Spring 2018 Charter School Application

Common Application Template

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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 schools 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.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Academic Model & Schedule

Core Curriculum and Interim Assessments:
In order to support teachers and administrators in planning and delivering high-quality instruction using the adopted materials, Choice Foundation created an Instructional Planning Guide. This Guide is updated each year and distributed to schools as a resource for implementing the Choice Foundation academic model. In addition to linking to Louisiana Department of Education (LDOE) resources, it contains constructs and guidance for lesson planning and instructional delivery.

Understanding the importance of aligning curricular materials to student learning standards, Choice Foundation has selected Tier 1 curriculum materials that have been reviewed by LDOE and rated as fully aligned with the Louisiana Student Standards. The table below outlines the core instructional materials and interim assessments that are currently used in Choice Foundation classrooms and will be used in classrooms at Dunbar.

Content Area	Core Curriculum	Interim Assessments
English/Language Arts	LDOE ELA Guidebooks 1.0 (K-2) Zoo Phonics (PK-1)[1] LDOE ELA Guidebooks 2.0 (3-8)	K-2: • LDOE K-2 Formative Assessment Tasks • NWEA MAP Skills Checklists[2] • NWEA MPG – reading[3] 3-8: • LEAP 360 – ELA diagnostic and interim assessments • Monthly Writing Tasks
Math	Eureka (K-8) Zearn (1-5) Digits (6-8)	K-2: • LDOE K-2 Formative Assessment Tasks • NWEA MAP Skills Checklists • NWEA MPG – math 3-8: • LEAP 360 – math diagnostic and interim assessments • embedded unit tasks
Social Studies	LDOE Social Studies scope and sequence documents and units (K-8) LDOE - Social Studies Tasks (K-8) DBQs – mini DBQs (4-8)	• Social Studies Tasks • EAGLE • LEAP Practice Tests
Science	LDOE Scope and Sequence documents (K-8) LDOE Science Tasks (K-8) Next Generation Science Tasks (7-8)	• EAGLE • Science Tasks • LEAP Practice Tests

As LDOE continues to review and rate instructional resources, Choice Foundation will purchase additional materials for instruction in science and social studies and make decisions regarding interim assessments.

Students are assessed using interim assessments three times a year – beginning, middle, and end of year. The beginning of the year data are important to teachers to clearly understand where their students are performing and what skills they might lack in order to be on track for grade level mastery. The assessment results also serve as baseline data to identify early intervention needs and monitor growth throughout the year. All students in kindergarten through third grade are also administered an early literacy screening (DIBELS Next) that provides more granular data for teachers to use in planning foundational reading instruction. The winter and spring assessment cycles serve as checkpoints for teachers, administrators, parents, and students to measure progress toward learning targets and inform decisions around instructional planning.

The curriculum and materials outlined above, with the exception of Zoo Phonics and NWEA MAP, have been reviewed by the Louisiana Department of Education and have received the following ratings:

[1] See Attachments 13 a, b, and c for research supporting the multi-sensory phonics program, Zoo Phonics.
[2] See Attachments 13 d, e, and f for research supporting NWEA MAP growth assessments.
[3] Ibid.

Resource	Tier Rating
ELA Guidebooks 1.0, 2.0	Tier 1
Zoo Phonics (PK-1)	not rated; Attachment 13 provides explanation and research for using this multi-sensory phonics program
Eureka Math (K-8)	Tier 1
Zearn (1-5)	Tier 1
Pearson Digits (6-8)	Tier 2
Social Studies DBQs and mini-Qs	Tier 1

Attachment 13 documents (a to f) provide research for the justification of the Zoo Phonics phonics program we have selected. We recognize the need for our students to be active and experiential learners in the primary grades. Zoo Phonics is a multi-sensory phonics program that provides a systemic, cross-curricular approach to early literacy development. We use this as supplement to the LDOE-recommended materials.

Choice Foundation has used NWEA MAP as a measure of growth since 2013. MAP, a nationally normed assessment, is a computerized, adaptive test that provides immediate results to teachers about each student's learning level, thus providing immediate data useful to them for instructional planning. The results are reported by a RIT score, which is the same scale for all students, no matter what grade they are in. The RIT scale and the learning continuum of skills allows us to watch our students' growth across multiple years. For the past five years, Louisiana has been experiencing a transformation in the PK-12 educational system. Student learning standards, curriculum, assessment, and accountability have changed each year. MAP has been a constant for us, allowing us to monitor academic growth for our students consistently over the years, regardless of the different standards, different assessments, and changes in school accountability. We have replaced MAP with state-developed, standards-aligned interim assessments for grades 3-8 this year; however, we have chosen to continue the use of MAP with our primary students for next year. We will continue to work closely with LDOE in determining appropriate interim assessments in future years for our young learners.

Professional Development Plan for Teachers:
Prior to the first day of school, all school personnel meet to analyze data, review expected outcomes, and set school goals. Staff have available to them previous state summative assessment scores (LEAP) for students in grades 3-8. Additionally, each student in grades 3-8 has an individual growth target score (as measured by LEAP) for ELA and math. After each assessment cycle, all school staff convene for a "data-day" to analyze data – by student, by class, by grade, and by school – looking for schoolwide progress, trends, and hotspots. The result of this deep data-dive is a detailed plan by each teacher that addresses each learner in their class and provides students the support they need to move forward in their learning. Division Heads create a plan for their division, or grade span of students. The LEAP 360 interim assessments provide information to teachers and students of how students are performing on state standards in ELA and math. (These assessments and their results are used as tools for teachers during instruction.)

Items that are missed frequently are discussed and analyzed with students to discover where students got stuck. This serves as important feedback for teachers to use for instructional planning.

Ongoing professional development is built into the school calendar and the school day for teachers and administrators to enrich their understanding of content standards, expand their pedagogical repertoire of effective strategies for diverse learners, become skillful in the use of data, and to use instructional resources to plan and deliver high-quality instruction. The plan is laid out below:

Topic	Purpose	Participants	Frequency	Facilitator(s)
Curriculum Orientation	• Orientation to school culture & procedures • Orientation to Curriculum and Instructional non-negotiables • Analysis of student data • Goal-setting • Overview of Pupil Progression Plan • Map out first weeks of instruction	Teachers Administrators Support Personnel	1-week long Summer Institute before school starts	• Head of School • Asst. Head of School • Dir. of Academics • Math Coordinator • Dir. of Student Support Services
Instructional Coaching	• Provide individualized, in-classroom support and immediate feedback to teachers to improve their craft • Support teachers in data analysis and planning for diverse learners	Teachers	Ongoing	• Division Heads • Math Coach • Math Coordinator • ELL Coordinator • Special Education Coordinator
Grade level planning	• Examine standards and discuss evidence of mastery • Collaboratively plan lessons • Review student work and plan next steps for instruction • Identify concerns and plan interventions	Teachers Division Heads	Weekly	Division Heads at first, then eventually teachers take on facilitation of this meeting
Implementing ELA Guidebooks	Support teachers in deepening their understanding and competence in using the ELA Guidebooks	ELA teachers and administrators	Fall – 1 day institute with 3 days in-classroom coaching and support	American Reading Company
Teaching Diverse Learners	• Study of diversity and equity and understanding our students (EL, Sped, homeless, poverty) • Providing equity for our students • Strategies for teaching diverse learners • Alternatives to formal assessment measures; ways to measure learning	Administrators & Teachers	Quarterly, additional sessions as appropriate	Central Office administration, EL Coord., Sped Coord., Division Heads

Division Planning	• Examine progression of standards in content areas across grade levels • Examine literacy expectations across content areas and discuss instructional strategies • Analyze achievement trends and plan intervention/ enrichment/ next steps in teaching and learning based on student data	Division Heads Teachers	Monthly	Division Heads
Learning Cadres	Engage in collaborative learning with colleagues around what mastery of standards looks like, implementation of programs (i.e.; Eureka math) and materials (i.e.; ELA Guidebooks), and determining next steps in planning by looking at student work.	Administrators & Teachers from all Choice Foundation Schools	Fall, Spring (4 sessions in Fall, 3 sessions in Spring)	Central Office and Teacher Leaders across Choice Foundation
Professional Learning Communities	Small group study of topics identified through schoolwide data analysis. Suggested topics for beginning of year: creating a cooperative classroom environment, addressing needs of special education students, educating African-American boys in middle school, Integrating English learners into an English-speaking environment, data analysis	Teachers Administrators Support Personnel	Bi-weekly	School personnel, TBD

The administrative structure of the school is such that a Division Head is assigned to each division of approximately 200 students. The Division Head works closely with their teachers in their division, observing classrooms on a daily basis, providing immediate feedback and support around instruction aligned to standards, strategies for equity among all learners, and effective use of formative assessment. Opportunities are arranged for teachers to visit and observe other teachers and to collaboratively plan lessons. Choice Foundation believes strongly in our schools developing communities of lifelong learners, and we model that within our schools.

Day and Year in the Life of a Student

As students arrive on campus in the morning, they are greeted by school personnel and report to their classrooms, where they will receive a brown bag breakfast. Students are expected to have their homework out while eating breakfast. During this time the teacher will take attendance and walk around the room checking the completion of each child's homework.

At 8:00am each morning, students will hear the morning announcements. The announcements will begin with selected students leading the staff and student body in reciting the mission and values of the school. Then the Head of School or Head of School designee will announce school news and upcoming special events.

The school day will begin with a morning assembly, where students hear announcements and are recognized for their academic accomplishments, as well as for exemplifying the school values.

In lower elementary grades, a student's day begins with Calendar Math in a morning meeting setting. Calendar Math is a bulletin board of various math-related tasks that usually use the current date, or the number of days in school, in order to complete the activity. The bulletin board is continuously built on throughout the year until students are completing all activities as a daily review. The spiraling nature of the program gives students plenty of opportunities to master a skill, and keeps the standards fresh all year.

Following Calendar Math in grades K-1 students receive ZooPhonics instruction. The Zoo-phonics Multisensory Language Arts Program is a kinesthetic, multi-modal approach to learning all aspects of language arts, including vocabulary development and articulation, based on phonics and phonemic awareness.

