Spring 2018 Charter School Application Threshold for Evaluation Template

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Eligibility Determination & Threshold for Evaluation (Part 1)

Executive Summary

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

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

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

About KIPP New Orleans Schools

Great education transforms lives.

In a world where opportunities are not distributed equally, an excellent education equips students with the knowledge and skills they need to succeed and helps them build an identity that both honors their past and prepares them for the future. All students deserve schools where educators focus on students' individual needs while leading them to meet ambitious expectations.

The proposed KIPP PK-8 Transformation school is built on the belief that each life adds meaning and worth to the lives around it. Through rigorous standards-based instruction, students are empowered with knowledge about themselves and others and with empathy for other people. As our students develop as friends, leaders, creators, learners and agents, they contribute proudly to their communities and will impact our world with exceptional achievement through college and throughout life.

Since 2005, KIPP New Orleans Schools (KNOS) has worked to build schools that deliver on the promise of an excellent education for all students. KIPP has educated thousands of students in New Orleans over the past twelve years; today those students are graduating from college and building careers on a path to choice-filled lives. KIPP alumni are the leaders who are making New Orleans and the world a better place.

KIPP New Orleans, Inc, commonly known as KIPP New Orleans Schools (KNOS) is a Louisiana non-profit organization with a local board of directors. As an affiliate of the national Knowledge Is Power Program (KIPP) network of schools, KNOS is dedicated to partnering with families and communities to help students build a path to and through college and career. In the 2017-2018 school year, the KNOS network includes seven charters, organized as 11 schools (five elementary schools (K-4), four middle school (5-8), and two high schools) educating over 4,700 students. KNOS has a long-term vision of college-readiness, matriculation, and persistence for all of its students and all aspects of our planning and programming are linked to this ultimate outcome.

From the founding of the very first KNOS school just prior to Hurricane Katrina in 2005, we have worked to provide students and families with quality public education options and see students to and through college. Since then, our organization has

grown and our practices have evolved, but we remain committed to that mission. We have learned many lessons, and the last decade has helped prepare us for a new challenge: the transformation of a full PK-8 school.

About the Knowledge Is Power Program

KIPP New Orleans Schools is affiliated with KIPP, the Knowledge is Power Program. KIPP is a non-profit network of college-preparatory, public charter schools educating elementary, middle, and high school students. We have a 20-year track record of preparing students in educationally underserved communities for success in college and life. Today the KIPP network educates nearly 90,000 students and supports 10,000 alumni.

At KIPP, teachers, students, and families are all united around the same goal: college and a choice-filled life. We believe that an excellent college-preparatory education will set students up for success in whatever life path they choose. Through collective hard work and commitment, KIPP students complete college at a rate that is above the national average for all students and four times higher than that of students from similar economic backgrounds. Our success is driven by:

- **High Expectations:** We set clearly defined and measurable high expectations for academic achievement and conduct in order to create and reinforce a culture of achievement and support. We know that every student is different and we personalize learning based on a student's needs, skills, and interests.

- **Strength of Character:** Success in life depends on both academics and character. We help students foster character strengths that are essential for their own success and well-being. And we empower them to express their own voice with power and to improve the world around them.

- **Highly Effective Teachers and Leaders:** Great schools require great teachers and school leaders. We empower our educators to lead school teams, and we invest in training to help them grow as professionals.

- **Safe, Structured, and Nurturing Environments:** Students need physical and emotional safety in order to take risks and learn from their successes and their mistakes. Our schools provide a safe, structured, and nurturing environment with minimal distractions and more time for both academics and extracurricular activities so that students love school and maximize their learning.

- **KIPP Through College:** Our counselors and advisors support students as they prepare for and select the right college and career for their needs and interests. After high school, we help KIPP alumni navigate the social, academic, and financial challenges they might encounter while in college.

In addition to the Five Pillars, KIPP schools are guided by six questions that help us judge how well we are fulfilling our mission. Those six questions are:

- Are we serving the children who need us?
- Are our students staying with us?
- Are our students progressing and achieving academically?
- Are our alumni climbing the mountain to and through college?
- Are we building a sustainable people model?
- Are we building a sustainable financial model?

These six questions guide our reflection and planning process as we work to improve how well we fulfill our mission of preparing all students for success in college and the world beyond.

Mission and Vision

The mission of the proposed KIPP PK-8 transformation school is to empower all students with the knowledge and skills they need to be successful to and through college and the world beyond. This work will be performed in the context of a strong

school community that brings students, families, community members and educators together in service of our long term vision for student success: that all students have the opportunity to live self-determined lives. For most students, college completion is a necessary step on the path to success. Our program is geared toward preparing students for college and then supporting them through their college experience. As a PK-8 school, we will build an academic foundation that prepares students to succeed in excellent high schools.

