



LAFONTAINE CHARTER SCHOOLS



Section VIII Application Addendum

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 "a11 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.	

LaFontaine Charter Schools intends to work with an education service provider (ESP).

LaFontaine Preparatory School, LaFontaine Early Learning Center, and The Nature Schools of Richmond and Lexington already share the educational services from a team of local professionals. These services include, but are not limited to, financial services, facility services, admissions, and leadership development.

The proposed ESP will become the official entity to provide these services to all sites, including LaFontaine Charter Schools. The proposed ESP will be a Kentucky nonprofit corporation. The organizers acknowledge the negative perception that an association with a for-profit company presents. They also seek to make clear that the intent of the organizers is not to operate a for-profit service.

Their mission follows:

The proposed ESP will support institutions whose focus is on serving children and young adults.

Their vision follows:

The proposed ESP will establish a system of support services whose primary purpose is to assist child-centered institutions in performing their primary functions without the preoccupation of administering structural tasks or navigating the challenges that accompany organizational management. It is the belief of the proposed ESP that this contribution will allow child-centered institutions to perform the work of improving student outcomes and developing high quality models of teaching with singular focus.

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.**

The proposed ESP is the formalizing of an organizational effort that has been ongoing since 2015. During that time, the key participants in that effort have helped LaFontaine Preparatory School expand from a primary-only school to a PreK-5th grade school. Additionally, the group has overseen the expansion of LaFontaine Early Learning Center from one facility serving 48 children to four facilities serving more than 300 children.

The organizing group of the proposed ESP is completely focused on helping individual early learning or school organizations fulfill their design by making valuable contributions to the families and children of the locations they serve. The enthusiasm of the proposed ESP to offer these services is not limited to Madison County, nor the school identified in this application. The proposed ESP anticipates helping many schools achieve their common goals in unique ways.

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.

No existing charter schools are currently operated by the applicant. However, the proposed school exhibits the following anticipated populations, needs, and demands:

LaFontaine Charter Schools: K-8

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.

Not Applicable

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.

Not Applicable

2. Explain the network/ESP/other partner's approach to replicating and implementing the school model, including curriculum and instructional design among multiple schools.

Not Applicable

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.

Not Applicable

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 1101 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;

2024-25 school year

2. Number and types of schools (school levels, grade levels served);

The ESP will assist a group complete their charter application to operate a high school in Madison County for the 2024-25 school year. It is anticipated that the high school would serve 300-500 students.

3. Any pending applications;

Not Applicable

4. All currently targeted markets/communities and criteria for selecting them; and

Not Applicable

5. Projected enrollments.

Not Applicable

- 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.**

Not Applicable

- 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.

The proposed ESP is the formalizing of an organizational effort that has been ongoing since 2015. During that time, the key participants in that effort have helped LaFontaine Preparatory School expand from a primary-only school to a PreK-5th grade school. Additionally, the group has overseen the expansion of LaFontaine Early Learning Center from one facility serving 48 children to four facilities serving more than 300 children.

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.

The successful management and replication of school models is directly connected to the capacity to develop school leaders. Secondary, and extremely important, is the ability to develop individuals with the capacity to withstand the pressures that come from a career of working around children, their parents, and coworkers. Over the years, the ESP group has developed skills in leadership development and increasing the capacities of individuals who serve within the school operations.

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.

Not Applicable

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.

Not Applicable

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.

Far and away, the greatest challenge the ESP will face as they assist LaFontaine Charter Schools in opening the proposed school is the politicization and general opposition by some groups and individuals to charter schools in Kentucky.

According to the National Alliance for Public Charter Schools (2022), there are more than 7,700 charter schools nationwide. Every state that borders Kentucky has charter schools. California leads the way with more than 1,250 charter schools. Texas has more than 800 (NAPCS, 2022). But, charter schools are new in Kentucky. New things may produce skepticism, fear, and other uncomfortable emotions. The challenge before the applicant is; can they overcome this sentiment?

The prospective ESP acknowledges these challenges as it supports LCS in the opening of one of Kentucky's first charter schools. They seek to aid LCS in overcoming these challenges by being good partners to the school. It is anticipated that as time passes and more charter schools become a part of Kentucky's education landscape, that these challenges will resolve.

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.

Not Applicable

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.)**

The ESP will work with LaFontaine Charter Schools, LaFontaine Early Learning Center: Wayne Dr., LaFontaine Early Learning Center: Duncannon, The Nature Schools: Richmond, The Nature Schools: Lexington.