Students in all grades receive blocks of instruction of ELA and math for at least 85 minutes daily. All students receive at least 60 minutes of instruction in science and social studies daily. Throughout the school day, students are engaged in learning in a variety of classroom structures (large group, small group, learning centers, individual work, and projects). Students who need remediation of skills will receive instructional support from interventionists. The school day will include opportunity for students to use technology as a learning tool for independent research projects as well as part of the instructional program. All students will receive instruction in the arts and physical education as well.

One day a week, middle school students will be visited by their mentors, volunteers who will spend an hour with the students working on character education, college and career education, and self-esteem building activities.

At the end of the day, students enrolled in afterschool activities (choir, debate, garden club, art club, marching units) or sports (volleyball, soccer, flag football, baseball) will transition to the cafeteria where staff will be on hand to monitor students until they are picked up by their afterschool program instructor. All other students will be dismissed by their mode of transportation. At 4:30 a bus will transport afterschool program students home.

Tutoring will be held after school and on Saturdays to ensure that students are well supported in mastering grade level standards.

Please see **Attachment 14** (Weekly Student Schedule) and **Attachment 15** (Calendar of Special Events).

Pupil Progression Plan
Please see **Attachment 16** for the Pupil Progression Plan.

Early Childhood/Pre-Kindergarten Offerings
The school will not offer early childhood or pre-kindergarten classes.

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.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Special Education Plan Overview
Choice Foundation provides direction for special education practices in its schools. Documented in the Choice Foundation Special Education Handbook, these directions include the broad array of topics teachers and site administrators need to know to be in legal compliance and to be effective educators. The Handbook provides details on our Response To Intervention (RTI) procedures, our Pupil Assistance Model, State Bulletin 1508 (Pupil Appraisal), the Orleans Parish School Board Student Assistance Team Handbook, and our procedures for Systematic Screening for Behavioral Disorders. This document is a handmaiden to our Instructional Planning Guide.

Special Education Staffing
Choice Foundation has a Director of Special Education and Student Support who oversees program implementation for students in need of special services at all schools. She provides leadership, guidance and technical support to faculty, staff and administration. Additionally, she coordinates outside contracted services for the schools. At each school, a school-based Coordinator is responsible for managing the special education and English learner programs at their site and for providing training and mentoring to teachers. Teachers are hired on an as-needed basis to meet the service needs within grades/grade spans. This staffing model will be replicated for Paul L. Dunbar School. The table below identifies staffing provided from school-based services and contract providers.

School Based Staff Members	Contracted Providers
Special Education Coordinator	School Psychologists
Special Education Teachers	Gifted Teacher
Paraprofessionals	Talented Teachers
Speech Therapists	Physical & Occupational Therapists
APE Teacher	Sign Language Teacher, Visually Impaired Teacher & Orientation & Mobility Specialist

Identification and Evaluation
Choice Foundation has developed a Pupil Assistance Referral Flow Chart for initial concerns to guide the identification process. Members of the Response To Intervention team include, but are not limited to, the following:

RTI Coordinator, School Social Worker, Teachers, School Nurse, Division Head, etc. We use universal screeners to identify academic and/or behavior concerns. We also receive referrals from parents and/or teachers regarding academic, communication, social, and behavioral concerns. If a student demonstrates a learning or a behavioral problem in the school setting, the classroom teacher completes a RTI request form and submits it to the RTI Coordinator. The RTI team engages parents via phone calls, letters, and/or parent conferences throughout the process. The RTI Team discusses the concern(s) and develops a plan for scientifically researched based classroom intervention, progress monitoring, and data collection. The RTI Team makes a decision based on review of data collected in progress monitoring or monitoring during the intervention.

Upon receiving the charter for the new school, an action plan will be implemented to immediately screen and identify struggling students and to review existing individual education plans (IEP's) for students requiring specialized services, including 504 and limited-English proficient students. We will ensure that the necessary resources are put in place to provide all required services. Central office administrators will oversee the organization of the special education department and will work with school staff to implement Choice Foundation established procedures for identifying and servicing diverse learners.

Our pupil appraisal team consists of certified school psychologists and educational diagnosticians that work with each school to design interventions and conduct educational evaluations. Evaluations are conducted in compliance with the Pupil Appraisal Handbook LA Bulletin 1508 by personnel who are certified and licensed in the state of Louisiana. Special Education programs are provided in compliance with Louisiana's IEP Handbook for Students with Exceptionalities LA Bulletin 1530 and the Regulations for Implementation of the Children with Exceptionalities Act LA Bulletin 1706.

Special Education Services

We work closely with students and families to meet every child's individual needs by providing academic, behavioral, and/or social emotional supports for each individual student. We also provide on-going professional development for our Special Education staff. Choice Foundation central office staff and school leaders work together to recruit highly qualified team members. We strive to retain teachers and staff members by providing on-going professional development aligned with each person's job assignment and needs. Special Education Teachers are expected to address their student's individual education plans goals and areas of strengths and weaknesses while exposing students to grade level content and standards. We strive to maintain an appropriate balance between remediation and acceleration. This is where the collaboration among educators becomes extremely important. Collaboration among leaders and teachers is a cornerstone of our specialized programs. Collaborative environments help educators meet the needs of each child. Choice Foundation utilizes feedback to continuously refine and improve special education programs each year. The following chart provides a snapshot of the Choice Foundation Special Education Program.

Special Education Program Overview	
Choice Foundation Leaders & School Leaders	• Recruit Special Education staff members • Provide on-going training and support • Provide adequate technology resources for program implementation
Special Education Teachers	• Provide instruction to students • Monitor student progress • Identify areas of need & target teaching to identified areas of need • Adjust instruction based on student performance • Develop effective data driven IEP's and Progress Reports
Professional Development & Training	• Use Reflective practices • Provide Professional Learning Cadres for school leaders • Provide Content and program specific professional development • Offer School based professional development • Provide grade level and division meetings

Feedback	• Seek Input and feedback on a regular basis via surveys, observations, meetings, etc. • Conduct Classroom Observations using identified observational rubrics • Monitor student performance and growth • Identify emerging training needs
Collaboration	• Provide Choice Foundation and School Leader collaborative meetings • Identify and share tools and resources • Establish network of supports • Conduct Needs assessment(s) • Conduct on-going Program Evaluation • Implement program improvements based on feedback

Special Education students in Choice Foundation schools are provided with specialized supports and individualized instruction designed to meet their individual needs. Some students require more intensive supports, while others need minimal support. All Choice Foundation schools offer the full range of specialized settings from least restrictive to most restrictive placements. The IEP team makes placement decisions at each IEP meeting and students are educated in classrooms that align with the settings prescribed on their Individual Education Plan's (IEP's). The chart below outlines the placement options along with teacher responsibilities.

Least Restrictive

- **Inclusion**
  - Special Education Teacher co-teaching in General Ed class.
  - Special Education Teacher consulting with General Ed Teacher(s).

- **Resource**
  - Special Education Teacher provides extra classroom support geared towards individual student needs in one or more curriculum areas to small groups and/or individual students.
  - Special Education Teacher works closely with the General Education Teacher(s).

Most Restrictive

- **Self-Contained Classroom**
  - Special Education Teacher plans and implements specially designed instruction in all areas of the curriculum that the student does not receive in the general education setting.
  - Special Education Teacher adapts content and/or delivery of instruction to address the unique needs of the students.

Instructional Programs, Practices, and Strategies

The core curriculum follows the expectations established by LDOE and outlined in the Choice Foundation Academic Pyramid of Instructional Resources and Instructional Planning Guide. Standards based Instruction and other best practices guide the delivery of instruction in all content areas. Assessments are administered according to the Assessment Calendar; results are carefully analyzed and used to address individual student learning needs. Choice Foundation has developed an Instructional Planning Guide (IPG) for teachers and administrators that outlines the curriculum, resources, and instructional framework expected for all of our students. Choice Foundation schools utilize a variety of instructional programs with all students and specialized programs are used with students with disabilities to address academic deficits. The Instructional Planning Guide outlines the academic standards summative assessment resources core instructional resources, Supporting Instructional Resources, and Formative/ Interim Assessments that are utilized within Choice Foundation. The programs and instructional guidelines for Special Education students are outlined on pages 12-16 in the Instructional Planning Guide. We utilize various programs in our schools including: Achieve 3000, Failure Free Reading, i-Ready, and Unique Learning System.

Special Education Instructional Support Program	Progress Monitoring & Assessment
i-Ready- is an adaptive assessment which provides a Diagnostic test which adapts, or adjusts, until it finds exactly the level at which students need to receive instruction.	Fall, Winter & Spring diagnostic Weekly Progress Monitoring
Failure Free Reading- is a reading intervention program that helps students achieve success in reading by increasing their vocabulary, fluency, comprehension, and confidence	Fall & Spring diagnostic Lesson assessments
Unique Learning System- provides access to the general education curriculum by providing differentiated lesson materials, detailed lesson plans, standards alignments, and evidence-based teaching strategies with data-driven results.	Winter & Spring Benchmark Assessment Fall Student Profile Monthly Pre-test checkpoint Monthly Post-test checkpoint
Achieve 3000 - provides differentiated instruction for nonfiction reading and writing that are tailored to each student's Lexile reading level.	Fall & Spring diagnostic Weekly Lesson assessments

At Paul L. Dunbar Charter School, we will provide instructional resources, implementation guidelines, and classroom support to special education teachers to provide positive learning experiences that support high achievement levels for all exceptional students. School and Choice Foundation administrators will observe lessons, monitor student progress, monitor teacher usage of programs, provide verbal and written feedback to teachers, and ensure compliance with instructional expectations. This will be accomplished by meeting with teachers on a regular basis, spending time in classrooms, and providing verbal feedback and written feedback. We work together as a collaborative team to eliminate barriers to student success by providing an effective special education program along with resources to help guarantee successful educational experiences for struggling students.