The proposed PK-8 transformation school will rely on the strength of the KIPP New Orleans Schools network to transform a previously academically unsuccessful school into a place that prepares students for the rigors of college and beyond. These student-centered outcomes will be achieved within the context of another important purpose: transforming a school that had previously been deemed academically unacceptable. This presents a significant task that KNOS does not approach lightly. For parents and community members who have experienced a school closure, the change of school operators may be difficult. KIPP is committed to providing the continuity that is required for a smooth transition from one operator to the next. Every school community – even those that are deemed academically unacceptable – has unique strengths and assets. Whether it is strong school traditions or school pride expressed through extra-curricular programming, it will be essential for KNOS to identify and build upon that success.

Student Success
Students who attend the proposed KIPP PK-8 Transformation school will complete the eighth grade with:

- The academic preparation needed to succeed in rigorous high schools – as judged both by state standardized test and by their ability to exhibit the types of higher order skills that are not measured well by standardized testing.

- The habits of character that will propel them forward in high school and beyond; these habits include a strong work ethic, social intelligence, persistence in the face of challenges, and empathy towards others.

- Demonstrated excellence in a skill outside of core-academics, such as playing a musical instrument, mastering athletic skills, learning how to express themselves artistically, or developing leadership skills.

- A set of strong relationships with their peers and teachers.

Alignment With Authorizing Priorities
OPSB's process for identifying school authorizing priorities identified several areas of focus for newly authorized schools. The proposed KIPP PK-8 Transformation school aligns closely with several of these identified priorities:

The priorities identified by **students** in the OPSB process include:	**The KIPP New Orleans Schools approach**
- Highest quality teachers who personalize instruction and create rigorous learning	- KNOS employs a rigorous recruitment and screening process designed to yield the best educators from diverse backgrounds. Regional curriculum planning and professional development give teachers the ability to plan differentiated lessons that meet all students' needs.
- Rich and varied extra-curricular activities	- Students at KIPP schools enjoy a wide variety of extracurricular activities including band and auxiliaries, a wide variety of team sports, speech and debate, LEGO robotics, gardening, poetry, service, student government, and STEM clubs to name a few. Students and teachers have the resources and ability to form new activities based on students' interests.
- Staff to support social/emotional needs	- KIPP professional development focuses on helping teachers create classrooms that are responsive to students' social and emotional needs. KIPP schools have helped lead the movement to introduce trauma-informed practices in schools. Each school employs two social workers

	and typically partners with partner agencies to support students.
- Fair and firm school culture and discipline	- The KIPP New Orleans approach to discipline has evolved over time, and today schools employ behavior systems that focus on restorative practices, positive behavior supports, and individualized approaches.
- Platforms for student voice	- A stated focus for KIPP teachers is that students will 'make meaning' on their own. This requires students to learn how to express themselves in a variety of ways. The skills of self-expression learned in the classroom translate into all aspects of life at school, and school leaders often convene students for listening sessions to better understand students' needs and perspectives.

Meeting the Needs of Target Student Population
Demographically, we expect that the student population of the proposed KIPP PK-8 Transformation school will mirror the students currently enrolled at KIPP schools in New Orleans. Students will likely begin the school year with a wide variety of academic and social/emotional needs, similar to those presented by students at schools across the KIPP network. Our entire program is geared toward helping students who are behind academically to catch up and excel. Our approach to this academic work is discussed in depth later in this document. In addition, students will need classroom teachers who approach interactions with knowledge of trauma-informed approaches and culturally responsive teaching practices. Likewise, KIPP teachers employ this knowledge in coordination with the school mental health professional who will provide additional support.

Despite all of the similarities to students in other KIPP schools, there is <u>one important difference</u> that will become a focus of our work at the KIPP PK-8 Transformation school: all of the students will have experienced the stress associated with attending a school that is undergoing the transformation process. This means having experienced a loss of trust in the educators who failed to meet expectations and the further disruption of having their school experience significant change during the transformation process. This places an additional responsibility on KIPP educators to develop a school that honors their experiences while leading the school community to build an excellent, successful school.

Collaboration and Community Support
KIPP New Orleans Schools is applying to transform a yet-to-named charter school that is losing its charter. The location of the school is to be determined pending the Orleans Parish School Board's transformation process in the Spring of 2019. At this time, the details of the school community and geographic location are unknown, but the experiences of currently open KIPP schools help inform the approach to developing community collaboration and support. The proposed KIPP PK-8 Transformation school will become an important member of the community in which it is located.

One of the most important steps in building connections with the community is in the development of the new school's identity. In New Orleans, we take exceptional pride in our schools, and at KIPP we know that schools are first and foremost communities. Regardless of academic outcomes, schools consist of relationships between people and shared experiences over time. As with other schools in the KIPP network, we will work closely with the community to develop a school name that appropriately reflects the history of the school, the neighborhood context and the school's connection to the KIPP network.