The costs are outlined in each site's service contract. A cost per student is determined and used as the multiple by the total students served at each site.

Success may primarily be measured in three measurable areas:

1. Student enrollment.
Student enrollment is the most measurable metric to gauge school success. Nobody is forced to go to the schools. If they are filled, then the people want them.
2. Compliance.
Is the ESP supporting the compliance efforts of the schools? State inspections, satisfactory completion of authorizer requirements, and successful financial reporting as determined by state and federal overseers will be the metrics for measurement.
3. Culture and climate surveys at individual sites.

See below for a list of services the ESP will assist with at all sites.

- School implementation
- Leadership development
- Strategic counsel
- Financial services
- Human resources
- Legal assistance

- Special education services
- Admissions
- Staff Wellness and Development
- Facility management

c. Using the table below, summarize school- and organization-level decision-making responsibilities as they relate to key functions, including

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

Technology			
Facilities Management			X
Vendor Management/Procurement/Food Services	X		X
Legal			X
Implementation			X
Strategy			X
Special Education	X		X

- 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.

See Attachment A3.

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

- a. Explain what entity shall hold the charter for each of the proposed charter schools.

LaFontaine Preparatory School II is a Kentucky nonprofit corporation and 501(c)(3). Upon authorization, this entity will Do Business As (DBA) LaFontaine 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.

The proposed ESP will be incorporated as a nonprofit organization upon the authorization of a charter. The ESP will be governed by a three-person board with Gus LaFontaine serving as manager.

The existing board of LaFontaine Preparatory School has reviewed all applicable statutory and authorizer requirements for composition of charter school boards of directors and will execute transition upon authorization of a charter.

There will be a single, network-level board governing board of LaFontaine Charter Schools.

- 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 nonprofit's board shall be.**

The existing board of LaFontaine Preparatory School has reviewed all applicable statutory and authorizer requirements for composition of charter school boards of directors and will execute transition upon authorization of a charter. Mr. Alan Pauw of McBrayer Law Firm was retained to oversee the transformation plan. Mr. Pauw will advise the existing board during the transition in order to ensure an orderly changeover.

- 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?**

The proposed board begins as a large board by comparison to the existing board of LaFontaine Preparatory School or the Madison County Board of Education. If the board expands it will almost certainly limit expansion to the parent representatives positions on the board. For example, expansion could include greater representation from primary, intermediate or middle school parents.

- 2. How and on what timeline shall new members be recruited and added, and how shall vacancies be filled?**

According to the bylaws: "Any vacancy on the board caused by death, resignation,

termination or otherwise, shall be filled by majority vote of the remaining members of the board of directors. The person so elected shall serve the remainder of the unexpired term.”

3. What are the priorities for recruitment of additional board members?

The school desires a diverse set of board members. As the board develops it will seek to diversify by age, sex, and race.

4. What kinds of orientation or training shall new board members receive, and what kinds of ongoing development shall existing board members receive?

LaFontaine Charter Schools will retain a third party to orient and train new board members. The third party will administer ongoing training and development needs. That training will occur for the proposed board immediately following the authorization of the charter school. Examples of specific topics to be addressed include financial oversight, board governance, special education, interpreting data, and school safety.

5. Describe the plan for training and development, which should include a timetable, specific topics to be addressed, and requirements for participation.

All board members shall be required to participate in board member training prior to the first official board meeting of LaFontaine Charter Schools. In addition to examining financial and academic performance reports, LaFontaine Charter Schools will make sure that its board members receive training on parliamentary procedure and the rules governing open meetings. Most essential, new board members will comprehend their responsibilities and how to conduct intelligent governance.

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.

Not Applicable

- 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.**

Not Applicable

- 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.**

The ESP will establish a system of support services whose primary purpose is to assist child-centered institutions in performing their primary functions without the preoccupation of administering structural tasks or navigating the challenges that accompany organizational

management. It is the belief of the ESP that this contribution will allow child-centered institutions to perform the work of improving student outcomes and developing high-quality models of teaching with singular focus.

The board will evaluate the ESP's performance by the satisfaction of the administrative team of LaFontaine Charter Schools and the satisfaction of the board of directors. The ESP's intent is to support the work of both the board and the school. This work will be evaluated by annual surveys that will measure the satisfaction of the services offered by the ESP.

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.

The proposed ESP currently develops leaders at four individual sites. The existing leadership development strategy could be summarized as follows:

1. Individual, small group, and large group coaching sessions

These sessions are designed to develop foundational emotional intelligences among participants. The ESP intends to provide this training to all sites they are contracted with.

