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.

1. Generation Success Academy plans to couple internally created SDLM, project-based learning modules with tested, evidence-based curriculum to reach our students, maintain engagement, and drive student success. We will use internally generated modules because they are mission critical to the design of the school, and the needs of our students. There is no precedence for these modules because they center on student needs and data. A sample module may consist of the following:

Standards Covered/Skills' Focus	Activities
RL 9-10.1, RL 9-10.2, RL 9-10.6, W 9-10.1A, W 9-10.1B, W 9-10.1C, W 9-10.1E, W 9-10.2A, W 9-10.2B, W 9-10.2C- F, W 9-10.4-6, W 9-10.7-9, SL 9-10.1A-D, SL 9-10.4-6	Pretest for baseline data Educator teaches mini lessons over: Tone, Theme, Imagery, Text Citation, Research Concepts Possible Strategies: Two Column Notes, DIDLS, SOAPSTone and OPTICS Mid Unit Test over two key skills identification Continued support and begin PBL
RL 9-10.1, RL 9-10.2, RL 9-10.6, W 9-10.1A, W 9-10.1B,	A. Choose one of the novels from this unit,

W 9-10.1C, W 9-10.1E, W 9-10.2A, W 9-10.2B, W 9-10.2C- F, W 9-10.4-6, W 9-10.7-9, SL 9-10.1A-D, SL 9-10.4-6	create a list of thematic topics and choose supporting evidence from the text for your choice. B. After you have determined a novel and theme- Decide how that theme applies to your community. What areas of your community need the most support in relation to this them? C. Based on your conclusion from Part B, complete the following: Create a landscape reporting in the form of a video, essay, montage, or other compilation method with approval from your teacher, contact local community leaders and ask if there is a gap in services concerning the area you interested in. Put together a presentation that discusses a plan to help your community and meet the needs of the thematic topic that you've discovered.
RL 9-10.1, RL 9-10.2, RL 9-10.6, W 9-10.1A, W 9-10.1B, W 9-10.1C, W 9-10.1E, W 9-10.2A, W 9-10.2B, W 9-10.2C- F, W 9-10.4-6, W 9-10.7-9, SL 9-10.1A-D, SL 9-10.4-6	Student work is assessed via Post Test and results' comparison to baseline and mid-level test discussed Student Project is assessed via rubrics over standards Student reflects and iterates Finalized project is presented

Classes will commence with educators facilitating the requisite level of knowledge over critical skills in each core subject. Students are assessed for their understanding of the necessary abilities according to grade-level standards and then released to incorporate their expertise into a well-conceived project draft. Once the draft is approved, students will continue their learning through project-based approaches within each module. While these modules have not been vetted by the Louisiana Department of Education, there is evidence of their utility in use in various high schools within the United States. Some of those high schools are included in the research evidence provided in Attachment 13. Additionally, the following research over student driven (determined), project-base learning can highlight the utility of the modules for all learners, but especially those with learning exceptionalities:

Lee, Wehmeyer, and Shogren (2015) explains that students with learning exceptionalities showed greater achievement when given learning modules that included student driven (determined) choices that speak to the student's desires and abilities. Students learning under this model are able to learn self- reflection and efficacy skills that assist in knowledge retention and the development of new skills.

Dahl (2005) explains that learning modules should include three core and universal design principles. These include: multiple means of learning the materials over foundational skills, multiple methods of engagement and what they do with the learning, and multiple means of expressing what has been learned.

Jolivette, Stichter, and McCormick (2002) suggests emotionally disturbed students with learning exceptionalities, and those who have issues regulating their emotions in a general education classroom do well when given the opportunity to make choices in their daily lives. These students tend to regulate their emotions when given an

opportunity to focus their learning in other ways.

To maintain fidelity over skill development, educators will utilize traditional, evidenced-based curricula to teach foundational skills. Our tested, evidence-based curriculum includes the following:

ELA- myPerspectives by Pearson as the state of Louisiana has determined them to be the most adequate and impactful curriculum materials by scoring it a Tier I item. Likewise, the myPerspectives lessons allow for excellent scaffolding which our target population will utilize, and the texts can easily be incorporated into project-based learning modules.

Math- Eureka Math is built on the construct of exploratory math learning and foundational understanding. Likewise, Eureka embeds scaffolding, and RTI into each lesson. Due to the nature of lesson development, and structure, Generation Success Academy's project-based learning modules will work well to develop mathematical reasoning and understanding further. Further, Eureka Math is also a Tier I curriculum.

Social Studies- The DBQ Project is a Tier I, supplemental curriculum material. Each lesson offers opportunities for students to explore and deepen their knowledge of the subject material. Again, this is perfect for Generation Success Academy's project-based learning modules as they provide students with the opportunity to increase their understanding, guided by personal interests and passions.

Science- There is a shortage of tested curriculum materials for Science. However, we will utilize Pearson curriculum for Science in the high school as well as lesson materials provided by the Chemistry Association of America and our project-based learning modules. Pearson offers blended delivery of its curriculum, except Earth Science, which is exclusively provided for online. These materials work well with the Next Generation Science Standards as they require hands-on learning and lab experimentation within each lesson. The Generation Success Academy project-based learning modules build on the lessons learned through the hands-on approaches in Science.

Interim Assessments

While progress and report card grades will come primarily from rubric grading of the project-based learning modules, students will take educator created assessments, and interim assessments to drive instructional needs and Study Hall groups. Interim assessments in each category are listed below. We have chosen the listed interim assessments because of their proven nature in predicting student success of mastery over state standards' and performance on state standardized tests.

ELA and Math- LEAP 360 Interims will be administered to all students, three times a year. Also, Generation Success Academy will continue to conduct the TerraNova and Gates MacGinitie assessments to progress monitor and find gaps in achievement.

Science and Social Studies- There are no LEAP 360 Interims, so we will assess using the TerraNova for both subjects. We will supplement the TerraNova's three benchmark administrations with EAGLE assessments to ensure that we measure progress on all State standards.

Our diagnostic assessments helped to tier our students at Generation Success Academy. Thus, it is best for fidelity, and overall data-driven progress monitoring to readminister those assessments after instruction. However, our assessments are nationally normed. Thus, there is a gap between our assessments and the state's standards. For that reason, we also administer the LEAP 360 and EAGLE test items.

