



Spring 2018 Charter School Application



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Eligibility Determination & Threshold for Evaluation (Part 1)

Executive Summary

Provide a two to four page overview of your school or network, including:

- (1) Explain the mission and vision of your school. What will your school set out to achieve in the long term, what will success look like, and how will your school get there?
- (2) Include information on what success will look like for students while attending your school, and after they leave your school (The outcomes you will achieve);
- (3) How does your school align with the district's charter authorizing priorities?
- (4) What are the elements of your educational model that will meet the needs of your target student population?
- (5) Explain why your school would be important to the community in which you are proposing to locate.
- (6) Who will your school collaborate with? What community support has the school generated? Who will your school work with to be well positioned within the city and community?

Returning Applicant Groups

Applicant groups that have submitted unsuccessful charter applications to OPSB previously are required to complete this section

Describe the activities that your founding team has conducted since your last application to improve your readiness to start a charter school.

Academic Model

- (1) Describe the academic needs of the student population you propose to serve. Explain how you will set, and measure progress towards, performance goals that put your students on a path towards achieving your vision. Include your plan to gather baseline data necessary to establish goals.
- (2) Describe the concrete structures, policies, and practices that will differentiate your school from options already available to the community you propose to serve.

Enrollment Plans

The student population that you describe should be consistent with the enrollment projections that you provide in your proposal overview

- (1) Demonstrate through the use of data that the student population that you wish to serve exists.
- (2) Describe your recruitment strategy and provide your recruitment plan. Provide any evidence that you have collected that demonstrates that parents and guardians have committed to enrolling their children in your school. You may provide evidence in **Attachment 1**. **Attachment 1** will not count against the page limit.
- (3) Describe any mission specific admissions priorities, preferences or requirements, your school would seek to offer as well as any criteria used to participate in these programs. [Mission Specific Criteria must be approved through a separate application process following charter approval]



Student Experience

- (1) Describe the culture that you envision for your school and the practices that will foster and maintain that culture.
 - a. Describe the steps that you will take to invest staff in the vision and to sustain their investment.
 - b. Define the norms that will shape the interactions between administrators and teachers and among teachers, the reason each norm is important, and the steps that you will take to establish and reinforce these norms.
- (2) Similarly, describe the behavior expectations of your school as well as the practices that will foster and uphold those expectations.
 - a. List and describe the values that will define your student culture. Provide your plan for instilling and maintaining student behavior expectations that correspond with these values.
 - b. Describe the system of policies and practices your school will implement for setting and maintaining student behavior expectations and norms.
 - c. Describe the procedures for due process when a student is subject to removal from the classroom or school, including a description of the appeal process that the school will employ and the plan for providing services to students who are out of the classroom (in-school or out-of-school suspensions) for more than 10 days
 - i. This description should include a list, with definitions, of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be subject to removal from the classroom (in-school suspension) or the school (out-of-school suspension), respectively.
 - d. Describe the practices the school will use to support student's social and emotional learning, and the alignment between these practices and their impact on student achievement
- (3) Describe the mechanisms and structures available to elevate student voice and leadership at your school.

Family & Community Engagement

- (1) Describe any activities you have undertaken to date to assess and build parent and community support for the school. Explain the role to date of any parents and community members in developing this application or the school, as applicable.
- (2) How will you share information with Parents/Guardians and Community Members?
- (3) How will your school create meaningful opportunities for Student, Parent/Guardian, and Community voice in school decision-making?
- (4) Describe your plans for creating a Parent-Teacher Organization.
- (5) What is the process for grievances?

Governing Board

- (1) Describe the roles necessary on the board, the responsibilities that align with each role, and identify who will play that role on the board. Describe how the governing board will interact with the principal/head of school and any advisory bodies. As **Attachment 2**, provide a resume for each of your identified board members. Resumes will not count towards the page limit.
- (2) Describe how the board will monitor the school's overall performance.



- (3) Describe the steps the board will take to evaluate the school leader and CEO/Organizational Leader. Specifically, describe: the information the board will collect; The systems by which the board will collect information; The standards - including and in addition to student performance goals- the board will use to evaluate information it collects;
- (4) Describe the process by which your board identifies potential conflicts of interest before making decisions.
- (5) Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure. Describe the board's processes to remaining compliant with open meeting and public records laws.
- (6) (if applicable) If there's a sole member structure responsible for the appointment of governing board members, and/or if the local board (maintained in compliance with Policy HA requirements) must report to any other entity (i.e., a statewide or national board) please provide a statement explaining the nature of the relationship, and the terms/conditions under which it could be dissolved (if any).