Plans for Promoting Graduation for Students with Disabilities

Choice Foundation schools educate students up to the eighth grade. We provide high quality instruction for students to promote positive long term outcomes for students. All students must have an Individual Graduation Plan when they leave the eighth grade. If the student takes an alternate assessment, they must have an educational career plan. During each child's eighth grade year, we begin planning with the students to explore career possibilities. In addition, we continue the process by completing the following tasks:

-aligning educational goals with career interests,
-making appropriate secondary decisions,
-identifying academic coursework for the next school year,
-understanding the similarities and differences between diploma pathways, and
-developing an Individual Graduation Plan.

We ensure that each eighth grade student follows the enrollment procedures of the EnrollNOLA system. We also have collaborative relationships with several local high schools that offer specialized programs for students with disabilities. We encourage families to visit schools of interest before completing their high school enrollment applications. To encourage each family to complete high school applications in a timely manner, we send out letters, hold parent events, and make phone calls to parents and guardians. We encourage each family to complete the OneApp enrollment forms as soon as the enrollment window opens. We support students and families through the enrollment process as they select high schools. Choice Foundation schools work hard to ensure that eighth grade students are prepared for high school and beyond by providing high-quality instruction to support students with disabilities, providing specialized supports and related services, and, and preparing students for success now and in the future with coordinated and effective transition planning.

Plan to develop Partnerships and Connect Students with Disabilities and Their Families to Outside Agencies
We have developed many partnerships with local community partners and outside agencies to provide resources and services for students with disabilities. All Choice Foundation schools are staffed with at least one full-time licensed social worker. The school social workers have relationships with various local community resources and mental health agencies. Our school social workers are the first point of contact for referrals to outside agencies and resources. We support collaborative partnerships focused on meeting the needs of the whole child in our schools. Development of school-based collaborative partnerships among families, community members, school personnel, and students enhanced family and community involvement in education and was self-sustaining over time (Rudo, Achacoso, & Perez, 2000). In addition, Choice Foundation has established collaborative partnerships with several local agencies and programs including the Health and Educational Alliance of Louisiana also known as HEAL. HEAL provides preventative health screenings at no cost to students and a health and wellness team model of support. The HEAL team works with the schools to design and monitor a holistic plan of action to ensure that each child is given the support needed to address health, behavioral, and socio-economic barriers to learning. HEAL works with schools to meet the needs of the whole child. We have worked with Louisiana Lighthouse for the Blind for several years to provide Visually Impaired Teachers and Orientation and Mobility specialists for students who are blind and/or visually impaired. We also have partnerships with local specialized schools that provide specialized support and placements for students with more intensive needs. We have established relationships with the Chartwell Center for Students with Autism, ReNew Therapeutic Program, and New Orleans Therapeutic Day Program. We also work with local mental health service providers including the National Child and Family Services (NCFS). NCFS is a community-based nonprofit provider of mental health services. We work with partners like NCFS to provide wraparound services for at-risk students. Choice Foundation schools have established positive working relationships with several local community agencies to meet the needs of students with disabilities and their families.

Plan to Discipline Students with Disabilities in an Equitable and Fair Manner, in Accordance with the IDEA
Choice Foundation utilizes the guidelines outlined in the Choice Foundation Discipline Policy & Procedures for Students with Disabilities document which aligns with OPSB policies. The document provides an overview of procedural safeguards and a worksheet that school leaders can use to determine a change of placement. According to the Choice Foundation Discipline Policy & Procedures for Students with Disabilities document, disciplinary actions give students with disabilities extra legal protections when the discipline constitutes a change in placement. If a student violates the Student Code of Conduct, before consequences or punishment are imposed, the principal/designee must consider whether the student:

- Has an IDEA or Section 504 disability; or
- Is a student who is “thought to have a disability.”

The policy for disciplining students with disabilities is outlined in each school’s parent/student handbook and posted on the school websites. In addition, we refer to the Choice Foundation Special Education Classroom Management & Positive Behavior Supports plan document. This document provides guidance to teachers and school leaders as they work day-to-day to manage classrooms and implement positive behavior interventions and supports for students. School Leaders work closely with Special Education Coordinators to make discipline decisions that align with the discipline policy and procedures for students with disabilities.

English Learner (EL) Plan
Choice Foundation has successfully been providing services to English language learners for the past several years. One of our schools, Esperanza Charter School, has one of the highest percentages of non-English speaking students in the city of New Orleans. In the Choice Foundation English Learner (EL) Handbook, procedures and strategies are clearly outlined for identifying, placing, servicing, assessing, reclassifying, and monitoring English language learners:

Students who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English are considered English Learners, or "ELs[4]."

To identify English learners (ELs), the school provides a Home Language Survey to all parents as part of the registration packet. If a language other than English is listed on the Home Language Survey (HLS), the student is administered an English Language Proficiency screener. Choice Foundation currently uses the IPT Proficiency Test as a screener, and, if needed, a writing sample to determine further proficiency in the domain of writing (grades 3-8 only). The screening process will determine if the student is proficient in English.

1. The Home Language Survey (HLS) is used to identify the student's primary language / possible primary language. Every student must have in his or her cumulative folder a completed Home Language Survey. The parent or guardian must complete the survey at the time of registration.

2. The HLS consists of three questions. If any of the questions indicate a language other than English, a copy of the Survey is given to the EL Coordinator. If the student was enrolled in another school, the office personnel send a request for records to the previous school and includes special request for EL records.

3. The EL Coordinator will arrange for the student to be screened by qualified personnel for possible EL Program placement:
   - If current school year EL documentation exists and can be provided from another school within the state, the student will either qualify for placement in the EL program (no placement test need be administered if records are received within 30 days from the beginning of the school year or within two weeks of enrollment during the school year); or

4. The school will administer a language screener, administered by qualified EL personnel. The language screener consists of an oral language proficiency assessment Choice Foundation uses the IDEA Proficiency Test (IPT) for grades K-2 and the IPT and a writing sample for grades 3-8..

5. A file will be started for the new student that includes copies of the enrollment form, Home Language Survey, and the language screener.

6. Upon completion of the language screener and consideration of a body of evidence, if needed, the student will be classified as limited-English proficient (LEP) or fluent-English proficient (FEP).

7. The parent or guardian will be contacted and informed of the placement results. Two letters are available in *Ellevation* for this purpose: *Notification of Qualifying for EL Status* and *Notification of Not Qualifying for EL Status*. These letters need to be signed by the parent/guardian and returned to the EL Teacher or EL Coordinator to be filed in the student file.

   While waiting for the parental permission, the student should be scheduled for appropriate language service assistance and services should begin immediately.
8. Parents have the right to decline EL services for their child. If this occurs, this must be indicated on the parent letter with parent's signature, and the completed and signed paperwork must be kept in the student's cumulative file as well as the EL file (and updated in *Ellevation*).

   If the parent waives services, the school is still required to:

[4] The term "English learner" reflects the verbiage in the ESSA, signed in December 2015. ELs are also referred to using the terms "limited-English proficient" and "English-language learner" and their respective acronyms, "LEP" and "ELL."

- Provide necessary supports to ensure the curriculum is accessible to the student;
- Administer the ELDA until the student achieves state exit criteria; and
- Provide the same eligible accommodations that are available to their EL peers.

9. Student will be appropriately placed to receive maximum educational benefit:
   - If FEP, student will be placed in general education classes and his/her academic progress will be monitored.
   - If LEP, a decision will be made by the EL department regarding the appropriate placement and instructional plan for the student. Body of evidence to be examined is previous school records, placement test results, teacher input, parent input, writing samples, and current school tests (MAP, LEAP, etc.)

10. Each year, all EL students will be administered the state-required test, ELPT, as well as the LEAP assessment. The results will be analyzed for each student and, based on the student scores and other evidence (classroom assessments, grades, observations, student work, teacher recommendation, etc.) placement and services for students will be determined for the following school year.

11. If a student meets the criteria, he or she will be reclassified as Fluent English Proficient (FEP, sometimes referred to as R-FEP) and will be exited from the EL program. The school will notify parents by sending home the Notification of English Language Program Exit letter.

12. Students who are reclassified will be monitored at least two times a year for a period of two years. Documentation will be completed as evidence of monitoring in November/December and in April/May.

13. All communication sent home to parents must be provided in the home language. *Ellevation* contains all parent communication letters for EL students in English as well as 27 different languages. For other communications (fieldtrips, newsletters, important school announcements, etc.), bilingual staff are available at each school to ensure parents are informed and able to participate in their child's education.

This program model will be replicated at the Paul L. Dunbar site. The Systems Accountability Officer will work with school administration to set up the program and obtain the necessary resources and materials.

Staffing for EL Services
Included in the Dunbar teacher recruitment plan is the intent to hire teachers trained in educating diverse learners, including students whose primary language is other than English. The EL teacher will collaborate with other EL teachers in Choice Foundation and will oversee the education of the EL students at Paul L. Dunbar.

Professional Development for Educating EL Students
All teachers, administrators, and staff at Paul L. Dunbar will participate in professional development to become effective in teaching English learners. At the beginning of the school year, the Systems Accountability Officer will facilitate a session on understanding the standards for English learners and their connection to the general education standards in ELA, science, math, and social studies. Subsequent professional development sessions will address equity in the classroom – scaffolding, differentiating, and delivering instruction that ensures success of each learner.

Instruction and Assessment of English Learners:
All English learners are in general education classes with their peers and receive English language instruction and support with the goal to participate fully in the mainstream class with their peers. Depending on the needs of the student, the English learner receives services from the EL teacher either through pull-

out small group instruction, push-in classroom support, or collaborative planning with the general education classroom teacher.

EL teachers use the Louisiana Connectors for English Learners and co-plan lessons with the general education teachers. The Connectors align fully with the State Standards, addressing literacy across multiple subjects.

Regular education Tier 1 materials are used for EL students. Teachers scaffold instruction and modify lessons so students can demonstrate mastery of objectives at their language level. Additional foundational English language support is provided as needed using the Carousel of IDEAS language development kit.

All EL students participate in ELPT summative testing each year. Teachers use the results of this summative assessment to determine placement and servicing needs for each student for the following school year.