Professional Development

As noted in Part I of our application, Generation Success Academy is dedicated to providing for the needs of exceptional learners. That is, we will need to provide professional development for socio-emotional learning, restorative practices, project-based learning with a design thinking approach, and the traditional pedagogies of learning and curriculum planning like data analysis and HIT strategies. Since we have already identified some critical needs' areas, we have also accounted for a professional development structure to support the learning.

Teacher Professional Development- Pre Service

During the two weeks before our school begins, we will conduct professional development around the project-based learning modules, classroom expectations therein, and assessment through the process. This training will be performed by the Founder/CEO and a consultant from the Buck Institute.

Teacher Professional Development- During the Year

The Buck Institute Consultancy will also include ongoing support through the year. Educators will be observed by Buck Institute consultants and offered training and coaching around performance improvements.

In addition to Buck Institute observations, Mentor Teachers, School Administration, and the CEO will perform walk-through observations weekly. Educators will receive coaching and development around their growth areas using protocols in education designed for student achievement. Such protocols include this rubric designed through a study of Maryellen Wiemer's 2013 book. This is necessary because the goal of our school is to create a completely learner-centered environment, even during the direct facilitation of content. Thus, this teacher rubric helps to align best practices and intentionality in planning and implementation to student achievement. All teachers are rated on 5 key areas that include:

- The role of the teacher in a learner-centered classroom
- The balance of power in a learner-centered classroom
- The function of content in a learner-centered classroom
- Student responsibility in a learner-centered classroom
- The learning potential of assessments and self- reflections

Below is a snapshot of the protocol to be used. Teachers are rated based on their overall score. A rating table is found below:

Learner-Centered Rubric for Classroom Observations (based on Weimer, 2013)

#3: The function of content (Instead of "covering" the material, the students develop learning skills and learn how to think like those in the discipline.)

Learner-Centered	Transitional	Teacher-Centered	Comments
Description: The teacher does not overwhelm the students with a large amount of content. Content functions as a vehicle for skill development.	*Description: There is some evidence of the teacher and students addressing learning skills and using content to help students think like professionals in the discipline.*	*Description: Content is covered by the teacher and is not used in a way that promotes students thinking like professionals in the discipline. Learning skills are not developed by the students.*	
8. There is evidence that the teacher helps students learn how to ask good questions, how to read effectively, how to critically analyze information, how to write, how to study, how to summarize information, how to work effectively in groups.	8. There is some evidence that the teacher helps students learn how to ask good questions, how to read effectively, how to critically analyze information, how to write, how to study, how to summarize information, how to work effectively in groups.	8. There is no evidence that the teacher helps students learn how to ask good questions, how to read effectively, how to critically analyze information, how to write, how to study, how to summarize information, how to work effectively in groups.	
9. The tasks that students do in class seem to reinforce skill development (e.g., students need to read effectively in order to solve problems or analyze case studies in class; they need to work effectively in groups in order to be successful in the class).	9. Some of the tasks that students do in class reinforce skill development (e.g., students need to read effectively in order to solve problems or analyze case studies in class; they need to work effectively in groups in order to be successful in the class).	9. The students do no tasks in class that reinforce skill development; the teacher is primarily covering content.	
10. Content is utilized in such a way to provide opportunities for students to think like professionals in the discipline.	10. Content is utilized in such a way to provide some opportunity for students to think like professionals in the discipline.	10. Content is not utilized in such a way as to help students think like professionals in the discipline.	

Teacher Score	Teacher Rating	Sample Action Steps
0-13	Teacher- centered	Additional PBL training, data dives with PBL classes vs this class, streamlined processes for completing pbl (PBL= Project-based learning)
14-25	Transitional	Identify the disparity between full learner-centered class and teacher-centered class, coaching on management and facilitation, video review of lessons to implement more opportunities for student-led learning
26-38	Learner-centered	Data discussions on progress, building the content facilitation and guiding supports to continue pbl.

Teachers also meet weekly, to form Professional Learning Communities around data and teacher best practices. These meetings occur on Tuesdays and Thursdays when our school dismisses early. We will utilize data from interim assessments and student growth targets to inform our practice and drive our learning agendas.

2. Research performed by the University of Illinois (2017) suggests the SDLM approach to the instruction not only teaches students to drive their learning but also invests them in the process of learning. Further studies performed by Lee, Wehmeyer, and Shogren (2015) argues this model to be the most effective in teaching students with learning exceptionalities. Based on preliminary data from Generation Success Academy pilots, we have seen definitive improvements in academic performance for our target population.

We have piloted the Generation Success Academy SDLM project-based learning modules with exceptional learners in mixed age groups. Preliminary data received from our six-week pilot show student growth in mathematics computation and understanding, overall science knowledge, and mathematics confidence. On average, students grew between 15 and 25% in mathematics computation and understanding, while improving Science knowledge between 10 and 15 percentage points. Currently, we are still piloting the ELA and Social Studies components of our model, and do not have enough conclusive data from which to draw. However, our preliminary results from the ELA pilot show growth in reading comprehension for all participants.

It is important to note that the Generation Success Academy six-week pilot included the use of Tier I, traditional curricula like Eureka Math and ELA Guidebooks 2.0. Therefore, when we discuss the utility of our model, we are still discussing a clear comparison of what we plan to do in our school, to what has already shown significant impacts on student achievement. After all, the traditional curriculum utilized in our school will be Tier I curriculum with Tier I and III assessments.

We anticipate that when the curriculum model is delivered appropriately, student performance scores on standardized test measures will also improve. Therefore, Generation Success Academy can assess the appropriateness of the curriculum through our interim data benchmarks and end of year student performance on standardized assessments. Lastly, we can determine the relevance of the curriculum through reviews of Student Growth targets and how well students improve throughout the year.

The Life of a Generation Success Student

Overview

Our students attend school for 187 total days, with 184.5 registering as instructional days. We value family and work-life balance, and so, we extend our school year to give adequate breaks during holidays. Our school will officially be in session from August to June each year.