Staff and Organization

- (1) As **Attachment 3**, provide an organizational chart. As **Attachment 4**, include job descriptions that summarize the scope of work for all staff on the school leadership team. If applicable, As **Attachment 5 and 6**, provide redacted and un-redacted resumes for any identified leadership team members.
- (2) Describe your administrator and teacher recruitment strategy, including legally required qualifications (LA R.S. 17:3983), as well as any school design specific qualifications. Include how you will attract a diverse applicant pool that includes candidates who share the same backgrounds with students and are from the Greater New Orleans area.

Mission Critical Partners

Educational Service Providers are not considered "Mission Critical Partners" for the purposes of this section. Applicant groups which will use an Educational Service provider should complete the Educational Service Provider section of this application.

- (1) Describe the mission-critical partnerships that your school has established and provide, as **Attachment 7**, the terms of these partnerships in form of a written commitment or MOU.
- (2) What is the contingency plan if these partnerships are not maintained?

Operational and Financial Readiness

- (1) Provide, as **Attachment 8**, a detailed start-up plan for the school. Specify tasks, and key milestones, timelines for completion, and the individuals or positions responsible for each. Indicate at which point key individuals will become employees of the organization, as well as contingency plans if you are unable to open in your preferred timeframe.
- (2) Provide as **Attachment 9**, your school's start-up and Year 1 operating budget.
- (3) Do you plan to use a financial manager or a back-office service provider? If the entity that will provide your financial services has been chosen, please provide its name and attach the contract as **Attachment 10** and the resume of the person designated as your qualified business manager as **Attachment 11**. If



that entity is an individual financial manager, please provide his / her one-page resume as **Attachment 11**.

- (4) To whom will your financial manager or back-office service provider report: the school leader, a network/CMO level staff member, or the board?
- (5) If your school leader or organization are considered an experienced operator include as **Attachment 12** your School/Portfolio Performance workbook.

Attachments

- (1) Attachment 1: (Optional) Student Recruitment Evidence
- (2) Attachment 2: Governing Board Roster & Resumes
- (3) Attachment 3: Organization Chart & Staffing Plan
- (4) Attachment 4: School leadership team job descriptions
- (5) Attachment 5: Redacted Leadership Team Resumes
- (6) Attachment 6: Un-redacted Leadership Team Resumes
- (7) Attachment 7: (If applicable) Mission Critical Partner MOUs/Contracts
- (8) Attachment 8: Detailed Start-up Plan
- (9) Attachment 9: Start-up and Year 1 Budget
- (10) Attachment 10: (If applicable) Financial Manager Contract
- (11) Attachment 11 Qualified Business Manager/Financial Manager resume
- (12) Attachment 12: (Experienced Operators) School/Portfolio Performance workbook



Common Application (Part 2)

Section I: School

Academic Model & Schedule

- (1) For all core content and mission-related subject areas:
 - a. Identify the program model or curricula that your school will use and your reasons for these choices, you may include as **Attachment 13** data or research supporting your academic model;
 - b. Identify the interim assessments you will use and how these align to the curricula;
 - c. Describe your professional development plans for teachers and how they connect to the curricula and assessments.
- (2) Where has each identified core instructional component, program model or curricula been used before? What have been the results, in particular with your intended student population?
 - a. If your school is using an existing curricula, provide the curricula's Louisiana Department of Education Curricular Review Score (<http://www.louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS/curricular-resources-annotated-reviews>)
 - b. If the model or curricula has not been scored by LDE, what is the research and evidence base and/or logic model informing your curricular design choices? How will you ensure alignment between the curriculum and state standards, and how will you evaluate the effectiveness of its implementation?
- (3) Describe a day and year in the life of a student at your school. Include, as **Attachment 14**, a weekly student schedule and, as **Attachment 15**, a calendar of special events that will happen throughout the school's inaugural year.
- (4) Provide as **Attachment 16**, a copy of the school/organization's [Pupil Progression Plan](#). If your school does not yet have an adopted PPP, please attach a draft version.
- (5) Does the school intend to offer early childhood education, or Pre-Kindergarten classes? Describe the group's anticipated funding source(s) and model for early childhood education.