Gifted /Talented Program
Choice Foundation uses the following universal screening for gifted children:

- 95th percentile or above on MAP and/or other normed assessments
- All A's and B's on report card (mostly A's)
- Working above grade level per assessment i.e. (MAP, Achieve 3000, etc.)

Characteristics of a gifted child may include:

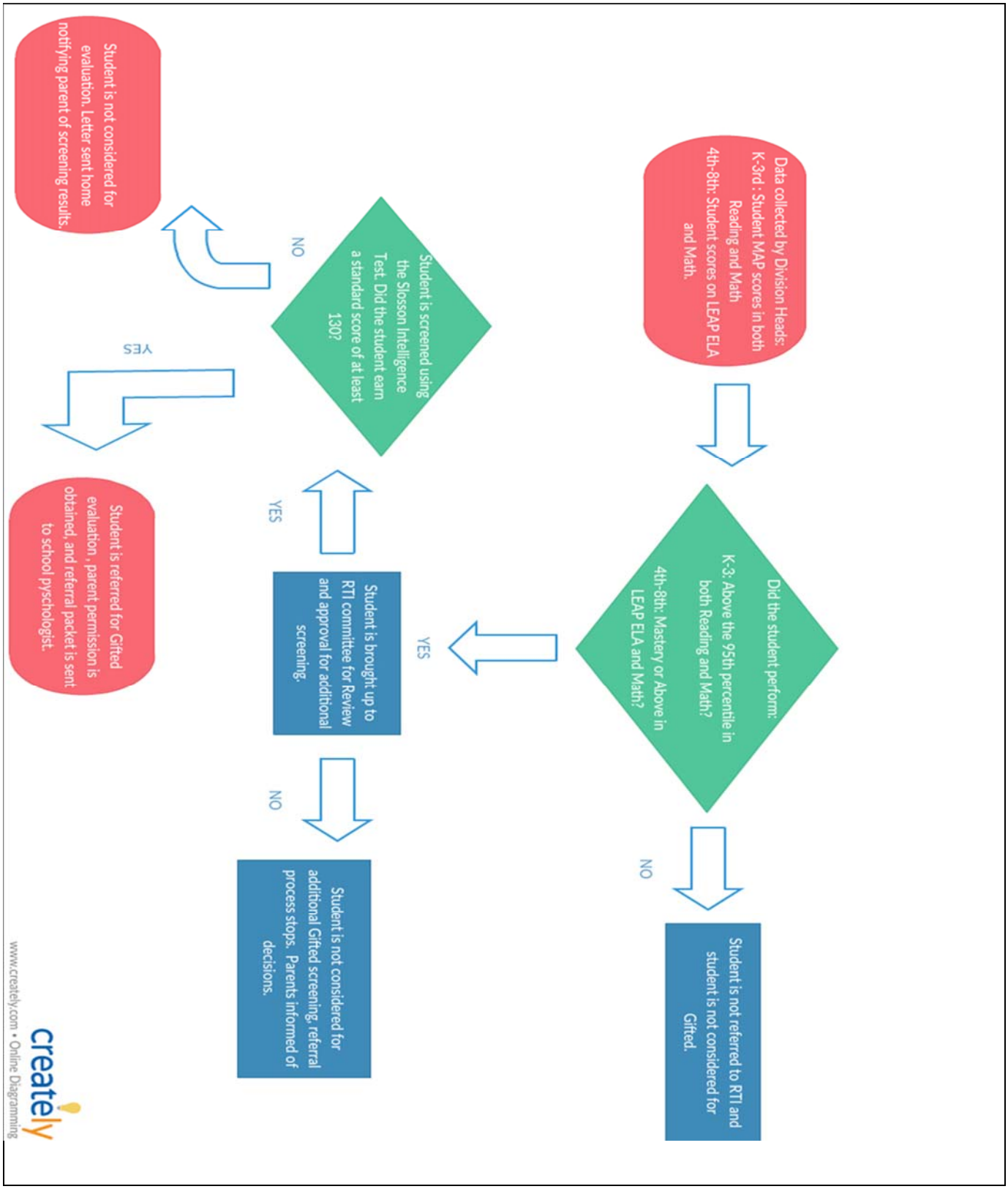
- Thoughtfully interrelating complex knowledge from multiple subject areas
- Having exceptional insight to themes and generalizations
- Demonstrating sophistication in learning and applying new information to tasks
- Asking provocative questions which probe and analyze problems
- Giving diverse, thought-provoking responses which lead to innovative solutions
- Insightfully evaluating information and ideas
- Creating products that synthesize ideas from a variety of challenging sources
- Initiating and going beyond required assignments

Screening for Talented: (Visual Arts, Music, or Theater)
When a student is identified by a classroom teacher, parent, or other school staff member as having artistic needs which are not being met in the regular class in which the student is enrolled, the student is referred to the RTI team. The teacher will receive and complete the appropriate screening instrument (Visual Arts, Music, or Theater).
To warrant an evaluation, student must score in the range of:

- 33-35 on the visual arts screening instrument
- 33-35 on the music instrument
- 48-50 on the theater screening instrument

Each item receiving a score of 4 or above on the rating scale must be documented with examples, or samples of the student's work, whichever is more appropriate.

The following flow chart illustrates our screening process for gifted services.


Data collected by Division Heads: K-3rd : Student MAP scores in both Reading and Math 4th-8th: Student scores on LEAP ELA and Math.
Did the student perform: K-3: Above the 95th percentile in both Reading and Math? 4th-8th: Mastery or Above in LEAP ELA and Math?
NO
Student is not referred to RTI and student is not considered for Gifted.
YES
Student is brought up to RTI committee for Review and approval for additional screening.
NO
Student is not considered for additional Gifted screening, referral process stops. Parents informed of decisions.
YES
Student is screened using the Slosson Intelligence Test. Did the student earn a standard score of at least 130?
NO
Student is not considered for evaluation. Letter sent home notifying parent of screening results.
YES
Student is referred for Gifted evaluation , parent permission is obtained, and referral packet is sent to school pyschologist.
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We offer a Gifted and Talented program in all Choice Foundation schools. Each year we work to identify students in our school who may qualify for the Gifted and Talented program via teacher nomination, parent reports, and/or student self-nominations. Gifted and Talented students receive educational support by a contracted service provider who is certified in the state of Louisiana to provide the specified services in accordance with each child's IEP. We currently have part-time contracted teachers in the following areas: Gifted, Talented Art, Talented Music, and Talented Drama. Several of our Talented students have been accepted to the New Orleans Center for Creative Arts, also known as NOCCA. NOCCA is a regional, pre-professional arts training center located in New Orleans that offers students intensive instruction in various areas including: culinary arts, dance, media arts, music, theatre arts, visual arts, and creative writing. Students have to audition for admission to NOCCA because the school demands academic excellence among students.

Choice Foundation's Gifted and Talented programs strive to provide rigorous and supportive learning opportunities to meet each child's unique learning needs. For gifted students, we also utilize our instructional resources to provide additional enrichment for students. In addition to the direct instruction provided by the gifted teacher, gifted students can receive Achieve 3000 enrichment provided by the classroom teacher(s) responsible for implementing Achieve 3000. Achieve enrichment supports advanced learners with differentiated materials and extension opportunities to broaden content-area concepts and vocabulary as well as emphasizes problem-solving and higher order thinking.

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.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not Applicable

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.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Board Development and Expansion
The Choice Foundation Board consists of 17 persons of differing occupations and expertise. It meets monthly, ten meetings a year which rotate through the various school buildings. It is an oversight and policy board. The Board's Governance Committee identifies prospective Board members based on their community service and skill set. After a satisfactory interview process, the Governance Committee nominates an individual for Board membership, and the full Board votes to elect. All current Board members were selected by this process, and the Board intends to continue to use this process to select new members.

The Board's bylaws require a minimum of 7 members, and currently the Board has 16. Nevertheless, the Governance Committee continuously receives and reviews recommendations for new members from stakeholders, with an eye toward ensuring a diversity of backgrounds and expertise.

Increasing Board Capacity
New Board members receive an orientation to the Choice Foundation that includes meetings with the Board President and the Executive Director and tours of the Choice Foundation's school buildings. Each Board member is provided a copy of the Board handbook, which is updated annually. This handbook includes:

- Choice Foundation Board of Directors Roster
- Directors
- Committees
- Contact Information
- Choice Foundation Bylaws
- Accountability
- Accountability FAQ
- LDOE Charter Board Compact
- LDOE Charter School Performance Compact
- Louisiana Laws Governing Charter School Boards
- Code of Governmental Ethics FAQ
- Open Meetings Act FAQ
- Public Records Law FAQ
- Government Budget Act FAQ
- Public Bid Law FAQ
- Orleans Parish School Board
- Board Members
- Act 91 FAQ
- 2017 Survey
- BESE Members

Partnerships with Stakeholders
Choice works to cultivate relationships with community leaders and groups in the neighborhoods it serves. For example, with respect to the Dunbar school, Choice attended many meetings of various community groups in the Hollygrove area to listen to the concerns expressed there. As a result of the cultivation of these community groups, Choice has enjoyed the support of these groups and they have consistently rallied when it appeared that the Dunbar site might be assigned to a different operator. In addition, Choice has a long-established practice of providing information and advice to other CMOs and authorizing organizations. In particular, Choice has provided considerable mentoring regarding the practices it employs to serve its substantial English Learner population.

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.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Organizational Chart and Job Descriptions
The organizational chart and job descriptions have not changed since the submission of Part 1. Please see **Attachment 3** (Organization Chart) and **Attachment 4** (Job Descriptions).

Teacher Expectations
Teachers in Choice Foundation are expected to be professionals who are dedicated to children, knowledgeable in their content area, and demonstrate a love of learning. At the beginning of each year, all staff participate in orientation sessions at their school. These sessions, presented by school and central office administrators, provide specific information and clearly explain expectations of teachers. Central office staff provides each teacher and administrator with a copy of the Compass rubric, the tool used for their evaluation. The rubric is reviewed and the evaluation process is explained. After teachers receive results of the beginning of year student assessments, administration works with teachers to set student learning targets aligned with the school's goals. Further discussion and clarification takes place between Division Heads and their teachers throughout the year as data are reviewed, student learning targets are determined, and student achievement is monitored. Feedback is given to teachers on a regular basis, both in written and verbal format, for the purpose of honing their skills as instructional specialists. If a teacher is struggling, a plan for intervention and additional support is created for that teacher, with assistance from administration and central office personnel as needed.