As mentioned above, we track growth and progress every three weeks, in addition to state-provided, interim assessments. These assessments will never solely be used as grades for students. They are used

exclusively as data for educators. Progress reports are sent home each three week period, and report cards are given on a nine-week basis. All grades for report cards are due the week before the conference dates.

A Day in the Life

Research proves that students who do not have enough sleep, do not perform at their cognitive bests. Additionally, our purpose is to help students gain skills that prepare them for successful lives. Thus, we employ a college class schedule, with traditional business hours to help our students grow more accustomed to those practices after they leave our doors. Students at Generation Success may enter our building by 7:30 am, daily, where breakfast is served and will end their classes by 4 p.m daily. Students attend classes on Monday, Wednesday, and Friday for 50 minutes each. Classes on Tuesday and Thursdays are bit longer to account for labs and hands-on learning, with students being dismissed by 3 pm both days.

Our staff is expected to report to school by 7 am and may leave 30 minutes after dismissal unless otherwise required for Professional Development or building initiatives.

Early Childhood

At this time, Generation Success Academy does not intend to provide Early Childhood education services.

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.

Generation Success Academy was designed to fit the needs of learners with exceptionalities. Therefore, we are committed to ensuring that all students succeed, but especially those with exceptional needs. With this in mind, Generation Success Academy believes all children and young adults with disabilities are entitled to a free and appropriate education and services that lead to a sustained, independent, productive, and community engaged life outside of our doors and well into their adulthood year. Our model is designed to promote self-advocacy and the attainment of personal goals. To achieve these outcomes, there must exist for all children and young adults a rich variety of experiences including early intervention, educational, social, and vocational program options. Access to these programs and lessons are based on individual educational need and desired outcomes. Additionally, students and their families or guardians, as participants in the process and planning team, can recommend the placement, curriculum option, and the exit plan to be pursued.

Generation Success Academy provides a continuum of services available for all young adults. Our flexible aged classrooms are implemented because we specifically believe in the concept of inclusion as a meaningful goal to be pursued in our schools and communities. We strongly feel that students with disabilities should be served whenever possible in general education classrooms in inclusive schools and settings. Such settings are strengthened and supported by training personnel and other appropriate supportive practices according to the individual needs of the child.

Generation Success' SMART Goals

To monitor our success and ensure that we are planning appropriately, Generation Success has created the following targeted measures. We believe that these measures are integral to our overall success, and each student's achievement.

- 90% of Generation Success students will graduate (not accounting for students who move out of district).
- EOC pass rates - 70% of Generation Success students will pass EOC tests with 60% at good or above.
- Generation Success' average on the ACT will surpass the state and country averages, and 75% of students will attain a 21 or above.
- Every Generation Success student on a career track will graduate with at least one Jump Start certification, with at least 50% of students receiving 2 or more.
- Beginning in 9th grade, every Generation Success student will participate in an internship each year.
- Generation Success students will average 3.5 or above (on a scale of 1-5) on their overall portfolio assessment.

- The average score on the end-of-year Learning Culture Survey will be 3.5 or above (on a scale of 1-5).
- The average score on the end-of-year Parent Satisfaction Survey will be 3.5 or above (on a scale of 1-5).
- Less than 15% of the student body per month will receive disciplinary referrals.
- Less than 7% of the student body per month will receive suspensions.
- 100% of Generation Success students will complete 10 hours or more of service learning per semester.
- 100% of Generation students will show evidence of the growth of non-cognitive skills, averaging a 3.5 or above (scale of 1-5) in a non-cognitive, socio-emotional skill of choice (ex: communication, critical thinking, conflict resolution).

Generation Success will provide students with disabilities access to a free and appropriate public education (FAPE) in the least restrictive environment (LRE). We will respond to the needs of all students, particular students with exceptionalities, enabling them to grow in the general education curriculum to best of their abilities (IDEA indicator). The requirements of 25 Federal and State regulations regarding IDEA compliance are addressed and embedded appropriately throughout this section of the application.

Generation Success is designed to answer the needs of all students, but especially for learners with exceptionalities, to have individualized programs of study. These processes and applications include differentiation of instruction, project-based learning, and multiple forms of diagnostics and assessments. These structures efficiently provide students with exceptionalities highly differentiated education, as well as modifications and accommodations without inappropriately tracking, singling out, or restricting the students. Our flexed- aged classes are not only research and evidenced-based to ensure this process, but a specific accommodation provided for both learning disabled and gifted and talented students. In addition to the specialized nature of the school's curriculum structure and instructional methodologies, students with exceptionalities will receive services such as specially designed instruction, program modifications, classroom accommodations, and supplementary learning aids and supports.

Student Support team members will be trained on all applicable state, and federal guidelines for IAP and IEP needs. Any student being referred to IAP and IEP processes will have no less than six weeks of quantitative, graphed data to support such recommendations. Educators will also be encouraged to include qualitative, observational supports as well. During weekly data dives, teachers will be working through the RTI process to effective tier students for instruction and make necessary plans on performance for student success measures.

Please take a look at the underlying framework for all RTI processes at Generation Success:

Response to Intervention

Response to Intervention or the (RTI) process is a tiered process that provides high-quality, research-based instruction and interventions that are matched to a student's academic and behavioral needs. Additional essential components include monitoring academic and behavioral student progress and making data-

driven decisions about student curriculum based on a thorough review of that process. Research indicates that students who are not successful academically often receive instruction that does not address their individual needs.

Instruction at Generation Success uses a three-tiered approach to organize a system of supportive placement and intervention determination. During the Learning Plan development, Generation Success leaders and Social Workers will tier the entire school. Data from entrance assessments, past iLEAP scores, and behavioral information from previous schools will be used to make determinations of tiers.

TIER I (Least Intensive) is the level at which students are achieving grade-level success. Supplemental intervention is provided in addition to general instruction typically within a small group instruction. Frequency would vary from one to three times a week for approximately 10-15 minute each time. This intervention is administered by the classroom teacher, parent, assistant teacher or peer.