Special Student Populations

All schools are obligated to provide services to students with identified disabilities and English language learners under Federal law, and state law and BESE policy also provide for (but do not mandate) services to students identified as gifted/talented.

- (1) Provide a detailed special education plan describing how you will ensure that all special education students succeed at your school. Describe plans for identifying, evaluating, and serving special education students. Include your staffing plan for special education.
 - a. Specific 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 exceptionalities,
 - b. Plans for promoting graduation for students with exceptionalities,
 - c. Plan to develop partnerships and connect students with disabilities and their families to outside agencies, and
 - d. Plan to discipline students with disabilities in an equitable and fair manner, in accordance with the IDEA.



- (2) Provide a detailed English Language Learner plan describing how you will ensure that all English Language Learners succeed. Describe plans for identifying, evaluating, and serving English Language Learners. Include your staffing plan for English Language Learners. Include specific instructional programs, practices and strategies the school will employ to ensure success both academically and socially, as well as equitable access to the core academic program for these students.
- (3) Describe plans for identifying, evaluating, and serving gifted and/or talented students. If the school will not provide gifted/talented instructional services as described in BESE Bulletins 126, 1508 and 1566 please indicate. If applicable describe the instructional programs, strategies, and supports that will be provided to ensure the success of intellectually gifted and/or talented students.
- (4) Provide as **Attachment 17** the relevant job description(s) and, if applicable, **Attachment 18**, resumes for individuals responsible for Special Education evaluations and/or service provision.

High School Specific Questions

OPSB requires additional information from applicants seeking to start, transform or convert a school serving grades 9-12 in Orleans Parish. Complete this section only if your application proposes such a school.

State and District Graduation Standards

- (1) Provide as **Attachment 19** an example of a daily schedule for a student attending your school as well as your school's academic calendar.
- (2) Detail each type of diploma your school will offer. Describe how your school will ensure every student is on a pathway to the diploma that best meets the individual student's interests and post-secondary plans. Describe how your school will implement the state's required Individual Graduation Plan, as well as the requirements of Act 833 relative to high school completion for students with identified disabilities.
- (3) Explain how the diploma pathways and credentialing offered by the school will ensure student readiness for postsecondary opportunities (college, trade school, military service, or entering the workforce).

Supporting Success for All Students – Truancy Prevention, Remediation and Intervention

- (1) Explain what systems and structures the school will implement for students in danger of dropping out and/or not meeting the proposed graduation requirements. Specifically describe any programs designed to support students who have fallen behind in credit accumulation or are at-risk of falling behind to encourage on-time graduation.
- (2) Describe any systems and interventions your school will employ to decrease truancy.

Ensuring College and Career Readiness

- (1) What features will your school implement to ensure all students not only graduate from high school, but graduate prepared for success in college and career? Specifically, how will your school ensure students meet the following, or articulate why your school may not offer these opportunities:
 - a. achieve a college going ACT score and/or career-ready WorkKeys score,
 - b. have opportunities to earn college credit during high school,
 - c. have opportunities to earn industry-based credentials (please provide information about the specific credentials students enrolled at your school will have the opportunity to earn)
 - d. have opportunities to engage in work-based learning experiences,
 - e. graduate with the knowledge, skills, competencies and experiences required to take ownership over individual post-secondary plans.



- f. taking alternative assessments, with low incidence disabilities, are prepared to access to a variety of post-secondary options.

Strong Start – 9th Grade Transition Plan

- (1) How will your school ensure a successful transition into your school from 8th grade, and orient new students to your school?
- (2) How will your school use evidence based-strategies and interventions to support transitional 9th grade, and other students, who arrive 2 or more years behind? Please describe their path to graduation.