Recently KIPP New Orleans conducted a renaming process when KIPP McDonogh 15 moved from the original McDonogh 15 building in the French Quarter to the newly built Ernest N. "Dutch" Morial building. We worked closely with members of the Morial family, elected officials, neighborhood representatives, families and students to rename the school KIPP Ernest N. "Dutch" Morial. Similarly, we have worked closely with the Booker T. Washington High School alumni association throughout the development of KIPP Booker T. Washington to ensure that school traditions and emblems honor the exceptional history of the Booker T. Washington school community. We also have ongoing plans for the Booker T. Washington Alumni Association to play a significant role in the school and have already begun to partner on and co-sponsor several initiatives and events as we prepare for the build-out and move to the permanent facility.

We fully expect that the existing charter school currently has community partners, and we will build a connection with those existing partners as we transition in as new school operators. In addition, the school will collaborate with many of KIPP's existing partners, including partners dedicated to identifying and recruiting excellent teachers; organizations that provide additional mental health supports to students; arts and enrichment organizations that share KIPP's belief in providing excellent extra-curricular opportunities to student; and neighborhood / community organizations that represent the local neighborhood.

The proposed school will work to build upon the leadership capacity that already exists in the school to be transformed. We will identify parent leaders who may have been active in a parent teacher organization at the existing school, and we will work closely with the representatives of the neighborhood association and similar organizations. The school will be open to the public and we will host tours so that community members and elected officials can learn more about our approach to school transformation.

Returning Applicant Groups

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

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

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

N/A

Academic Model

(1) Describe the academic needs of the student population you propose to serve. Explain how you will set, and measure progress towards, performance goals that put your students on a path towards achieving your vision. Include your plan to gather baseline data necessary to establish goals.

(2) Describe the concrete structures, policies, and practices that will differentiate your school from options already available to the community you propose to serve.

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

We anticipate that the academic needs of the student population we are proposing to serve will closely mirror the academic needs for students entering our current schools. This year, we had over 1,000 *new* K-8 students enroll across the KNOS network, enough to provide a snapshot of what student performance may look like in a transformation school.

The beginning of year data for students in our school demonstrates that our student population will have tremendous academic needs. Across KIPP New Orleans, new to KIPP students start the year at the 24th percentile in math and the 29th percentile in ELA (according to NWEA MAP). In math, 25% of students are below the 10th percentile, compared to 22% on grade level. Similar academic needs exist in ELA. According to MAP, 21% of students start the year below the 10th percentile, compared to 27% on grade level. 85% of Kindergarteners entering our schools are below grade level in math, and 80% are below grade level in ELA. Special education students start the year at the 14th percentile in ELA and 9th percentile in math.

Each year, our school leaders engage in goal setting process during summer planning. The goal setting process is part of our annual planning cycle for school leaders. These goals are updated and adjusted as we get additional summative data over the summer (LEAP, etc). Our goals for school health are set annually in the following categories:

Academic Performance	School Health & Longevity
1. Assessment Index and SPS 2. % of Students Meeting MAP Growth Goals in math and ELA 3. Reading level – percent of students above 50Th percentile on Oral Reading Fluency	4. Student Attrition 5. Parent Net Promoter Score 6. Teacher Retention 7. Teacher Net Promoter Score

Our process to gather necessary baseline academic data to set goals will include baseline testing in the first two weeks of school. In that week, we will administer the MAP test and Oral Reading Fluency benchmark to all students. Our school intervention structures are built so that we can plug-and-play groupings and interventions based on fall data, and this process of baseline testing will align with school needs. With these baseline tests, we will have the data necessary to adjust school goals based on starting data.

KNOS has a robust process for progress monitoring against goals. We have aligned our data cycles with our academic progress monitoring cycles. At the same time we administer unit tests/interims, we also administer oral reading fluency checkpoints. With interim assessments in all grades and Oral reading fluency data, our schools have a clear picture of student performance. After each round, our school leaders engage in a data step-back and strategic planning session. This ensures that schools are updating their strategies at least four times a year to match the data. Schools come out of these sessions with focused, six week goals and priorities built around high impact strategies.

These aligned cycles also ensure that our regional team has a clear view into the performance and strategic plans at the school level. For schools that may be off-track, the regional team will adjust resources and intensity of support to kick-start performance.

In between the formal progress monitoring rounds, school leader managers and school leaders use checkpoint test data and other formative assessments to measure progress towards six week goals. The six-week goal setting process that our schools have adopted has dramatically improved our ability to course correct and drive growth within schools during the year.