TIER II (Moderately intensive) is implemented when students need strategic support to achieve grade-level success (and consistent with Approaching Basic Scores on State Assessments). Supplemental intervention is provided outside the classroom and typically occurs within a small group or on an individual basis two to four times a week for 15 minutes. The intervention is administered by the classroom teacher or instructional support personnel.

TIER III (Most Intensive) is the level at which students need intensive support to achieve grade-level success (and consistent with Unsatisfactory scores on State Assessments). Intervention is typically administered three to four times a week for 30 minutes and is one-on-one. The intervention is administered by the classroom teacher or instructional support personnel.

IDEA 2004/ Bulletin 1706/ Bulletin 1508

In Generation Success' attempts to comply with the Federal and State laws that govern the education of students with disabilities, the Individuals with Disabilities Education Act (IDEA, 2004), 20 U.S.C. §§1400-1485, and Louisiana's Education of Students with Exceptionalities regulations, Bulletin 1706, LA R.S. 17:1941 et seq., we will hire, start, an instructional manager of Special Populations, whose primary role will be ensuring that our building complies with all necessary codes and laws in education. Second, we will convene a committee of individuals to include the school leader, special populations' lead, social worker, and mentor teacher. This committee will be called the Student Support Team. We understand the mandate of these laws, which stipulate that charter schools, as well as traditional schools, must provide to students with exceptionalities a free, appropriate public education that requires students to be educated with their non-disabled peers to the maximum extent appropriate (LRE). Generation Success also understands that charter schools are legally responsible for developing and implementing all of the necessary systems and programs to ensure that students with exceptionalities are successful within the framework of a free and appropriate public education.

If students need additional related services as documented on the IEP that Generation Success cannot directly provide, we will contract with outside service providers to ensure that all students' needs are met. Examples of these services may include:

- Speech, occupational, or physical therapy
- Interpreters
- Medical services
- Adaptive physical education
- Parent counseling and training in support of the IEP

A school-wide plan to identify the needs of all learners who may require more extensive IEP plans will follow the RTI and IAP processes first. After 12 weeks of varied, evidenced-based and graphable instruction, quantitative data tracking, and meetings with parents, educators, and the Generation Success Pupil Support Team has shown no significant growth- with significant increase being defined as 10% of growth or less of student learning targets- or progress in student achievement, we will move to refer students for testing for Special Education services.

To make this process as efficient as possible, staff will receive training on tracking student growth progress markers, specific to their IEP and learning target goals. Educators will receive rosters of the students in their Advisory with IEP needs and exceptionalities. The Special Populations' leader will perform evaluation walkthroughs with other building members, to ensure that effective, pedagogical practices are occurring, and students are receiving their instructional minutes as mandated by IEP goals.

Parents will be invited to all RTI and potential referral meetings and will be provided with a copy of Louisiana's Educational Rights of Children with Disabilities Booklet (current edition), Grievances packet, and the Louisiana Parents' Charter School Rights handout. While the Booklet provides basic information for a student who has been identified as a student with an exceptionality/disability, parents can ask for an additional meeting with Parent Liaisons to discuss their rights and request parent advocates attend with them. Students will be invited and encouraged to attend their RTI and IEP meetings as well.

The Student Support team will meet every two weeks during August through January, to determine what students have needs in our building. This process ensures that we are adding a level of accountability to the RTI and referral process. Should a student be identified as needing referral services, the team will meet no later than 15 days from the date that the student is determined to have the need. The team will consist of the following:

- The student's parents / legal guardian
- The student, as appropriate
- At least one of the student's general education teachers
- At least one of the student's special education teachers (as applicable)
- A school administrator qualified to make decisions about special education
- A family advocate, if needed/requested
- A translator, if needed
- Related service provider, if applicable

ADA and Section 504(IAP)

In addition to complying with the IDEA and Louisiana Bulletin 1706 that documents these regulations, to every extent possible, Generation success will adhere to the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 listed below. The ADA may require a school to modify its physical facilities to provide students with disabilities access to their educational opportunities.

Section 504 requires schools to actively seek out and identify students with disabilities that qualify for services and accommodations that provide a free and appropriate public education. Since all students at Generation Success receive an individualized learning plan, these measures are perfectly aligned with the school's mission and vision.

A school-wide plan to identify the needs of all learners who may require more extensive IAP plan will follow the RTI process first. If after 12 weeks of different instructions, quantitative data tracking, and meetings with parents, educators, the Special Populations lead, and school leadership has shown no significant growth or progress in student achievement, we will move to refer students for testing for 504 services and accommodations.

If a student is identified as needing an IAP, staff will receive training on tracking student growth progress markers and providing additional supports through more intentional and intensive accommodations. They will also receive rosters and copies that include the students in their Advisory with IAP needs and specialties. The Special Populations' leader will perform evaluation walkthroughs with other building members, to ensure that sufficient, pedagogical practices are occurring.

Gifted and Talented

Exceptional children, ages 3-21 including gifted and talented children, are protected under the guidelines for special education services. The gifted and talented child has a right to free appropriate public education, an individualized education plan (IEP), a reevaluation, as well as due process procedures if these guarantees are not met.

While the parents or the regular education teacher may ask for an evaluation for students suspected of meeting the definition or gifted or talented, the local education agency determines the screening procedures before administering the psychological and achievement tests required by law.

The continuum for gifted and talented students include a regular classroom with supplemental aids and services, a resource center or class, a self-contained class, and preschool services. At the IEP meeting, the school system's representative and the parent determines what program bests meet the needs of the child as indicated by the evaluation report.

Much like the processes for identifying students with learning deficiencies, students being identified as having characteristics of Gifted and Talented students will go through the RTI process where quantitative data, teacher and parent input, and socio-emotional background information can be collected. If a student is determined to have characteristics of a Gifted and Talented learner, that student's parent will be

contacted for consent to evaluate. Once approval is obtained, that student will be assessed with the Wechsler Intelligence Scale. Upon successful identification of a Gifted and Talented student, a formal IEP will be drawn up to meet the legal requirements of a Gifted and Talented education. These requirements include, identifying the learning goals most in line with the individual student's success, understanding if additional learning minutes, outside of the general education classroom are necessary, and meeting those needs, and allowing students within the Gifted and Talented process to have access to formal grievance processes should they feel their requirements have not been met.