In addition to the Compass observation and feedback cycle, Choice Foundation provides each instructional staff member with a copy of the Choice Foundation "Anti-Drift" document. This document, titled Choice-i-fication outlines knowledge and proficiency expectations for all Choice Foundation instructional staff.

Strategies for retaining high quality teachers, ensuring a stable teaching force, and pathways to leadership for qualified staff members:
Louisiana is experiencing a teacher shortage, especially in urban schools and in specialized areas such as math, English as a second language, and special education. We employ several recruitment resources and strategies to hire the most qualified staff members. In order to create and sustain a stable teaching force for our students, Dunbar administration will establish clear and open lines of communication, provide ongoing training and support for all staff, and create a collaborative environment where everyone is working together to provide students with the academic tools and social opportunities needed to meet their goals.

We believe in setting clear expectations, providing support, and creating pathways for learning and leadership among teachers. As teachers become skillful and gain experience, the most skillful are encouraged to lead study groups within their grade and division to share their expertise with others. Choice Foundation encourages teachers to apply to become State Teacher Leaders and currently has an ELA Teacher Leader and Science Teacher Leader

trained and participating in state training and curriculum development. Teachers in all schools are designated as leaders, working closely with administrators to gain a broader perspective of school leadership. The central office provides monthly leadership trainings for current and prospective school leaders. As leadership positions become available, qualified staff members are able to apply for positions within the school as a Division Head/program coordinator/assistant Head of School/Head of School or at the Central Office working with curriculum, instructional support, and assessment.

Salary Ranges and Employee Benefits
Choice Foundation's site-based positions starting salaries are based on the candidate's education, experience, track-record, leadership and past performance. The following chart outlines the starting salaries for all site-based positions within the Foundation:

Function	Position	Starting Salary
Administrative		
	Division Heads	$ 60,000
	Office Staff	$ 25,000
	Ops Manager	$ 36,000
	Principal/Assistant Principal	$ 80,000
Instructional		
	Classroom Teachers	$ 40,000
	Interventionists	$ 35,000
	Para-Professionals	$ 25,000
Special Ed		
	SPED Coordinator	$ 50,000
	SPED Instructors	$ 40,000
Support		
	Crossing Guard	$ 10,000
	IT Coordinators	$ 25,000
	Maintenance/Janitorial	$ 19,000
	Nurse	$ 50,000
	Security Personnel	$ 30,000
	Social Workers	$ 45,000

The Foundation's employee fringe benefits include:

- FICA (Social Security and Medicare) – 7.65% of Gross Salary
- 401K – Up to 5% of Gross Salary
- Health, Dental and Vision Insurance – Approximately $4,000 per FTE

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.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Head of School

For the past ten years Mrs. Darlene Charlot has worked in an urban school setting with Choice Foundation. Seven of those ten years encompassed working in a leadership capacity. During her tenure with Choice Foundation, she has worked as a Division Head, Assistant Head of School, and Head of School. Mrs. Charlot fostered the development of teachers and the students assigned to her leadership.

After working as a Lead Teacher for four years at Lafayette Academy Charter School, it was clear that Mrs. Charlot possessed the knowledge base in content and in instructional practice as well as the drive to develop a division of the school. Because of those traits, Mrs. Charlot was promoted to the role of Division Head in 2011. In that position, she supervised over 200 fifth and sixth grade students and the team of teachers and instructional support staff in those two grades.

At that time, the focus was to improve student performance on state assessments, address deficiencies in reading and mathematics, and to encourage the process of learning for students in classroom environments that were both structured and warm and inviting. As the Fifth and Sixth Grade Division Head at Lafayette Academy, Mrs. Charlot was responsible for meeting the professional growth and development of teachers as well as addressing the cultural development and academic needs of students. She worked with a team of teachers to enhance instructional practices that reflected effective teaching strategies, student achievement, and positive student-teacher, teacher-teacher, and teacher-parent relationships.

In this leadership role, Mrs. Charlot created and provided ongoing a long list of services: professional development sessions for teachers to develop effective instructional strategies; developed plans for co-teachers including duties and instructional practices to achieve classroom environments that are conductive to learning; individualized instructional coaching and mentoring of teaching staff; teacher observations and formal evaluations; disaggregated data to identify grade-level and division needs; managed a team of teachers by planning and conducting grade-level and division meetings; created class schedules; developed daily duty schedules; organized field trip events for the division; instituted Saturday school for tutorial purposes; led grade-level community meetings to cultivate a positive

culture among students and to encourage them to be successful academically; initiated student test-talks meetings which allowed students to discuss their individual academic performance; and executed a variety of administrative duties including creating division reports and interviewing potential teacher candidates.

As a member of the school leadership team at Lafayette Academy, the school performance score has shown growth over time. At the conclusion of the 2011-2012 school year, Lafayette Academy's baseline school performance score was 93.4 with a growth performance actual score of 97.9 which represented gains from the 2010-2011 baseline school performance score of 88.5. When you evaluate the components of Lafayette Academy's school performance score over time, the teachers and students under Mrs. Charlot's leadership performed very well. Mrs. Charlot attributes this success to thoughtful and reflective long term planning and changes that she made to improve her division.

In 2014, Mrs. Charlot was promoted from Division Head to the role of Assistant Head of School for School Culture at Lafayette Academy which expanded the level of duties to supervise a staff of over one hundred individuals and over nine hundred fifty students. Mrs. Charlot assisted in supervising and supporting the school faculty and students both academically and culturally with an emphasis to increase student growth in both areas. Mrs. Charlot's plan included a structured school culture which included the development and implementation of a school-wide discipline system, including a strong Positive Behavior Interventions and Supports program which invested all stakeholders – teachers, parents, students and the school community. Mrs. Charlot was always looking for new and innovative ways to expand external community partnerships, build positive working relationships, and to meet the needs of students and families. Mrs. Charlot's responsibilities grew over time as she handled other leadership and administrative duties. For example, she re-wrote the student handbook and created a family guide for parents to reference to during orientation sessions and throughout the school year. She also worked with school leaders to create an aftercare program to meet the needs of working parents.

Highlights of Mrs. Charlot's tenure as Assistant Head of School include: creating opportunities for family engagement and school connections which included informational sessions such as Tuesday Morning Coffee Chats and various cultural events such as Fall Fest and Grandparent Day celebrations. She also organized and planned the school's quarterly and yearly awards ceremonies with great success. She organized partnerships with external entities to bring in extra student support programs which included: student mentorships, reading support, and art exploration to develop students' talents and interests. Mrs. Charlot created a school-wide discipline procedure that detailed consequences and rewards for students across grade-levels. In the effort to have teachers buy into the system, she presented a series of professional development sessions that focused on building positive relationships, classroom management, and effective discipline practices, followed by the formulation of staff committees that supported the discipline plan.

Mrs. Charlot worked with the school social workers to strengthen the school's Positive Behavior Intervention and Supports (PBIS) program by instituting student behavior tracking and monitoring with consistent practices. She scheduled grade-level community meeting forums to keep students and staff members alert about our goals, to build cohesiveness, and to provide opportunities to celebrate students that demonstrated the standard of excellence. Mrs. Charlot scheduled and conducted parent disciplinary conferences to create working relationships between the teacher, parent, student, and the school where a plan of improvement could be established with input from all stakeholders. She created a student reflection document which allowed a referred student to reflect and show ownership of their behavioral choices and to devise a plan to improve. While creating a process for staff members to follow as it related to discipline, Mrs. Charlot also created a safe-haven for students to voice their concerns and to discuss their ideas for school improvement. She continuously worked with Division Heads and other staff members by offering support and strategies to implement best practices by conducting classroom observations and evaluations. In 2014, Lafayette Academy's school performance score under a new scale was 81.7 and in 2015 the SPS increased to 89.6. Most recently, in the 2016 school year, the school received an 80.8 SPS.

In Mrs. Charlot's most recent role as Head of School, she was responsible for all school duties related to school leadership including the supervision of faculty and staff and over five hundred students. As she entered this new position in the middle of the school year, Mrs. Charlot realized that it was necessary to revamp the school's culture

and to build collaborative relationships among staff members. Mrs. Charlot shifted staff members to appropriate positions when deemed necessary to match the school's needs with the skills of each staff member. She held administrative and faculty meetings to address school-wide expectations and the needs of both teachers and students. She also coordinated school programs and an after school reading program, Reading is a Hoot! to address deficiencies in reading. Mrs. Charlot worked closely with the administrative team to make academic decisions and to continue the growth of school and community relationships. Mrs. Charlot ensured that the school was in compliance with all applicable governmental laws and regulations while supporting a safe and friendly environment for all students and staff members, being attentive to measurable and meaningful goals, and building student success.

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 standards[5] 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.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Safety and Security Plan
Choice Foundation maintains a Safety Plan for each school site. The Safety Plan is outlined in the Choice Foundation Employee Handbook. The Foundation's Security Team consists of an Associate Director of Finance and Operations, a Security Manager, and at least two full-time Security Guards at each school site. The Security Team ensures:

- Safety and security of all students, parents, faculty, staff and visitors.
- School property is free from damage and potential theft.

The Employee Handbook outlines procedures for fire drills, shelter-in-place drills, hurricane and other inclement weather, medical emergencies, student incident and/or accidents, visitor incidents and/or accidents, and missing students. The Facility and Security Teams work directly with the Heads of School to ensure all occupancy, fire codes, safety codes and ADA standards are adhered to.

As part of the Foundation's month-end closeout procedures for all operational staff, site-based Information Technology personnel perform monthly inventories of all school-purchased property including furniture, fixtures, and equipment. All items, regardless of funding source, are tagged with a scannable property tag.