Attachments

- (1) Attachment 13: (Optional) Provide data or research supporting your academic model
- (2) Attachment 14: Weekly Student Schedule
- (3) Attachment 15: Calendar of Special Events
- (4) Attachment 16: Pupil Progression Plan
- (5) Attachment 17: Job Descriptions for staff performing Special Education evaluations and/or services
- (6) Attachment 18: (If Applicable) Redacted & Un-Redacted resumes for staff performing Special Education evaluations and/or services
- (7) Attachment 19: (High School applicants) Daily Schedule for high school students

Section II: People

Governing Board

- (1) How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? If there will be a network-level board, identify any board development requirements relative to the organization’s proposed growth and governance needs.
- (2) Describe plans for increasing the capacity of the governing board. What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.
- (3) Identify the stakeholders whose partnership you have determined is necessary to your school’s success. Describe what your board has done already to establish these relationships and explain what your board will do to deepen and sustain these relationships.

Staff

- (1) If your organization chart or job descriptions have changed since your original submission, please submit an updated school level organizational chart as **Attachment 20**. Include job descriptions that summarize the scope of work for all staff on the school leadership team as **Attachment 21**.
- (2) Describe the expectations for teachers. How you will clearly communicate these expectations and ensure that teachers stay on track towards meeting expectations? What instrument will be used for staff evaluation? Will the school seek a waiver from the state observation rubrics under COMPASS? If other than COMPASS attach any teacher evaluation tools to be used by the school as **Attachment 22**.



- (3) Describe your strategies for retaining high quality teachers, ensuring a stable teaching force, and your pathways to leadership for qualified staff members.
- (4) Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system.

School Leader Capacity

Note that the application should not refer to the experiences of an Educational Service Provider or another company (such as a back-office service provider) that will provide services to the school. Only the school leader OR a member of the school leadership team may respond to the prompts below. In addition to submitting their resume, the school leader must at least respond to prompts 2 & 3 or prompts 4 & 5.

- (1) Describe the school(s) or academic program(s) for which you, the proposed school leader, have been responsible. Describe your leadership role(s) and primary responsibilities at the relevant school(s) or academic program(s). The summary should describe the impact that these responsibilities had on the success of the relevant entity.
- (2) Provide multiple years of student performance data under your leadership. This data must include but is not limited to: proficiency and growth on either state or national standardized tests.
- (3) Describe a leadership position you have held in which you were responsible for the operations and/or finances of a program or organization. Describe your leadership role and primary responsibilities at the relevant program or organization. The summary should describe the impact that these responsibilities had on the success of the relevant entity.
- (4) Provide data or evidence that speaks to the organizational and/or financial viability of the program/organization for which you were responsible as a leader.

Attachments

- (1) Attachment 20 (Optional) Updated Organization chart
- (2) Attachment 21: (Optional) School leadership team job descriptions
- (3) Attachment 22: Teacher Evaluation tool

Section III: Operations

Facility

- (1) What is your plan for securing a facility?
- (2) What facility characteristics are required to serve your academic program?
- (3) How will the organization meet state, local, and OPSB standards¹ for facility safety and maintenance?
- (4) Please address how your school will plan to adhere to occupancy and fire/life safety codes and ADA standards.

Financial Readiness

- (1) Include, as **Attachment 23**, your Financial Plan and Budget.

¹ OPSB Facilities policies are located in OPSB Policy HD (Charter School Facilities Management)



- (2) Include, as **Attachment 24**, your school’s budget narrative. The narrative should not exceed 3 pages (and should not include the network-level budget if applicable as this is covered in the Experienced Operator section), and should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Include:
 - a. Per Pupil Revenue. Use the figures in the Budget Template in developing your budget assumptions.
 - b. Anticipated Funding Sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school’s core operation depends.
 - c. Describe the resources required to support they key elements of your program. What are the expected costs of key program elements (including staffing model)?
 - d. How will you finance these costs to keep the school sustainable?
 - e. Describe the resources required to support they key elements of your program. What are the expected costs of key program elements (including staffing model)?
 - f. How will you finance these costs to keep the school sustainable?
- (3) Describe your approach to budgeting, including an explanation of your approach to cutting costs if faced (as schools so often are) with a budget shortfall. Specifically describe the roles of the governing board, CMO/organizational leadership (if applicable), and the school site leadership in the budgeting process.
- (4) Describe the accounting and control systems you will install, including essential checks, balances, and segregation of duties. Please indicate how a culture of proper financial controls and reporting will become an essential component of your organizational culture.
- (5) Describe the school’s plans and procedures for conducting an annual audit of the financial and administrative operations of the school. Who will select the audit firm, and to whom will they report?
- (6) Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.
- (7) Describe your organization’s process for awarding contracts including any processes to increase utilization of disadvantaged business enterprises.