ELLs

We are an inclusive environment; this includes students who are English Language Learners (ELLs). As an additional layer of supports, our Social Worker will need to be bilingual and have a sound understanding of cultural ties and referral potential in the community. The Social Worker will be an integral part of the process during intake and create our school forms. These forms will address the following areas and be translated into Spanish:

Home Language Survey- In addition to answering what language s spoken in the home, the Home Language Survey discusses if any ELL services were ever received, and helps us to investigate student files.
Students found to be potentially bilingual will be administered the Woodcock Munoz Assessment of Language so that an ELL functioning level can be determined.
Due to the nature of the model, students already receive individual learning plans and accommodations. Thus, the model is suited to serve the needs of ELLs who may need support to grow their academic language.
Due to the nature of the model, project-based learning with a design thinking approach is already a print-rich, visuals rich environment. Those are two necessities of ELLs success. To further differentiate for any ELL learners, Advisories and educators will be taught the SIOP model to employ during Study Hall and lesson designs.

The SIOP Model for ELLs

The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States.

The SIOP Model consists of eight interrelated components:

Lesson Preparation
Building Background
Comprehensible Input
Strategies
Interaction
Practice/Application

Lesson Delivery
Review & Assessment

Teachers, using instructional strategies connected to each of these components, can design and deliver lessons that address the academic and linguistic needs of English learners. This model also benefits general education learners and learners with exceptionalities. In general, there is very little, extra differentiation that educators will need to do to ensure that they follow this model. The SDLM can be carried out through SIOP practices as the design thinking components require building background, interaction, practice and review/reflection for iteration., The SIOP practices will naturally lead to quantitative data that can be used for RTI. Thus, our curricular design lends itself to these practices.

LEP Plans

Students with LEP Plans will follow the same protocols as IAP and IEP plans. That is, the LEP team will meet every two weeks to determine what students have needs in our building. This process ensures that we are adding a level of accountability to the RTI and referral process. Should a student be identified as needing referral services, the team will meet no later than 30 days from the date that the student is determined to have the need. The team will consist of the following:

- The student's parents / legal guardian
- The student, as appropriate
- At least one of the student's general education teachers
- Social Worker
- A school administrator qualified to make decisions about special education
- A family advocate
- A translator, if needed

Budget Concerns and Special Populations

Generation Success has considered the budgetary needs of staffing our building according to our learners. The table below discusses potential projections of students that fall within special Populations, and our plan for those special populations.

	Staff Considered	**# of Students w/Exceptionalities**	**# of 504/IAP Students**	**# of ELL Students**
19-20	1 Special Education Teacher 1 Dir. of Special Populations*	10	5	5

20-21	Add. Sped Teacher	15- 20	10- 15	10
21-22	Add. Sped Teacher Para Educator	20-25	20	15
22-23	(2) Add. Para Educator	40	30	20
23-24	Add Sped Teacher	45-50	35- 50	30

** As need dictates, we will hire one to one para educators for scholars who require full day supervision.

Discipline and IDEA

At Generation Success Academy, we believe in utilizing restorative approaches to disciplinary infractions as those enable students to maintain their dignity and still resolve conflicts and interpersonal issues. While we have not signed an MOU or another contract with any restorative practice communities and trainers, we have met with the Restorative Justice Center in New Orleans, and they are interested in working with us as a potential school partner. Additionally, one of our Board members is a Restorative practice expert and national consultant. He has worked to ensure that our organization promotes best practices in restorative justice.

To date, we plan to ensure the following practices happen for all our students:

- Restorative circles are utilized to restore relationships and rebuild trust among participants.
- Restorative circles are voluntary, and so, students are given the option of participating in them to forgo other disciplinary actions.
- Restorative circles are a means of providing safety to all participants so that open and honest community can prevail.
- Restorative circles are accessible to all participants who feel like they have been harmed by a situation, equally.
- Restorative circles are respectful and keep each participant's dignity in mind.

Should a restorative circle be performed, but other disciplinary measures are necessary, students with exceptionalities will face the same disciplinary consequence as their general education peers, provided that the disciplinary infraction is not a direct result of the student's disability. If the student's disability is the cause of a disciplinary offense, the student will have an FBA, or Functional Behavior Analysis performed to effectively, and efficiently create a BIP or Behavior Improvement Plan. Once the BIP is formulated, students will be monitored for progress to ensure that the right supports have been implemented for students with disabilities.

To further protect students, if a disciplinary consequence is necessary- and this will be an absolute last resort- the student will have an MDR or Manifestation Determination meeting conducted for all consequences greater than 10 days, with the Student Support team to ensure that all safeguards have been granted to the student, and there is no other way to handle the behavior or behaviors that led to the disciplinary action. Throughout all of these interactions, the student and parent(s) are afforded due process, and access to the Student Hearing office.

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.

All students who attend Generation Success Academy will have individualized learning plans created for their desired pursuits in high school. These learning plans are created through an analysis of student data, graduation track preferences, and student choice over learning growth goals. Every student is given the opportunity to choose from a Jumpstart diploma in either the Skills' Trade or Technology field, a TOPS diploma on both the 4 point and 5 point scales, or a combination of the two.

Types of Diplomas

A Jumpstart Diploma will focus on two career pathways, technology, and skilled trades. Students choosing this track will complete high school with the following number of Carnegie credit units:
4 ELA credits
4 Math credits
2 Science credits
2 Social Studies credits
2 Health credits
9 Jumpstart credits on a 4 Point scale

A student desiring to attain a TOPS diploma will graduate with the following number of Carnegie credit units:
4 ELA credits
4 Math credits
4 Science credits
4 Social Studies credits
2 Foreign Language credits
1 Fine Arts' credit
2 Health credits
3 Electives

Students who choose to obtain industry credentials while also pursuing a TOPS diploma will utilize all elective credit hours for Jumpstart courses. These students may not be eligible for a full Jumpstart degree but can obtain a few of the requirements necessary for industry credentialing.