[5] OPSB Facilities policies are located in OPSB Policy HD (Charter School Facilities Management)

Facility Plan
The proposed Choice Foundation School will remain in the existing facility located at 9330 Forshey Street with an initial first-year projected enrollment of 425 students. The facility will house students in grades K to 8.

The facility located at 9330 Forshey Street meets all programmatic requirements including 20 direct instruction classrooms, 10 specialty classrooms, and 7 small rooms allocated for literacy and numeracy interventions. The facility will also accommodate administrative offices, cafeteria, gym, and teacher and parent meeting areas. The facility will be compliant with the American with Disabilities Act.

Choice Foundation's Facility Team consists of an Associate Director of Finance and Operations, a Maintenance Manager, a Facility Coordinator, a site-based Operations Manager and a site-based Maintenance Porter. The Facility Team ensures:

- Efficient and safe facility operations,
- Longevity of equipment and buildings,
- Facility-related costs are controlled,
- Immediate responses to facility emergencies,
- All maintenance and inspection requirements of the facility owner and authorizer are met in a timely fashion,
- All contractual (OPSB), local and state requirements are up to date as it relates to safety codes and occupancy regulations.

The Maintenance Manager and Facility Coordinator perform monthly floor-to-ceiling inspections of all classrooms, restrooms, common areas, offices and other areas of the facility. Non-emergency facility issues are reported to the Facility Team via the Foundation's work order system, Work Trakker. Preventative maintenance is addressed with either in-house Facility Team members or licensed contractors addressing the issues. The Facility Team has a combined 50+ years' experience overseeing large commercial facilities and they work closely with the Heads of School to ensure the facilities are meeting the programmatic needs.

Financial Readiness

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

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Approach to Budgeting and Budget Transparency

The Foundation's Budgeting procedures are outlined in its Best Practice for Budget Development. The Director of Finance & Operations (DFO), Executive Director (ED), Heads of School (HOSs), Board's Finance Committee and full Board of Trustees all play a role in the Budgeting process for the Foundation.

Budget Development Process
The DFO, ED and HOSs typically start the budgeting process for the upcoming fiscal year in February of the preceding year. The initial step of the budget development process is to analyze the projected variances in revenue and expenditures compared to the previous fiscal year. Once those variances have been analyzed, the DFO, ED and the HOSs work together to develop a preliminary budget that will meet the schools' academic goals for the upcoming school/fiscal year. The Finance Committee is kept abreast throughout the budget development process. Several drafts of the preliminary budget are developed and eventually results in a draft budget to be submitted to the Finance Committee for review.

The DFO, ED and HOSs also work together to ensure no 1-year operating budget deficits. In years where revenues are projected to decrease, the DFO, ED and SHs work together to reduce operating costs to ensure school and organizational solvency. The Board's Finance Committee works closely with the ED and DFO to review and approve proposed costs reductions in cases where revenues are projected to decrease.

Finance Committee Review
The DFO and Executive Director typically submit a draft budget to the Finance Committee in April of the preceding year. The timing of this submittal is directly related to the schools' projected enrollment which drives most of the schools' revenue streams.

The Finance Committee reviews the budget to ensure it is in line with the Board's goals for the school. The DFO and Executive Director address questions from the Finance Committee and make modifications to the budget as needed. Once all questions are addressed, the Finance Committee approves the draft budget for submission to the full Board for approval. The Finance Committee ensures that no deficit budgets are presented to nor approved by the Full Board.

Budget Approval
The Foundation will ensure transparency throughout the budget process by following all applicable laws and statutes as it relates to allowing for public comment and input prior to board approval of the budget. The proposed

budgets will be available for public review at all school sites and the Foundation's central office prior to approval by the Board.

The Treasurer typically presents the proposed budget to the full Board for approval at the May board meeting. The full board reviews the draft budget to ensure it is in line with its goals for the school. The DFO, Executive Director and Finance Committee address questions from the full Board. There is also time allotted for public questions and comments.

If no modifications are required, the board typically votes to approve the proposed budget at the June Board meeting. If modifications are required, the DFO and ED will make the modifications, and the Finance Committee Review process and Board Approval Process must the repeated until the board approves the budget.

Once approved, the budget will be sent to LDOE and OPSB. Additionally, the approved budget will be available at all school sites and the central office.

Budget Review and Analysis
Prior to each monthly board meeting, the DFO presents the monthly financial statements to the HOSs and the Finance Committee. The DFO provides detailed explanations for all significant budget variances on the Income Statement. The DFO addresses questions from the Finance Committee.

Mid-Year Budget Revisions
If material and significant budget variances develop during the fiscal year, the DFO may recommend a proposed mid-year budget revision. Any mid-year budget revisions require review and approval of the Finance Committee and Full Board of Trustees. Public comment is also received on any proposed mid-year budget revisions.

Budget Contingency Plan
The ED, DFO and the Board's Finance Committee (BFC) are responsible for ensuring organizational solvency, school site solvency and long-term sustainability. The contingency plan consists of the following components:

- Budget Development Process;
- Finance Committee Oversight;
- Board Budget Review/Approval;
- Budget Review & Analysis;
- Periodic Budget Revisions; and
- Budget Crisis Plan.

In the event the school is faced with a budget shortfall, the ED, DFO and the BFC will meet to develop a budget shortfall and action plan. If the shortfall is projected to be significant, a budget crisis plan may be implemented to ensure the integrity of educational programs remain intact. Budget crisis steps may include:

- Use of Choice Foundation reserves;
- Delay or deferment of large capital purchases; or
- Reduction in non-essential expenditures

Accounting and Control systems
Choice Foundation's Board of Trustees includes several finance professionals and community leaders whom are on the Board's Finance Committee and Audit Committees. The Finance Committee meets monthly prior to any monthly meetings of the full board. During the monthly meetings the DFO presents the following financial reports to the Finance Committee for review and approval:

- Year-to-Date Budget-to-Actual Income Statement
- Year-to Date Balance Sheet

- Year-to Date Statement of Cash Flows
- Year-to Date Liquidity Analysis
- Year to Date Analysis of Cumulative Fund Balance
- Financial Statement Notes

The Finance Committee reviews financial reports, asking for additional information as needed to fully understand the Foundation's financial position and questions any procedures or items on the financial statements. The finance committee presents the above-referenced reports to the Board of Trustees on a monthly basis.

The Board of Trustees reviews the monthly financial statements, the annual budget, the annual financial audit and any monthly purchases in excess of $14,999.

Choice Foundation uses both school-based and Central Office personnel to perform financial and accounting functions for its school sites. The school-based Head of School and Operations Manager initiate purchases at the school level. The Head of School gives programmatic approval for all purchases at the school-level. The Operations Manager then submits the proposed purchase to the Director of Finance and Operations (DFO) for budgetary approval. Once approved, the Operations Manager proceeds with the purchase. All vendor invoices are processed in the accounting system (Blackbaud) at the school-level by the Operations Manager. Once in the system, the Accounts Payable Manager (at the Central Office Level) reviews the invoices for appropriate approvals and documentation. The Accounts Payable Manager prints checks on a weekly basis for signature by the DFO, ED and the Board Chairperson or Board Treasurer. All checks less than $15,000 require at least 2 signatures - either the DFO, ED, Board Chairperson or Board Treasurer. Any checks greater than $14,999 must be signed by at least one board member (Chairperson or Treasurer).

The Choice Foundation Business Office serves as the Foundation's finance department. The Business Office Leadership Team includes the DFO and three Associate DFOs. The DFO provides oversight of all things finance and operational. The DFO in partnership with the three Associate DFOs are responsible for financial strategy, budget management, financial reporting, and audit preparation.

James Fulton, Choice Foundation's DFO, offers 22 years of finance, accounting, taxation, operations, nonprofit and business consulting experience. Mr. Fulton holds an undergraduate degree in accounting and a master's in business administration. He has been with Choice Foundation as DFO since July 2007. Prior to joining Choice Foundation, he served as CFO, COO and Financial Manager for several organizations including University of New Orleans, Louisiana Technical College, Second Harvest Food Bank and Adams and Reese Law Firm. See Mr. Fulton's resume attached.

The Foundation contracts with ADP to manage its payroll functions.

The Foundation uses Blackbaud as its computerized accounting system. Blackaud has the ability to produce financial statements and has a fund accounting function that are in line with the Louisiana Accounting and Uniform Governmental Handbook.

Annual Audit Procedures and Audit Transparency
The Choice Foundation Business Office staff follows procedures outlined in the Foundation's Audit Compliance Best Practice. As part of the Foundation's month-end closeout procedures, the Business Office Staff perform many audit and compliance related procedures to ensure compliance on an ongoing basis.

The Foundation contracts with a certified public accounting firm, Laporte CPAs and Business Advisors, to perform its annual financial audit. The board's Audit Committee provides oversight of the annual financial audit, and the CPA firm reports directly to the Audit Committee. The CPA firm was selected by the board through a competitive bid process. The Board of Trustees, Finance Committee and Audit Committee have ensured a culture of proper financial controls and reporting with 10 consecutive years of clean annual financial audits with no findings.

The Annual Audit and Annual Financial Report (AFR) is sent to LDOE and OPSB in advance of the stated deadlines. Once the annual audit is finalized and approved by the Audit Committee, the contracted CPA firm presents the audit report to the full board for board review, public comment and board approval. The audit reports are available for download on the Choice Foundation web site and on all Choice Foundation school web sites.

Process for Awarding Contracts
The Choice Foundation Business Office serves the Foundation's schools and community by ensuring procurement and purchasing is conducted in a legal, fair, and efficient manner. All procurement procedures are outlined in the Foundation's Procurement Best Practices document.

The Purchasing Team strives to ensure a fair, competitive bidding environment for all vendors, while also ensuring that vendors have performed well in their contractual duties to the Foundation and other related parties. Vendor contracts are awarded through a competitive Request For Proposal Process. No vendor contract shall be more than 12-months. A committee consisting of the Heads of School, Director of Finance & Operations, Associate Director of Finance & Operations and the Controller will review all proposals based on the following criteria:

- Cost
- Quality of Service
- Management
- Historical Financial Performance
- Past Work Performed
- Community Involvement

Disadvantaged Business Enterprises are encouraged to respond to request for proposals.