2. Weekly leadership meetings among administrative teams and grade group leaders

Leadership principles are modeled for participants. Participants problem solve real-life issues under the supervision and guidance of a manager. The ESP intends to use this setting to develop new school leaders. The ESP will draw down weekly participation as school leaders demonstrate efficacy.

3. The ESP will offer strategic counsel and school implementation services to create an organizational structure modeled after the United States Army. Gus LaFontaine, Manager ESP, is a 24-year veteran officer in the Kentucky Army National Guard.

Candidates for future leadership positions will be identified during the inaugural school year.

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
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Number of elementary schools	1	1	1	1	1
Number of middle schools	1	1	1	1	1
Number of high schools	0	1	1	1	1
Total schools (<i>elem. and middle school are counted as 1 school</i>)	2	2	2	2	2
Total student enrollment	406	578	721	789	864
Network/ESP/Partner Positions (specify) <i>*The ESP will not employ "partner positions"</i>	0	0	0	0	0
Total back-office (<i>ESP back-office</i>)	3	5	7	9	9
FTEs (Full Time Equivalent Employees) (<i>ESP FTEs</i>)	3	5	7	9	9
Elementary School Staff	<i>*the ESP will not be the employer of school staff. Please reference Attachment 18 to view staffing forecasts for LaFontaine Charter Schools.</i>				
Principals/School Leaders	NOT APPLICABLE				
Assistant Principals/Assistant School Leaders					
Add'l School Leadership Position 1 (Operations Manager)					
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 1 (specify)	NOT APPLICABLE
Specialized School Staff 1 (specify)	
Specialized School Staff 2 (specify)	
Teachers Aides and Assistants	
School Operations Support Staff	
Total FTEs at elementary schools	
Principals/School Leaders	
Middle School Staff	
Principals/School Leaders	
Assistant Principals/Assistant School Leaders	
Add'l School Leadership Position 1 (Operations Manager)	
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 1 (specify)	
Specialized School Staff 1 (specify)	
Specialized School Staff 2 (specify)	

Teachers Aides and Assistants	NOT APPLICABLE
School Operations Support Staff	
Total FTEs at middle schools	
Principals/School Leaders	
High 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 1 (specify)	
Specialized School Staff 1 (specify)	
Specialized School Staff 2 (specify)	
Teachers 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.

The school's senior administrative team shall be managed by the board of directors. All staff members at the school shall be managed by the head of school and the director of staff and instruction.

- 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.

The proposed charter school has no variation in a preliminary school model. The proposed school is not part of an ESP network with existing schools and therefore does not diverge from any norm. Please reference Attachment 18 to view the proposed school's staffing structure.

Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Elementary School Staffing and Rollout	NOT APPLICABLE				
Principals/School Leaders					
Assistant Principals/Assistant School Leaders					
Add'l School Leadership Position 1 (Operations Manager)					
Add'l School Leadership Position 2					
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) - Guidance Counselor	NOT APPLICABLE
Student Support Position 2 (special education teachers)	
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	
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)	NOT APPLICABLE
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	
Principals/School Leaders	
New High 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)	NOT APPLICABLE
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.**

The responsibility for academic achievement is between the school, the board, and the authorizer. The ESP may assist through leadership and staff development, general counsel, and by using their expertise to identify best practices and additional school models that may serve to improve the performance of the charter school.

- 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.**

Not Applicable

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.

Not Applicable

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.

Not Applicable

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.

Not Applicable

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?

Not Applicable

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.

Not Applicable

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.

Not Applicable

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".

Not Applicable

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.

Not Applicable

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.

Not Applicable

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;
- 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.

Not Applicable

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.**

The applicants have operated a school and multiple early learning sites based off of the proposed model of support from an ESP. This organizational structure creates an economy of scale by allowing cost share between multiple organizations which result in savings and efficiency for individual sites.

It is the applicant's experience that providing support services to assist child-centered institutions helps them perform their primary functions without the preoccupation of administering structural tasks or navigating the challenges that accompany organizational management. It is the applicant's experience that this contribution allows child-centered institutions to perform the work of improving student outcomes and developing high quality models of teaching with singular focus.

- 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.

The applicants have worked with the operators of the proposed ESP since 2014 during the operation of LaFontaine Preparatory School, LaFontaine Early Learning Center: Wayne Drive, LaFontaine Early Learning Center: Duncannon, The Nature Schools: Richmond, and The Nature Schools: Lexington. There was a great comfort and general familiarity with the operators of the proposed ESP. The proposed ESP was chosen due to a recognition that the continuation of the partnership will result in the smoothest transition and greatest results for the prospective charter school.