Act 833

Students who fail to obtain Approaching Basic or higher, or who do not receive a rating of Fair or higher on End of Course examinations, will be eligible for graduation under Act 833. For all students having been identified as Special Education and who have an active IEP, the Student Support Team will meet to discuss the proper placement for these students. The team will review the student's progress overall to determine the appropriate exit goals for high school graduation. These student's goals attainment will be assessed at the mid and end of each semester and adjusted, if necessary, in conjunction with the student and parent annually. The goal is to ensure that students on this pathway can receive the most appropriate education for their needs.

Students who have not been identified as having learning disabilities, but who are also not meeting academic expectations as listed above will be brought through the RTI process as Tier 3 students needing the most supports. Should an evaluation be necessary, students will undergo the evaluation process to ensure that their most appropriate educational plan is created, implemented, and monitored.

College and Career Readiness

Students will be placed on a career track through their learning plans. Any student believing that they are not on the correct graduation pathway may petition to have their pathway, and learning plans changed. It is critical to note that students are assigned to an Advisory in conjunction with their designated path. This advisory group will serve as their peer learning cohort, will be mixed aged groups, and will primarily focus on functioning levels for groupings. Therefore, while students may come to courses with varying degrees of interest in each other's projects and programs of learning, students are deliberately grouped to maximize learning potential.

This process is designed to provide exceptional learners individually, but all learners in general, with an opportunity to remain in the general education classroom for predominantly the entire day, providing those who need it with the least restrictive environment for learning. Students in the flexible-age classes are taught in small chunks to maximize the learning of core standards and skills. The remainder of the class period is used in small group instruction, with student peers and work buddies diving deeper into the learning. All students have learning goals tied to their Learning Plans. Thus, those learning plans dictate the number of supports and structures put into place for those students. Students who specifically have IEP goals will have all necessary accommodations provided to them through their IEPs. Those students requiring pull-out minutes will have a pull-out classroom that focuses on providing student strengths at grade level and teaching skills-gaps at the student's functional level, with grade-level, differentiated instruction.

To ensure that IEP goals are instructionally meaningful, we will convene a building level committee of the Special Education lead, building leader, mentor teacher, and social worker to review student achievement of goals every six weeks. During this time, the team will document strategies that are working, and those that have failed to yield student growth. These protocols are set in place to ensure that students are moving towards a graduation pathway. Additionally, the intentionality of the design of these protocols helps students build self-regulation in learning. Self- regulation in education will prepare students for their lives beyond high school.

Moreover, Generation Success Academy believes in offering students with a diversity of experiences. Students may not spend a class period in traditional, 'sit and get' style learning. Since students are evaluated on the basis of meeting their project-based learning goals and learning plan targets, they will be engaged in pursuits that range from hearing an expert in the field deliver feedback on their work, to participate in planned learning calls through Skype, Zoom, and other learning platforms, to visiting job sites and getting 'hands-on' experience. Students will also receive critical feedback in the form of standardized testing. This feedback will be used to offer data on growth and needs in the learning environment. Students will be taught to look at their performance critically and make necessary adjustments with the help of Generation Success Academy staff members.

Transitional 9th Graders

All students entering Generation Success Academy as Transitional 9th graders will receive specialized instruction during the Study Hall/Mentor Hour with certified educators. These additional instructional minutes will be used to help build skills' gaps for students who lack foundational skills necessary for high school. These students will also enter our campus as Tier 3 students receiving the most structured supports possible under our 3-Tier Evidenced based approach to RTI. Students in this category will be monitored for progress weekly. We will also review tiers every 6 weeks to ensure that students are moving through the tiers effectively, or that we, as a school, are providing enough supports to help students move through the tiers.

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 Member Recruitment

Generation Success Academy board members will be an active part of the development and fundraising processes for the school. For these reasons, they will remain active members of the community who embody a philanthropic spirit. Their activity within the community will help us to gain name recognition and credibility with individuals who may be interested in joining a board. To date, the board is still accepting resumes and qualifications from individuals who wish to work with us. While we have a fully staffed board now, Generation Success allows additional members to participate in committees that may later turn into full, board seats.

Also, the board is fully cognizant of their tenure and actively work to build the capacity of members participating on committees. Thus, our board is continuously reaching out to the community and looking for ways to uplift and support the school's mission of inclusivity. If a seat were to come available, the board has identified some key roles that they would like to see filled. Those roles include a legal community member, either a lawyer or a paralegal, a mental health specialist who works with juveniles, and additional community activists who are passionate about special education, learning exceptionalities, and the New Orleans education community.

Increasing Board Capacity

Generation Success will likely contract with BoardonTrack. We are actively fundraising to pay the $12K cost of membership.

This membership will provide necessary board training, progress monitoring, financial reminders about reporting, and redevelopment of board responsibilities.

In addition to this membership, Generation Success attends two Board retreats a year. These retreats allow the board members to learn more about each other, their strengths and weaknesses, and how to navigate the roles and needs of the organization best. We will continue the practice of attending our semi-annual retreats.

Training Time- Table

Month	Activity
January 15th approx.	Attend Board retreat #1. Board Orientation and teambuilding. Understanding leadership styles training.
May 2018	Contract with BoardonTrack
June 1 2018	Training #1 BoardonTrack- Board Overview and needs' assessment
June 15, 2018	Needs' Assessment results shared with the board and action plan created.
August 15	Board Retreat #2
September 2018	BoardonTrack training- Evaluating Leadership
Oct 2018	BoardonTrack Audit
Nov. 2018	Preparation for EOY meeting
Dec. 2018	EOY Board meeting, evaluate roles and consider re-election/removal processes.

Stakeholders

The Board has identified the following as key stakeholders. We have not contracted with anyone yet, but we have had conversations in preparation for contract talks.

BoardonTrack- Board membership to ensure that Board operates flow well. Initial price quote and package creation conversation conducted.

Greater New Orleans Business Alliance- Initial meet and greet of Board members and a sharing of our literature.

Delgado Community College- Initial conversation about certification program opportunities for students.

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.