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?
    c. What steps will be taken to maintain accurate records regarding assets purchased in whole or in part with governmental funds?
(3) Who is responsible for the annual audit? To whom (or what entity) will the audit be submitted?
(4) Termination: What recourse does the governing board have if there is a breach of the ESP agreement?
    a. Under what circumstances/terms can the agreement be terminated, and by which parties? How much time is required?
    b. What financial penalties or consequences are incurred?

c. How will the security of student information (data) be maintained, and which records will be transferred to the governing board? How will the ESP comply with the provisions of R.S. 17:3913 and R.S. 17:3914 with respect to maintaining the privacy of personally-identifiable student information?

(5) How will public assets (those purchased in whole or in part with governmental funds) be transferred to the nonprofit governing board? Who will employ the school's instructional staff

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not Applicable

Attachments

(1) Attachment 23: Financial Plan and Budget
(2) Attachment 24: Budget Narrative
(3) Attachment 25: (If applicable) ESP Contract
(4) Attachment 26: 9If applicable) ESP Audit

Experienced Operator Addendum

Experienced operators, as well as any new start or Type 3 conversion applicants with more than one full year in school leadership[6]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.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Past School Performance

All of the schools that Choice Foundation has taken over have been given to us as failing schools with the expectation to turn them into successful models. Our organization takes on schools with high poverty, high percentages of special needs students, and high population of immigrant and non-English speaking students. As you can see from the data provided, in spite of the high percentages of students that are considered "at-risk," Lafayette Academy and Esperanza Charter School are no longer failing schools and have received consistent grades of C and B.

In 2012, Choice Foundation agreed to take over McDonogh #42, a failing school in the Treme neighborhood. In one of the highest crime areas in the city of New Orleans, Choice Foundation worked to maintain safety of student, eradicate drugs from the school, identify a capable leadership team, and recruit and train qualified teachers during the first year of takeover. During the second year, McDonogh #42 was renovated by the Recover School District, and the school was displaced to a set of old modular trailers in a warehouse section of east New Orleans. During the time that McDonogh #42 was in modular trailers, even though the facility was substandard, the administration and staff worked hard and the school performance began to show an upward trend. After two years, the school returned to its original location, but by this time had lost 2/3 of its original student body. Staff turnover was also a challenge. The Head of School suddenly left mid-year, and so did a significant number of teachers from the testing grades.

In the final year of the charter contract, new administration was put in place and twenty new teachers were hired. Unfortunately, the forward momentum that had started during the previous two years was stalled. Even as central office staff focused its resources, time, and effort into maintaining the school, performance dropped and the charter contract was not renewed.

There are no audit findings for the Foundation or any schools that we operate. Pending litigation documentation is included in **Attachment EO-11**.

[6] 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)

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.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Growth Plan

Student Population

Almost all open enrollment charter schools in New Orleans share similar demographic characteristics. Using current figures, more than 95 percent of students in these schools qualify for free or reduced lunch and over 90 percent are African American. The target population for Paul L. Dunbar Charter School is the students of the community, typically minority, economically disadvantaged students with inconsistent and/or inadequate educational backgrounds. Choice Foundation participates in the citywide OneApp process; therefore, Paul L. Dunbar Charter School will be an open enrollment charter school.

As an open-enrollment charter organization, recognizing that we will more than likely take on students from failing schools, we anticipate the needs of our students to be similar to the population we currently serve:

- Greater than 95% poverty
- Social/emotional needs
- Special learning needs qualifying students for special education services
- English-language learners
- Lacking in early learning opportunity (birth to 5 years)
- Unmet physical health needs (dental, vision, medical)
- Gaps in learning
- Transiency and homelessness

Our aim is to contribute to the growing number of open-admissions schools in New Orleans that are providing an outstanding education to students regardless of socio-economic status and prior academic preparation.

We continue to recruit students of diverse backgrounds and whose race, gender, family income level, and special needs represent the population of Orleans Parish. We anticipate the makeup of the student population at Dunbar Charter School to be not unlike that of our other charter schools and similar open enrollment charter schools within Orleans Parish. The chart below provides demographic information for Choice Foundation's current schools, Lafayette Academy and Esperanza Charter, as well as for other charters within a five mile radius of the Hollygrove community.

New Orleans Charter School	Enrollment	% Poverty	% Black	% White	% Hispanic	% Asian	% ELL	% Sped	% LEAP Mastery*	2017 SPS
Lafayette Academy	1001	100	94	1	4	0	2	13	25	70.8
Esperanza Charter	517	100	40	1	59	0	35	14	23	68.3
Akili Academy	557	100	98	1	1	0	1	17	18	70
Arise Academy	486	100	98	1	<1	0	1	15	12	45.9
James Singleton	410	99	97	0	3	0	0	13	20	75.4
Edgar Harney	450	97	92	1	7	0	6	17	18	73.3

* 2017 % mastery of ELA, math, and science combined

In examining 2017 ELA and Math scores for Choice Foundation middle school students, we identified significant learning gaps among the subgroups of English learners, special education, and regular education students:

2017 LEAP – ELA Scale Scores Grades 6-8	
Subgroup	**Average Scale Score**
Regular Ed	740
Special Ed	705
English Learners	703

2017 LEAP Math – Scale Scores Grades 6-8	
Subgroup	**Average Scale Score**
Regular Ed	724
Special Ed	707
English Learners	696

We expect our students at Paul L. Dunbar School to have a similar achievement pattern. Reducing the learning gap among these subgroup populations is one of the expected outcomes of our school.

Growth Plan
Choice Foundation does not plan to open any other schools in the next five years. However, we remain flexible—as we always have—to respond to the needs of the city and the requests of OPSB and the state.

Approved or Pending Charters
Choice Foundation does not have any approved or pending charters (not yet in operation) in any jurisdiction.

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. 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.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Steps Taken to Scale Our Model
Since 2007, Choice Foundation has been developing, expanding and improving its operational, academic and financial processes. The Foundation has provided oversight for multiple school sites for almost a decade. The experiences of the past have allowed us to understand and develop priorities and strategies for future scale efforts. The Choice Foundation Leadership Team and the Board of Trustees will be taking several steps to scale our model in the future.

Choice Foundation believes that the most significant factor in any scaling strategy is the provision of leadership. We also believe that developing our internal talent and promoting from within our organization is the best way to assure that any schools/programs are developed in a manner that assures healthy growth. So, we will continue to develop our leadership pipeline consisting of experienced and proven educational leaders. We continuously observe our staff for leadership potential, and we offer leadership opportunities upon observing that potential. In fact, the proposed leader of Paul Laurence Dunbar is a prototypical example of how we develop the leadership potential of a staff member. As noted in her resume, she started as a teacher and then became a Division Head, leading a section of two grades and 200 students. Then, she became an Assistant Head of School before becoming a Head of School. We have several other current staff members who started with us as teachers and who are now in leadership positions in our schools. There is parallel internal leadership being developed in operations.

In addition to those current staff members, we have several external prospects with whom we are in contact who have expressed interest in working with Choice Foundation in the future. Those include individuals in current CMO leadership positions, current school site leadership positions, and operational leadership positions.

Following Lafayette Academy, each Choice Foundation school has been developed in response to a specific need/request. Esperanza Charter School became a Choice Foundation school as a result of a specific request by the state Department of Education. The CMO and the Educational Service Provider at the time were failing and at odds, and Choice Foundation was asked to take it over because the state DOE thought that we were the best option to turn it around. Similarly, McDonogh #42 was assigned to us by the Recovery School District Superintendent at the time because he thought that we were the best option to turn it around. Paul Laurence Dunbar was assigned to Choice as a result of the community's request that we restart the school after the community rejected other CMOs they interviewed.

Choice Foundation will continue to take a cautious approach to scaling up. We will not scale up for the sake of scaling up. We will scale up when we think that there is an opportunity for us to have a healthy match with a school and a community.

As we have grown, we have learned more about ourselves, our values, our key educational and operational components and how to advance them within our schools. We have grown our central office, and the central office has developed documents and systems (mentioned elsewhere in this application) that serve our schools, our staff, our students, and our school communities. We are committed to continuous improvement at every level of our organization—classroom to board room. While we are proud of what we have accomplished, we are also humble in our quest for excellence: we know how poverty, neighborhood violence, and trauma come to school with our students every day.

In order to consider further expansion of a turnaround, we would need to closely evaluate the school, and we would want to do that in concert with the community to find out if Choice Foundation can serve that community well. That would involve research on all sorts of data—academic, demographic, financial, operational—and lots of listening to various groups in that school community and in the surrounding community. That work would be done by our central office and presented to our board's Executive Committee, who would then discuss it with the board.

Scale Comparison with Other Jurisdictions – Not Applicable

Greatest Threats
We see different threats at our different school sites. Lafayette Academy is the largest PK-8 school the city, and it has been for many years. It has been important to have a very strong administrative team there so that the Head of School can delegate responsibility for various functions to her administrators. There always has been and continues to be the need to monitor how those administrators are doing with taking responsibility for their performance and that of the teachers they supervise.

Because Esperanza has a large percentage of immigrant students, current uncertainties of federal immigration policy make our families there vulnerable to fear of deportation. That plays out in many ways in the day-to-day life of the school. We have good support systems there now, but we need to maintain those. Social work is critical there, for example. Our partnerships with Vox Nuestra and the Hispanic Apostolate of Catholic Charities have served our families well there, and we will need to continue to work with them.

The key to Paul Laurence Dunbar is our relationships in the community. Choice Foundation and the Hollygrove Community have worked together for over a decade. Opening the school to the community and getting the school into the community are key for the school's success.

Like most other schools in New Orleans, we need to deepen and expand professional development offerings to assure deeper alignment with the state's standards and its changing testing systems. We also need to continue to do deeper dives into academic content with our teachers so that they can do so with our students. We have done a good job with that, but as the state changes, we need to stay on top of those developments.