Educational Service Providers

*An Educational Service Provider is defined as an entity that is providing primary education services for a school even though the entity is not the governing board that holds the charter. If your non-profit plans to use an Educational Service Provider (ESP), please complete this section and provide as **Attachment 25** a copy of the ESP contract that your nonprofit board will sign with the Educational Service Provider that you have selected. Additionally, please provide an independent audit of the ESP as **Attachment 26**.*

- (1) Personnel: Who (which positions) will be employed directly by the charter governing board? Whom from the ESP is accountable to the governing board? (teachers) building instructional leader (principal), CEO/Exec Dir or equivalent, and Qualified Business Professional?
- (2) Finances/Operations:
 - a. Who is responsible for the preparation of the annual budget?
 - b. How will governmental funds allocated to the school be accounted for and held?



Experienced Operator Addendum

Experienced operators, as well as any new start or Type 3 conversion applicants with more than one full year in school leadership² are required to complete the Experienced Operator Addendum. 15 page limit.

Past School Performance

- (1) In your proposal overview you provided performance data on the schools your organization currently operates or has previously operated. If necessary, provide a brief accompanying narrative that describes your organization's success educating a similar demographic population to the population you intend to educate in Louisiana. Please note that the OPSB may contact your other authorizers. In addition, describe the causes that led to and the current status of:
 - a. Any performance deficiencies or compliance violations that have led to authorizer intervention;
 - b. Any litigation involving your organization or a school that you operate; and,
 - c. Any material audit findings for your organization or a school that you operate.

Growth Plan

- (1) Describe the specific student population that your proposed school(s) will serve. Identify the needs of your intended student population.
- (2) (Applicable to groups applying for multiple sites). Describe the number of schools that you plan to open in every year for at least the next five years, the year in which each school will open, and how the organization will adapt to meet changing community needs. If your network operates multiple models, identify the model that you will open in each location.
- (3) Does the organization have any approved or pending charters (not yet in operation) in any jurisdiction? If so, include the name of the authorizer(s) and include as **Attachment EO-1**, the official record of decision/approval from the authorizing authority.

Scale Strategy & Risk Mitigation

- (1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the parent organization and the new school(s).
- (2) If your organization operates schools in other jurisdictions, compare your efforts to scale operations in Orleans to past scale efforts.
- (3) Identify the greatest new threats to your success and the steps you will take to minimize the possibility that the threats you identified will prevent you from achieving your targeted outcomes.
- (4) If your organization currently operates fewer than three schools, please clearly identify your plans for ensuring the continued success of your current school, should the proposed charter be approved.
 - a. Which staff members (instructional and administrative) will transition to the proposed school and what is your organization's plan for replacing these individuals?
 - b. Which functions will become centralized?
 - c. How will you ensure success at both the existing and proposed (new) school?

² Experience leading or managing public schools is defined as one complete academic year in which one of the following is true: the individual held final building-level oversight of the instructional and operational performance of a public school (e.g., Head of School or Principal), or the individual served in a system-level role with direct supervisory responsibilities and accountability for the performance of a building leader (e.g., Chief Academic Officer, Area Superintendent, Supervisor of Principals)



Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. a. What is your Start-up and Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening?

- (5) Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. Provide your Start-up and Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.

Model & Key Staff

- (1) Provide as **Attachment EO-2** a CMO-level org chart (at least two layers out from the CEO), as envisioned at scale and clearly indicating which positions are currently filled, which are vacant, and which are new additions, AND
- (2) The job description and EITHER the redacted and unredacted resume of the current occupant, AND/OR the recruitment plan for the following "key" people:
 - a. As **Attachment EO-3**: The CEO or overall organizational leader (Agency Head, as defined in state statutes and for purposes of the organization's annual audit)
 - b. As **Attachment EO-4**: The CAO or lead instructional person accountable for the implementation of the academic model, including curriculum and instructional practices (if this is different from #1) – this is usually also the person responsible for direct day-to-day supervision of building principals, if that's not the CEO.
 - c. As **Attachment EO-5**: The organizational lead for special education services (Director of Special Education, or equivalent position, if this is different from #2)
 - d. As **Attachment EO-6**: The CFO and/or COO, or the lead person(s) in the finance and operations areas
 - e. As **Attachment EO-7**: The organization's Qualified and Competent Business Professional, accountable for the accuracy of the organization's financial statements as required by the LAUGH Guide
- (3) The succession plan(s) in place for each of the above-named key positions, including any internal development pipelines and/or external recruitment plans to identify and evaluate candidates (this may include, but doesn't have to identify, specific names)