Professional Development and Teacher Observations

Educators will undergo rigorous professional development to facilitate learning through this model. During our inaugural year, all educators will follow our New Educator training requirements. New Educators will attend two weeks of Professional Development, geared towards understanding Project-based learning. Generation Success will contract with the consultants to provide this professional development to educators. One such consultant that we have reached out to, but whom has asked us to formalize a contract once we know an opening date, is The Buck Institute. The Buck Institute currently offers high quality 3- Day, PD that would benefit new teacher's understanding of, and evaluation therein. They will then, follow-up with the organization three times throughout the year to do continued evaluation of progress and systems.

Week 2 of PD is designed to focus on our models, mission, vision, and creed within the school. During this time, our school leader and founder will share their mantra about reimagining high school. We will also dedicate this time to tiering students, pairing them to advisors and advisory groups, and general team building activities.

During the year, professional development will continue as data will drive all weekly PD needs. Staff will meet and receive professional training on both Tuesdays and Thursdays as these are early dismissal days for our students. One day will focus on grade- level teams covering topics through an interdisciplinary approach. The other PD day will focus on deep, data dives that allow educators to make informed decisions around practice. An educational leader will facilitate these conversations. To help in facilitating our data coverage and continual growth, teachers will receive regular Walk-through evaluations with detailed Grows and Glows about their classroom performance. These evaluations will be done in conjunction with school leadership, BPL coaches, and other educators within the building.

All Walk-through evaluations will be used to complete the summative evaluations over teacher performance which will happen twice annually. It is important to understand that just as we dive into student data and metrics, our once per month faculty meeting will involve the entire staff diving into our staff data and problem solving areas of need and growth. A sample of our Proposed PD schedule is below:

	Tuesday	Thursday
Week 1	Data dive- Student Data trends	Performance Planning

		Team Focus
Week 2	Data dive- Student Data	Performance Planning Team Focus
Week 3	Wellness Afternoon	Staff Faculty Meeting- Data Dive Performance Planning
Week 4	Student Showcase Planning Initiatives Work	Professional Learning Communities

Educator Evaluation

Generation Success Academy believes in utilizing research-based approaches to investigating achievement. For this reason, we will use a four-pronged approach to evaluating the practice of educators.

All educator evaluations will consist of a composite score that is reached from the following tools:

- The Danielson Framework for Teacher Evaluation
- The Weimer (2013) Learner-centered classroom observation rubric
- Achievement of student data on benchmark and End of Course exams.
- Successful attainment of goals

Each component above will inform the overall effectiveness of an educator, and help leadership to make staffing decisions. Because of the unique model that Generation Success Academy provides, we will seek a waiver from the state to opt out of using Compass.

Staff : Recruitment, Culture & Retention

Because Generation Success is investing so much time, energy, and resources into our educators, retention is a necessary function of our planning. We believe in transparency as an organization. Therefore, we openly tackle issues and wellness involving our culture in the building. We have planned a 4- pronged approach to ensuring that we not only recruit and hire high quality staff, but that we develop and retain our staff for the longevity of our building.

Our 3- pronged approach to High Quality Staff includes:

1. **Recruit high quality candidates**-- We plan to partner with training organizations who train high quality educators and offer practicum and continued support services. We will also job fairs and attend college career fairs in and around the state.

a. Recruit from high quality preparation agencies like SUNO and Xavier.
b. Partner with TeachNOLA to tap their well of experienced professionals entering education.
c. Attend college career fairs for universities in and around Louisiana.
d. Host our own Job Fair where we pay a bonus for educators who recruit staff members that pass their 90 day probationary period.

1. **Supporting our staff**-- We plan to provide ongoing support for our educators and staff. They are the lifeline of our school, outside of families. Generation Success believes in creating an environment that is family oriented and grounded on simple, well- established principles of support. We empower and improve.

a. Culture Surveys will be given to all students, parents, and staff members to assess the climate of our building and teams. Any issues found on our surveys will be remediated immediately through building- consensus. Teams within our building will include members of each group.

b. We will operate Wellness days throughout the year. This gives our educators time to relax and take breaks with their families. In addition to our Wellness days, we offer generous holidays throughout the year, and especially during known "burn-our" seasons.

c. We provide continued supports to all staff through coaching, crucial conversations, professional development, and performance evaluations that help build capacity within our building.

2. **Performance Metrics' Awards**- Staff that meet performance metrics in attendance, student achievement, and carrying out a philanthropic spirit within our organization are able to receive awards for their hard work. We want to reward doing a job well done! These awards may be tied to intangible perks, like the School Leader takes a class for the day, PTO, or monetary incentives.

Educators in our system will be able to self- select into leadership roles. The criteria for such roles shall be composite evaluation scores, entrance application materials, and recommendations from their direct managers.

Salary Ranges

Generation Success employs a robust Leadership team whose salaries range from $100K, to a minimum of $50,000. All staff within the leadership team shall be paid in accordance with experience, education, and job level.

Teachers at Generation Success will be brought in making a minimum of $43,000 annually, with some certified educators making upwards of $47,000 each year. We would like to incentivize educators to obtain certification by making the gaps in pay reflective of that critical component of an educator's practice.

Benefits

All employees are entitled to use Medical, Dental, and Vision insurances that we will work to provide at as low costs as possible. In addition, the company shall provide retirement plans for those employees wishing to participate. After three years of continued employment, Generation Success Academy will match employees contributions into the retirement fund, by 2.5%,

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.

The Board has decided that Brandy Williams, CEO, and an unidentified School Leader will share the role of Head of School for Generation Success Academy. For this reason, Brandy Williams' responses are recorded below.

As a leader, I have held many different roles in education and the nonprofit world. These roles are listed below:

Lewisville Independent School District- Gifted and Talented Facilitator- August 2010 to July 2014.

As the G/T Facilitator, I was responsible for evaluating all students suspected of being Gifted and Talented, IEP creation, state and local compliance data, and budget management for the program. During my time as G/T Facilitator, I helped to create Gifted and Talented populations that exactly mirrored the overall communities of the schools with whom I worked. I streamlined the evaluation process and worked to develop a state-approved alternative identification matrix that was culturally appropriate to the students served, and I ensured that my teacher training led to 98% proficiency and 45% Advanced performances on state standardized testing. More importantly, students under my charge were able to increase Reading levels by an average of 2 to 4 years in one school year, as measured by standardized testing on national tests.