Plans for Ensuring Continued Success of Current Schools

The Foundation has provided oversight for multiple school sites for almost a decade and has a proven track record of successful oversight in the areas of academics, operations, and finance. The experiences of the past have allowed us to understand and develop priorities and strategies to ensure the future success of the existing school sites and success of the new site. Please see the "Steps Taken to Scale Our Model" section for additional information on the Foundation's plans for continued success of existing school sites.

Please refer to our responses in Question 3, immediately above for more information about sustaining success.

Staff Member Transitions
During the 2017-18 School Year, the Foundation "incubated" several key administrative and instructional staff members including the School Head, Assistant Head of School and two experienced instructors. The 12-month incubation period allows for training and planning in advance of the projected school opening. Since these employees have been incubated, there will not be a need for them to be replaced.

The same functions that have been centralized at the Foundation's existing schools sites will remain centralized for the new school site. The Foundation's Leadership Team (Executive Director, Systems Accountability Officer, Director of Finance & Operations, Director of Special Education, Community Relations Director and Development Director) will provide support to the site-based leadership team at the new school site. The Foundation will ensure success at the new school site as well as its existing school sites by continuing its proven track record since 2007 of quality academic, operational and financial management.

Contingency Plans
The Executive Director (ED), Director of Finance & Operations (DFO) and the Board's Finance Committee (BFC) are responsible for ensuring organizational solvency, school site solvency and long-term sustainability. The contingency plan consists of the following components:

- Budget Development Process;
- Finance Committee Oversight;
- Board Budget Review/Approval;
- Budget Review & Analysis;
- Periodic Budget Revisions; and
- Budget Crisis Plan.

In the event the school is faced with a budget shortfall, the ED, DFO and the BFC will meet to develop a budget shortfall and action plan. If the shortfall is projected to be significant, a budget crisis plan may be implemented to ensure the integrity of educational programs remain intact. Budget crisis steps may include:

- Use of Choice Foundation reserves;
- Delay or deferment of large capital purchases; or
- Reduction in non-essential expenditures

Contingency Startup Budget and Year 1 Cash Flow
In the event the revenue projections are not met, the following contingency steps will be implemented to ensure integrity of the academic programs:

- Use of Choice Foundation reserves;
- Delay or deferment of large capital purchases;
- Reduction in non-essential expenditures; or
- Reduction in non-essential staff

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)

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

See **Attachment EO-2** for the CMO-level org chart.
See **Attachment EO-3** for the Executive Director job description and resume of the incumbent.
See **Attachment EO-4** for the CAO job description and resume of the incumbent.
See **Attachment EO-5** for the Director of Special Education job description and resume of the incumbent.
See **Attachment EO-6** for Director of Finance & Operations job description and resume of the incumbent.
See **Attachment EO-7**: for the Associate Director of Finance & Operations job description and resume of the incumbent.

Succession Plan
The Board of Trustees is aware that the current Executive Director will retire in the next few years, and they are prepared to work with the Executive Director in an effective transition when he retires. The board is aware of internal options who may be strong candidates, and they also are knowledgeable of national search firms who can assist them in a formal search. The current Executive Director was hired through one such firm.

The Systems Accountability Officer, who designs and supervises all academic systems, has no plans to retire or to move on at this time. However, the Executive Director is aware that "anything can happen at any time," and has identified internal and external candidates who might be able to take on the many tasks this incumbent performs. The same is true for the Director of Special Education.

The DFO, who is also our Qualified and Competent Business Professional was hired through the local office of a national search firm. The Executive Director maintains contact with that office from time to time, but at this time, we have no need for a search. The Executive Director also maintains contact with individuals who may be prospects to take that position if a vacancy occurs. This position, too, may have internal candidates.

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:
   g. 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**.
   h. Is there a structural deficit or gap projected at either the school or network level, and if so, how will this be closed?
   i. How much will each school "pay" to the network office for services?
   j. Who sets and who approves school-level budgets and expenditures?
   k. Is there a standard staffing model or required positions, or is this at the schools' discretion?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

CMO-Level and Site Based Functions

The chart below outlines the functions of CMO that will be centralized at the network level and functions that will remain site-based:

Centralized at Network level	Site-based
Academic (Curriculum and Instruction): • Selection of core instructional resources • Selection of supplemental instructional resources • Determination and communication of curricular and instructional expectations • Determination of assessments and assessment calendar • Analyze data to determine growth, trends, red flags, areas where additional support is needed • Facilitation of evaluation process • Facilitation of school improvement planning process • Professional Development for Administrators • instruction, and assessment developments	Academic (Curriculum and Instruction): • Implement curriculum using appropriate resources • Administer assessments in accordance to assessment calendar established by CMO • Analyze assessment results • Create instructional plans (short-term, long-term) using assessment data of student learning • Evaluate teachers, Assistant Head of School, Sped Coordinator, & Division Heads using Compass • Meet regularly as a team (by grade, by division, by content, school-wide) to look at data, reflect on results, and plan next steps for improvement

	• District Test Coordination • Coordination of network professional development • Curriculum development committees • Pupil Progression Plan development • Communication of expectations for teachers and administrators • Evaluate Heads of Schools using Compass • Support schools as needed with curriculum & instruction • Establish system wide processes (EL screening and placement, RTI process • Provide technical assistance with software programs as needed	• Participate in professional learning • Provide training/orientation for new teachers • Design and implement intervention and enrichment program(s) for students • Coordinate school testing administration
	Operational Functions: • Oversight of all financial and operational functions including finance, accounting, human resources, grants management, transportation, food services, information technology (IT), facility management and safety & security. • Develop and Implement Departmental Goals • Financial Audit Management • Back-Office Functions • Operational and financial policy development and implementation. • Compliance with all Federal, State and local deadlines and reporting deadlines. • Dotted-line supervision of site-based operational and financial staff. • Provide support to site-based staff. • Accountability to all stakeholders as it relates to al financial and operational matters.	Operational Functions: • Deliver quality site-level financial and operational services. • Act as liaison between site-based stakeholders and CMO-based employees. • Perform duties at the site-level to ensure compliance with all Federal, State and local deadlines and reporting deadlines • Participate in weekly meetings regarding departmental goals. • Participate in financial audit preparation.

Core Elements of the CMO's Education Program or Model
The core elements of Choice Foundation's educational model are:

- Fastidious alignment to state standards
- Exploration of data to make informed decisions
- Provide necessary support to all students to achieve success
- Develop teachers' knowledge, skill, and expertise resulting in excellent teaching for our students.

Decisions made within the CMO and the school will be made considering our core elements and our central focus, our children.

Expansion Model
If Choice Foundation expands its operations to additional schools, it will do so by replicating and improving its current model. We will do so for two related reasons. First, we believe that the model we currently utilize gives our students the best option for success in the state's stringent test-based accountability system. Second, we believe that significantly different options are not likely to be successful.

Organization's Non-negotiables
Choice Foundation's "non-negotiables" are:

- aligning instructional practices and instructional resources to state standards within the limits of our resources;
- the use of data-driven decision-making for continuous improvement;
- providing extensive student and family support systems within the limits of our resources;
- deep commitment to improving personnel performance;
- We "play fair." We do not cheat on state tests, we don't cheat on providing transportation to our students, and we will remain fully compliant with our legal and regulatory obligations.

Choice Foundation's central office provides a number of "bibles" for our school-based personnel to use. Among those are our Business Office Best Practices, Instructional Planning Guide, English Learners Handbook, and Choice-i-fication. All of these are documents that direct school site personnel in important aspects of instruction and operations. Heads of School and other administrators are expected to direct their staff in the use of these documents, but they are granted freedom with regard to how to implement the particular directives in the documents. For example, we recognize that there is an immense amount of material for teachers to master in the Instructional Planning Guide. It takes time for new teachers to get grounded in the use of the instructional materials. So, we allow the Head of School to develop personnel in accord with these documents over time, and we support those efforts with professional development from the central office.

CMO-Level Budget
Attachment EO-8 outlines the CMO-level budget. The Central Office is funded with (1) CMO Fees assessed to the schools on a per-student basis, (2) grants and donations from philanthropic sources and from (3) other miscellaneous revenue streams like fundraisers.

Structural Deficit/Gap Projections
There are no structural deficit spending or gaps projected at either school or at the network level.

How Network Office Will be Funded
Each school site will pay a CMO fee of between $700 and $750 per student to the CMO for services rendered.

School-Level Budget Development
The Director of Finance & Operations (DFO), Executive Director (ED) and Heads of School (HOSs) typically start the budgeting process for the upcoming fiscal year in February of the preceding year. The initial step of the budget development process is to analyze the projected variances in revenue and expenditures compared to the previous fiscal year. Once those variances have been analyzed, the (DFO), Executive Director and the Heads of School work together to develop a preliminary budget that will meet the school's academic goals for the upcoming school/fiscal year. The Finance Committee is kept abreast throughout the budget development process. Several drafts of the preliminary budget are developed and eventually results in a draft budget to be submitted to the Finance Committee for review.

The DFO, ED and HOSs also work together to ensure no 1-year operating budget deficits. In years where revenues are projected to decrease, the DFO, ED and HOSs work together to reduce operating costs to ensure school and organizational solvency. The Board's Finance Committee works closely with the ED and DFO to review and approve proposed costs reductions in cases where revenues are projected to decrease.

School Staffing Model
Each school site's staffing model will consist of:

- One Head of School
- At least one Assistant Head of School

- A Division Head for every 200 students enrolled.
- An Operations Manager
- At least one Office/Administrative Staff Person
- Security, Information Technology and Maintenance Personnel
- A School Nurse
- A School Social Worker/Counselor
- Instructional Staff including classroom instructors, literacy and numeracy interventionists, instructional paraprofessionals (as-needed)
- Special Education Instructional staff as required
- English Learner instructional staff as required

Each site-based Head of School will be allowed to hire instructional staff as required to meet programmatic needs as the budget allows.

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.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not Applicable

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?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not Applicable

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?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not Applicable

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?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not Applicable

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?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not Applicable

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.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not Applicable

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.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not Applicable

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.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not Applicable

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)

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not Applicable

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.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not Applicable

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.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not Applicable

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.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not Applicable

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.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not Applicable

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.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not Applicable

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.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not Applicable

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.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not Applicable