K-12 Schools](#) or the [Enrollment Plan for Adult High Schools](#), as applicable. Please ensure that you are completing the correct Enrollment Plan.

Target student population (if any): _____

Has or will an application for the same charter school be submitted to another authorizer either concurrently or in the near future?

Yes No

If yes, identify the authorizer(s): _____

Planned submission date(s): _____

List the number of previous submissions (including withdrawn submissions) for request to authorize any charter school(s) over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s): _____

Submission date(s): _____

Signature of Designated Representative	

Name	
_____	_____
Signature	Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background Information

1. Name of charter school on whose governing board you serve:

2. Your full name:

3. Your spouse's full name:

Employment History

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).

My resume is attached.

My resume is not attached. Please provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):

6. List the name(s) of your spouse's employer(s) and the nature of the business:

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?

No.

Yes. Please provide the name and describe the nature of the business:

8. Are you and/or your spouse a member of a partnership and/or limited liability company?

No.

Yes. Please provide the name and describe the nature of the business:

9. Are you and/or your spouse an officer or director of a corporation?

No.

Yes. Please provide the name and describe the nature of the business:

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?

No.

Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?

No.

Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?

No.

Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

Not applicable.

No.

Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

Not applicable.

No.

Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?

Not applicable.

No.

Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

No.

Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?

No.

Yes. Please describe the nature of the potential conflict(s):

9. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.

Name

Signature

Date

Exhibit D

Governance Structure

Function	Governing Board	ESP	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			

Exhibit E

Statement of Assurances

The charter school agrees to comply with all of the following provisions: *(Read and check)*

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of Indiana Code ("IC") § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board ("ICSB") and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will 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. Recipients receiving federal Charter School Program Grant funds will 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 charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients 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*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015*, 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 and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.

- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless the ICSB, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.
- 11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals, fiscal management, or legal and operational responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

Name

Title

Signature

Date