For Experienced Operators with Fewer than 3 Schools

- (4) A narrative (2 pages max) summarizing the intended "CMO" or Network Model:
 - a. Which functions will be centralized at the network level, both academically (curriculum/instruction) and operationally (including finances)?
 - b. Which functions will remain site-based?
 - c. What are the core elements of the network educational program or model?
 - d. Will the organization seek to expand by replicating its existing school(s), or by operating substantially new or different school models/designs at successive campuses? (e.g., if School 1 is a language-immersion model, will all other schools operated by the organization also be language-immersion?)
 - e. What will be the organization's "non-negotiables"?
 - f. What are the degrees of freedom in key areas that are not "non-negotiables"?
- (5) CMO or Network Level Financial Model:
 - a. What is the budget and how is the initial stand-up of the CMO/network office being funded? How will its continuing operations be funded? Include CMO-level budget as **Attachment EO-8**.



- b. Is there a structural deficit or gap projected at either the school or network level, and if so, how will this be closed?
- c. How much will each school “pay” to the network office for services?
- d. Who sets and who approves school-level budgets and expenditures?
- e. Is there a standard staffing model or required positions, or is this at the schools’ discretion?

Attachments

- (1) Attachment EO-1: (if applicable) Authorizer approvals (for non-OPSB charters awarded, but not in operation)
- (2) Attachment EO-2: CMO-level Organization Chart
- (3) Attachment EO-3: CEO: Job Description and either Resume or Recruitment Plan
- (4) Attachment EO-4: CAO: Job Description and either Resume or Recruitment Plan
- (5) Attachment EO-5: Director of Special Education: Job Description and either Resume or Recruitment Plan
- (6) Attachment EO-6: CFO and/or COO: Job Description and either Resume or Recruitment Plan
- (7) Attachment EO-7: Qualified Business Professional: Job Description and either Resume or Recruitment Plan
- (8) Attachment EO-8: Network-level budget
- (9) Attachment EO-9: Audited Financial statements (most recent)
- (10) Attachment EO-10: Annual Report (most recent)
- (11) Attachment EO-11: (If applicable) Litigation documentation
- (12) Attachment EO-12: (If applicable) ESP contract



Transformation Addendum

Applicants seeking or potentially willing to seek a match to operate an existing Orleans public charter school or school facility, which is subject to nonrenewal, revocation, or voluntary relinquishment by the existing chartering organization should complete the Transformation Addendum. Complete this section only if your application proposes such a school. 15 page limit

Transformation Overview

- (1) Please identify the type(s) of transformation (e.g., full takeovers, reconfigurations) that your organization is prepared to undertake.
- (2) Will all currently enrolled students be able to re-enroll next year? If your proposal does not provide for all currently-enrolled students to remain at the school, please provide a rationale for this decision, and explain how your organization will work to communicate with families in order to ensure that all impacted students are able to access high-quality schools.
- (3) How has your organization operated a transformation school previously? If applicable, what lessons have you learned, and how have they informed changes in your practice and in this proposal.

Educational Program

- (1) What are the key tenets of your transformation model? Please identify the research base or other rationale supporting each identified tenet.
- (2) How will your transformation model support equitable achievement for all students? Please specifically identify how your model will support the learning of students with disabilities, English language learners, and other “at-risk” student populations (as this is defined in state law). Discuss any potential conflicts of interest between the corporate partner and the school.
- (3) How will your organization ensure a successful transition period and first year of operation? What steps will you take to ensure sufficient enrollment (by retaining existing students and/or recruiting new families), create a positive school climate and culture, and establish high expectations for students, teachers, and staff?