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).**

The proposed ESP has not worked with another charter school. Their experience is limited to organizational management of LaFontaine Preparatory School, LaFontaine Early Learning Center: Wayne Drive, LaFontaine Early Learning Center: Duncannon, The Nature Schools: Richmond, and The Nature Schools: Lexington.

- 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).**

Please see the references previously cited in Section VIII.

- c. Provide summary information and documentation from reference checks conducted by the applicant (regarding the third party ESP/other partner), identifying each reference.**

The applicant did not conduct reference checks. Kentucky does not have a network of education service providers. The applicants never considered working with an out-of-state ESP due to the reservation that the ESP would be completely unfamiliar with the community and the applicant's hesitancy of entering a contract with an ESP who may seek a fee structure that would be more costly than the fees of the proposed nonprofit ESP.

- 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.**

Not Applicable

- 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.

Not Applicable

- f. Include name, year opened, charter school contact information, location, number of students, and contact information for the authorizer for each currently operating a charter school. If the ESP/other partner operates more than ten (10) applicable charter schools, list only the ten (10) most relevant charter schools.**

Not Applicable

- 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.**

Not Applicable

- 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.**

Not Applicable

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.**

See **Attachments A9, A10, and A11** to view binding documents that demonstrate such.

- 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.**

By nature of Gus LaFontaine's role as founder of the school, the plan for the creation of the ESP was led by Mr. Alan Pauw of McBrayer law firm in order to ensure that all conflicts of interests were eliminated.

Mr. LaFontaine could only choose to continue his work by choosing one: work for the individual charter school, serve on the board, or work with a newly organized ESP.

Mr. LaFontaine chose the latter. This decision puts him in a position that most resembles his current work and interests with all LaFontaine schools and allows him to serve in a variety of leadership and management capacities during the prospective growth of charter schools, Early Learning Centers, and The Nature Schools in Kentucky.

- 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.

The proposed ESP is incorporated as a Kentucky nonprofit. It is incorporated this way due to the repeated concern by charter school opponents that education service providers seek to enrich themselves from tax-payer monies. The proposed charter school is also a nonprofit. The mission of both align with the mission of nonprofits.

Gus and Kristin LaFontaine are owners of LaFontaine Early Learning Center and The Nature Schools. Abby and Jeff McIntier also own a percentage of LaFontaine Early Learning Center and The Nature Schools.

- 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.**

The proposed charter school will not have any relationship with or receive any services from any of the entities listed 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.**

The ESP shall have no supervisory responsibility.

- 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.**

Not Applicable. The applicant will comply at the appropriate time.

- 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.**

Not Applicable

4. ESP Organizational Structure

- a. Provide a detailed description of the roles and responsibilities of the ESP/other partner.**

See **Attachment A9.**

- b. Describe the scope of services and costs of all resources to be provided by the**

ESP/other partner.

See **Attachment A9.**

- 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?

The ESP is not responsible for student achievement. This is the responsibility of the board and the proposed school.

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?

The prospective board of LaFontaine Charter Schools intends to enter into an agreement with an ESP for management and support services that exclude student achievement goals. Student achievement goals will be the sole responsibility of the prospective LCS board and the staff of LaFontaine Charter Schools. The prospective board of LaFontaine Charter Schools is guaranteed the autonomy to select an external evaluator to assess the ESP's performance. See **Attachment A9.**

3/ Shall there be an external evaluator to assess the ESP/other partner's performance?

The prospective board of LaFontaine Charter Schools is guaranteed the autonomy to select an external evaluator to assess the ESP's performance. See **Attachment A9.**

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?

The conditions and standards for unsatisfactory performance is outlined below:

The prospective ESP may terminate the ESP agreement with cause prior to the end of the term specified in Article I of **Attachment A9** in the event LCS fails to remedy a material breach within sixty (60) days after notice from the prospective ESP. A material breach may include, but is not limited to, failure to make payments to the prospective ESP as required by the ESP agreement.

The LCS board may terminate the ESP agreement with cause prior to the end of the term in the event that the prospective ESP should fail to remedy a material breach within sixty (60) days after notice from LCS. Material breach may include, but is not limited to, violation of the agreement, violation of LCS's contract with The Authorizer, failure to account for its expenditures or to pay operating costs (providing funds are available to do so), or unreasonable failure to meet performance standards as set for in the charter school contract.