Tulane University- Senior Program Manager- July 2014 to August 2015

During my time as the Senior Program Manager for Tulane University's Earn and Learn program I managed to organization's one-million-dollar budget, brought in development of $750 thousand dollars, created and implemented the program's policies, target benchmarks, progress monitoring protocols, and procedures, tripled the program's recruitment from the start-up year to year two, and ensured that daily operations of the program were well functioning. In the inaugural year for the Earn and Learn program, we met our targeted benchmarks of 80% retention and program completion, 100% of students needing a HiSet received one a diploma, and all individuals were placed into programming or sustainable jobs after the program. We ended the year under budget and were able to maintain a fund balance of a little over $35 thousand, and all of our grant funding reports were completed and returned ahead of schedule.

Academic Dean- NOCP Math and Science, 3-5 RTI and 504 Coordinator- July 2017 to the Present

As the Academic Dean of Math and Science in grades 3 to 8, and the 504/RTI Coordinator for grades 3 to 5, it has been my privilege to create coaching systems that have enabled student data to improve in this year. In just six months, I have coached educators who have increased the capacity of their student's in math and science as evidenced by the MAP test. During the Fall administration of MAP, student's Science scores improved by an average of 35%, with 46% of the student hitting their RIT band goals. Student's Math data on the Spring administration of the MAP test showed the following:

Grade 3- 90% of students fell in the Approaching Basic to Basic categories, while 15% had attained Mastery.
Grade 4- 65% of students fell in Basic or above, with approximately 10% reaching Mastery. (100% of Special Education students were Approaching Basic or above.)
Grade 5- 69% of students reached Approaching Basic or above with 10% attaining Mastery.
Grade 6- 60% of students reached Approaching Basic or above with 5% attaining Mastery.
Grade 7- 50% of students reached Basic or above with 5% attaining Mastery.
Grade 8- 78% of students reached Basic or above, with 15% attaining Mastery.

During this time as well, Sylvanie Williams College Prep managed to be 100% complaint on all IAPs in grades 3 to 5. We initiated 17 new IAPs for students needing additional supports, moved approximately 35% of students from Tier 3 to Tiers 2 or 1, and worked to remove 10% of students from Special Education resource minutes to full general education classroom time.

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[1] 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.

Generation Success Academy would like to partner with another school to share space as we grow our student population. We believe co-op sharing of facilities is the most equitable and self- sustaining method of ensuring that our building meets code, and economically, we choose a facility that is budget friendly.

While no facility will be perfect, we have allocated monies to perform renovations over a space that will bring us up to code, ensure that we are ADA compliant, and maintain safe facilities for our students. We anticipate needing more than 9000 sq feet to begin operations. Once we have found a suitable space, we will contract with the city of New Orleans and OPSB Facilities' management to ensure that we are compliant with safety regulations for operations.

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

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.

Generation Success Academy would like to partner with another school to share space as we grow our student population. We believe co-op sharing of facilities is the most equitable and self- sustaining method of ensuring that our building meets code, and economically, we choose a facility that is budget friendly.

While no facility will be perfect, we have allocated monies to perform renovations over a space that will bring us up to code, ensure that we are ADA compliant, and maintain safe facilities for our students. We anticipate needing more than 9000 sq feet to begin operations. Once we have found a suitable space, we will contract with the city of New Orleans and OPSB Facilities' management to ensure that we are compliant with safety regulations for operations.

Generation Success expenditures will mainly go towards salaries and testing materials. Because our model relies so heavily on data to drive instruction, we have allocated a considerable amount of money towards both, individuals who can implement

assessments and assessment data, and the actual batteries themselves.

We have already begun the process of procuring funding to assist with operational costs, and we will continue to do so. To date, we have applied for grant funding from the Walton Foundation, NSNO, and their New School Fellowship, and the BraitMeyer Foundation. We are currently semifinalists for Camelback Ventures funding and will continue to locate resources and spend time in development to bring in capital to the building.

At Generation Success, we tend to over budget for the year but expect lower numbers. This process helps us to ensure that we can pay for all contract needs, student programming funding, and salaries while also building a fund balance. We are incredibly conservative when considering strenuous expenditures that can be avoided. To finance all costs that are necessary, Generation Success Academy understands that we must recruit and we must spend time in development. Our CEO will continue the process of development each year. This will help us to continually bring in grant funding that can be allocated to state and local expenditures. We are well aware that our Oct 1 and Feb 1 counts are critical to our survival and budgeting. Thus, student retention and attainment are also high-level priorities.

Still, the most well-laid plans can fall short, and we understand that is the nature of education at times. To that end, Generation Success Academy has prepared a contingency plan for budget shortfalls which includes the following:

We will proactively keep staff lean to not waste resources on unnecessary expenditures. However, in the event of severe budget shortfalls, we will cut staff positions that begin with leadership first. We would like to maintain normalcy for students and effect those who directly interact with students on a daily basis, the least. Secondly, we have budgeted in a way that each year will provide us with a fund balance. So, we will trim 10% of the fund balance to make up the differences of a budget shortfall. All budgeting will be managed by the Operations' Manager with assistance from the school leader and CEO. The board will approve all budgetary needs and actions. They will also fund a financial audit annually, to ensure that we are remaining transparent and above the fray with our accounting and reporting.

Assuming that budgets will not hit a shortfall year, we will active seeks to employ local contractors and businesses first, at Generation Success Academy. This includes an open-access RFA process that will consider minority and woman-owned establishments that successfully meet our basic, vendor criteria**.**

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.

N/A

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[2] 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.

N/A

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.

N/A

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] 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)

(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.

N/A

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.

N/A

For Experienced Operators with Fewer than 3 Schools

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

(5) CMO or Network Level Financial Model:
   a. What is the budget and how is the initial stand-up of the CMO/network office being funded? How will its continuing operations be funded? Include CMO-level budget as **Attachment EO-8**.
   b. Is there a structural deficit or gap projected at either the school or network level, and if so, how will this be closed?
   c. How much will each school "pay" to the network office for services?
   d. Who sets and who approves school-level budgets and expenditures?
   e. Is there a standard staffing model or required positions, or is this at the schools' discretion?

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

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A