School Operations

- (1) Provide a brief addition to your staffing plan, explaining what additional steps you will take to recruit and retain highly-effective teachers and non-classroom staff.
- (2) Provide a brief addition to your budget and budget narrative, explaining any additional financial resources you have received or anticipate receiving to support transformation efforts. Has your school applied for LDE School Redesign Funding, or does your organization intend to apply?

Metrics and Goals

- (1) How will your organization use data to set goals, and inform decision-making? How will you measure progress in your transformation efforts, and what steps have you taken to mitigate risks? What will you do if your transformation effort is off-track?

Community Engagement

- (1) Describe the specific strategies you will use for engaging the following stakeholders in the transformation effort: a) parents/guardians/families, b) residents of the community surrounding the school. What is the role of parents in your schools’ decision-making processes, and what venues will be established to articulate and elevate parent and community voice?



Corporate Partnerships Addendum

If your school intends to participate in a corporate partnership in accordance with LA R.S. 17:3991 please complete this addendum. In order for a business to be considered a school's Corporate Partner, it must individually, or as part of a consortium of businesses, donate one or more of the following to the school in an amount equivalent to at least 50% of the per pupil allocation: land, building space, renovations to existing school building, and/or technology. Complete this section only if your application proposes such a school. 15 page limit

Corporate Partnership Formation

- (1) Explain how and why the corporate partnership was developed.
- (2) Describe the nature of any donation(s), regardless of type that the corporate partner will make to the charter school and how they meet the requirements laid out in RS: 17 3991.1.

Corporate Partner Track Record

- (1) Explain the corporate partner's past experience, if any, in serving student populations similar to the target population of the school, including any educational programming offered by the organization.
- (2) Provide, as **Attachment CP-1**, the most recent annual report of the corporate partner.
- (3) Nonprofit organizations:
 - a. Provide, as **Attachment CP-2** your most recent audited financial statements; and
 - b. Discuss any material audit findings for your organization or any school that you operate.--OR--
For-profit organizations:
 - a. Provide as **Attachment CP-2** your most recent financial statements to be reviewed confidentially; and
 - b. Discuss any material audit findings for your organization or any school that you operate.

Legal Relationships

- (1) Discuss any potential conflicts of interest between the corporate partner and the school.
- (2) Provide, as **Attachment CP-3**, the draft Memorandum of Understanding (MOU) between the board and the corporate partner, as well as the approved minutes of the board meeting at which the draft MOU was accepted by both the corporate partner and the board of the proposed school.
- (3) Explain the process for the required annual renewal of the corporate partner MOU. Describe the conditions that both the corporate partner and the school must satisfy for the MOU to be renewed. Describe the procedures for determining whether the MOU will be renewed. On what grounds can the corporate partner or the board terminate the MOU for cause (including provisions for notice to the other party)? What are any conditions under which either party may terminate the MOU without cause? List any indemnification provisions in the event of default or breach by either party.

Organizational Structure

- (1) Describe the methods by which the corporate partner will support the charter school, including but not limited to any internships for students, career counseling, academic tutoring, or enrichment activities.
- (2) Describe the plan for the operation of the school in the case that the MOU is terminated or not renewed.



- (3) Specifically describe any proposed enrollment set-asides for this corporate partner. (These enrollment set-asides must align with provisions of and requirements of the Enrollment process and are subject to separate approval)

Attachments

- (1) Attachment CP-1: Annual Report (most recent)
- (2) Attachment CP-2: Audited Financial Statements (most recent)
- (3) Attachment CP-3: Draft MOU between the Nonprofit board and corporate partner



Virtual School Addendum

Applicants whose primary instructional environment is computer-based or virtual (defined as more than 40% of instructional delivery via technology) must complete the Virtual School Addendum. Please complete this section only if your application proposes such a school. 15 page limit.

Location

- (1) Facility: If students will be required to regularly or periodically attend a brick and mortar facility, specify such requirements and describe the facility.
- (2) Louisiana Office: Provide the address of and describe the Louisiana-based administrative office of the virtual charter school, including its size and staffing.