If any federal, state, or local law or regulation, or court decision has a material adverse impact on the ability of either party to carry out its obligations under the ESP agreement, then either party, upon written notice, may request renegotiating of the ESP agreement; and if the parties are unable or unwilling to renegotiate the terms within thirty (30) days after the notice, the

party requiring the renegotiation may terminate the ESP agreement on thirty (30) days further written notice.

- 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?

There is not a current plan for any related entity to own property. It is anticipated that the charter school will initially lease space from an unrelated property owner for a time to be determined at a later date. The ESP and board shall work together to create mutually beneficial and attainable solutions if the school so desires to purchase or build space.

2/ Which operating and capital expenditures shall each party be responsible for?

The proposed ESP will be completely responsible for the payroll and expenses of LaFontaine Charter Schools. The charter school's only financial obligation to the ESP will be the cost for services per student that is mutually agreed upon, and defined in the service contract between the ESP and the charter school.

3/ What types of spending decisions can the ESP/other partner make without obtaining board approval?

The ESP shall require no LCS board approval to make spending decisions. The ESP will operate as its own entity and be responsible for all operating costs necessary for the function of the entity. The charter school's only financial obligation to the ESP will be the cost for services per student that is mutually agreed upon, and defined in the service contract between the ESP and the charter school. Likewise, the ESP has no financial reporting obligation to the charter school. The proposed ESP will be a Kentucky nonprofit corporation and will practice open book accounting.

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?

The ESP Agreement shall require the prospective ESP to provide the LCS board regular financial statements that may include: a balance sheet, an object-level detailed statement of revenues, expenditures and changes in fund balance that includes a comparison of budget-to- actual information and an explanation of variances.

5/ How shall the charter school board of directors provide financial oversight?

The ESP Agreement shall require the prospective ESP to provide the LCS board with regular financial statements that may include: a balance sheet, an object-level detailed statement of revenues, expenditures and changes in fund balance that includes a comparison of budget-to- actual information and an explanation of variances.

f. What is the term (duration) of the management agreement?

No agreement exists between the proposed charter school and the proposed ESP. Upon authorization of a charter, the charter school and ESP will enter a management agreement for the duration of the charter authorization.

1/ Explain the conditions and procedures (including time frames, notice, notice deadlines, and decision-making procedures) for renewal and termination of the contract.

The board of LaFontaine Charter Schools will provide written notice to the board of the proposed ESP six months prior to the expiration of the management agreement. The board of LaFontaine Charter Schools will notify of the desire to enter into a new management agreement or express the intent to not renew at the expiration of the management agreement.

2/ How often shall the management agreement be renewed?

No agreement exists between the proposed charter school and the proposed ESP. Upon authorization of a charter, the charter school and ESP will enter a management agreement for the duration of the charter authorization. It may be renewed at the conclusion of the charter authorization.

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.

Both parties should have a desire to continue to work together. For the charter school, that would be determined by majority vote from the board in favor of continuing to work with the proposed ESP.

4/ On what grounds may the ESP/other partner or the charter school terminate the agreement for cause, and without cause?

The prospective ESP may terminate the ESP agreement with cause prior to the end of the term specified in Article I of **Attachment A9** in the event LCS fails to remedy a material breach within sixty (60) days after notice from the prospective ESP. A material breach may include, but is not limited to, failure to make payments to the prospective ESP as required by the ESP agreement.

The LCS board may terminate the ESP agreement with cause prior to the end of the term in the event that the prospective ESP should fail to remedy a material breach within sixty (60) days after notice from LCS. Material breach may include, but is not limited to, violation of the agreement, violation of LCS's contract with The Authorizer, failure to account for its expenditures or to pay operating costs (providing funds are available to do so), or unreasonable failure to meet performance standards as set for in the charter school contract.

If any federal, state, or local law or regulation, or court decision has a material adverse impact on the ability of either party to carry out its obligations under the ESP agreement, then either party, upon written notice, may request renegotiating of the ESP agreement; and if the parties are unable or unwilling to renegotiate the terms within thirty (30) days after the notice, the

party requiring the renegotiation may terminate the ESP agreement on thirty (30) days further written notice.

5/ List any indemnification provisions in the event of default or breach by either party.

No agreement exists between the proposed charter school and the proposed ESP. Upon authorization of a charter, the charter school and ESP will include indemnification provisions in the management agreement.

g. Describe the plan for the operation of the charter school in the event of termination of the agreement.

The LCS Board will replace the services of the prospective ESP with another provider.

h. Provide as Attachment A9 a draft of the proposed agreement with the ESP/other partner.

See **Attachment A9**.

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