Educational Program

- (1) Describe the level of participation in instructional activities students will be required to meet to receive credit for successfully completing a course and receive a satisfactory grade for that course. The level of participation may include the amount of time students will be engaged in both online and other instructional activities in order to receive credit for a course. Please note the amount of time for the online and offline work by grade level and course.
- (2) Can a student enrolled in the virtual charter school program be enrolled in other instructional activities elsewhere and/or earn Carnegie units from another institution? If so, please identify the other institution(s).
- (3) Describe procedures to ensure the integrity and authenticity of student work product and assessment scores, including the use of an academic honesty and computer acceptable use policy.
- (4) Describe the intervention procedures the virtual charter school will take when students fail to provide authentic work product or assessment responses.
- (5) Describe what role parents/guardians will have in promoting accountability.

Instructional Staff

- (1) Describe what, if any, additional responsibilities will be required of teachers in the virtual environment (e.g. course development/design, research, website maintenance) and describe how the virtual charter school will communicate these responsibilities to teachers.

State and Federally Mandated Services

- (1) Describe how the virtual charter school will provide services to all enrolled students with exceptionalities, regardless of where the student resides.
- (2) Describe the virtual charter school's procedures for Individual Education Plan (IEP) meetings, including determining where such meetings will occur.
- (3) Describe how the virtual charter school will implement ADA and Rehabilitation Act standards for accessibility to web-based curricula.

Evaluation and Assessment

- (1) Discuss the virtual charter school's plan and method for the administration of all required state assessments (iLEAP, LEAP, GEE) and other assessments set forth in the school's charter. The plan should address, test taking location(s), who will administer the tests, and test security procedures.



School Operations

- (1) Describe how the virtual charter school will ensure or facilitate student attendance at any in-person school activities.
- (2) Identify any non-teacher faculty members (paraprofessionals, guidance counselors, parent instructional coaches) and describe their roles and how they will function in the virtual charter school.
- (3) Describe the virtual charter school's policies regarding truancy, absence, withdrawal, issuing of Carnegie units, repeat/delete, credit recovery, and AP/dual enrollment.
- (4) Describe the intervention procedures the virtual charter school will take when students are not logging in and/or completing coursework as required.
- (5) Describe all technological equipment and services that the virtual charter school will provide, including hardware, software, connectivity, and media storage devices, and property controls and equipment tagging that will be in place. Specify any equipment or technological support that students and families will be responsible for purchasing or obtaining.
- (6) Describe the scope of technical support that will be provided, including where support staff will be located, and the hours (including weekends and holidays) and manner in which the support will be accessible to students and school employees.
- (7) Describe the virtual charter school's data retention, security, and confidentiality procedures.
- (8) Describe procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired. Specify who will pay for Internet connectivity and address minimum bandwidth and a course of action for areas of the state that do not have the minimum bandwidth.
- (9) Describe data protection and recovery procedures in event of catastrophic system failure (include offsite back-up).
- (10) Describe how the virtual charter school will provide for the health and safety of students and staff both in online and offline activities.
- (11) Describe how the virtual charter school will address the nutritional needs of students when appropriate.
- (12) Describe how the virtual school will administer the required Title 28, Chapter 11, §1119 Health Screening as part of enrollment and the ongoing functioning of the school.
- (13) Describe the school's plan for delivering instruction in the event of technical and other course delivery problems which prevent normal course delivery.
- (14) Provide a summary of data protection and recovery procedures in the event of catastrophic system failure.
- (15) Describe how the school will provide professional development appropriate to the delivery method used and the acceptable use and electronic communication policies.



Parent and Community Involvement

- (1) Indicate the nature, frequency, and location of all required in-person meetings between parents and virtual charter school faculty/administration, such as parent/teacher conferences, parent-teacher meetings, field trips, etc.
- (2) Indicate the nature and frequency of all optional opportunities for in-person meetings and interactions, such as open houses and school community meetings.
- (3) Describe the procedures for parents to contact virtual charter school faculty and administrators with concerns of any nature and the procedures and required timelines for prompt and helpful responsiveness to such communications.
- (4) Explain how virtual charter school administration will communicate with non-English speaking parents/guardians.
- (5) Describe how the school will provide adequate, timely, and appropriate technical support to students, teachers, facilitators, and instructional coaches.
- (6) What is the role of the parents/guardians?
- (7) Are opportunities for parent/guardian training available?
- (8) How do parents access student grades and understand student progress?
- (9) Provide a plan for orientations to enrolled students, their parents, and their instructional coaches on the course delivery model prior to the beginning of the class.