The features of the educational model that will drive outcomes in the proposed schools will be based on the model developed over the past twelve years at KIPP schools in New Orleans. The KNOS instructional program succeeds because of a complex system of carefully aligned curriculum and assessments, instructional coaching and teamwork, academic and behavior data analysis, extensive professional development, and targeted interventions. In addition, a robust approach to student support services ensures that schools meet all students' needs.

Underlying these plans, systems and structures are fundamental beliefs shared by educators at KIPP: a "do whatever it takes" approach, a belief in building strong relationships, and a commitment that ALL children will succeed at KIPP. First, KIPP schools succeed because the adults working there believe it is their job to "do whatever it takes" to help students succeed, and they put in the hard work accordingly. This attitude requires a focus on solutions for individual students rather than a one-size-fits-all approach. Second, KIPP educators know that strong relationships (with students, with their families, with the community and with each other) are essential for student success. KIPP educators are experts at building relationships, and those relationships serve as the foundation for our approach to discipline, problem-solving, motivation. Finally, KIPP schools believe that all students, regardless of their background, can become successful when the adults in charge create the right structures and supports. This shared belief requires educators to work together to develop creative solutions for even the most challenging students.

The KNOS curriculum is aligned to the Louisiana Comprehensive Curriculum and has been supplemented with additional objectives necessary to keep students on track for college readiness. The curriculum is closely aligned with assessments, including the Louisiana assessment system, the nationally-normed MAP assessment system, and internally developed interim assessments. KNOS has developed a sophisticated integrated data management system to track and analyze student academic data. The system provides teachers with insights into which specific objectives students have mastered and allows them to craft their lessons accordingly to ensure mastery.

KNOS offers teachers a strong professional development program. Teachers receive five weeks of school-based professional development and planning time over the summer, and schools have regular staff PD meetings each week and ongoing observation and coaching from instructional coaches and peers. Four times a year, all KNOS teachers come together for professional development. These PD sessions coincide with interim assessments administered across all KIPP schools. During PD, teachers have the opportunity to discuss student achievement data and plan together. In practice, this means that a fifth grade math teacher has time to converse with 5th grade math teachers from other KIPP schools and compare notes about instructional approaches, plan future units together and discuss what strategies were successful. In addition to these formal professional development structures, KIPP teachers are in touch with their peers regularly – both at KIPP schools locally and across the country.

The mechanisms described above will have a dramatic influence on student success because the strength of the KIPP program is directly connected to the strength of the network. The new KIPP PK-8 Transformation school will have immediate access to a well-developed network of schools and educators in New Orleans. KIPP's approach to education is marked by a high degree of internal alignment. KIPP teachers work and plan closely together, and the curriculum and assessments are aligned with state standards. This high degree of alignment eliminates the wasted time and energy created by inconsistent approaches to curriculum, assessment, standards and discipline. This alignment means that students become successful because every adult in their school is aligned on how to best help them.

There are multiple structures and practices that differentiate our schools and provide unique options/resources to students and parents.

1. **Home Visits** – Our schools are committed to strong parent-teacher-student relationships. For us, that starts with a home visit. Home visits are unique opportunities for families and the school to build a level trust and investment in working together. Graduating high school students and families continue to highlight the home visit they received 8-10 years earlier as a formative experience in their success at KIPP.

2. **K-12 Continuum** – KIPP provide a structured, aligned pathway from Kindergarten through 12th grade. For families, this continuity means that transitions between schools (ie between middle and high school) are minimally disruptive and all students and teachers alike to remain focused on student outcomes. Families often provide feedback around how much they value having a high school option that is consistent with their K-8 experience. Sending schools are able to successfully prepare students for high school and the relationships students and families build in K-8 last in high school. We know that relationships are critical to student success, and the K-12 network allows for consistent adult relationships over time.

3. **National Network and Resources** – While our schools are locally run, being part of a national network allows access to resources and partnerships that are invaluable to teachers and students. The KIPP Foundation has invested heavily in building high quality curriculum resources to ensure all students engage with high quality, rigorous content each day. They have built a Tier 1 approved ELA curriculum and provide valuable training for our Tier 1 math curriculum. In addition to curriculum resources, they have valuable partnerships with organizations across the country that benefit our students. Additionally the KIPP Foundation is a national leader in developing school leaders and assistant principals. High quality leadership is essential to effective schools, and our leaders participate in on-going developing from the KIPP Foundation to increase their effectiveness.

4. **KIPP Through College –** Our KIPP Through College (KTC) program makes KIPP New Orleans unique in the city. Our end goal is college and career preparation. We provide college preparation and persistence support to all students who complete 8th grade with us. High school students, regardless of high school they are attending, have a college counselor that works with them FAFSA support, ACT support, and the college application process. Once students enter college, all 8th grade completers are matched with a College Persistence Advisor. Additionally, we have a counselor who works with un-enrolled college students on college and career planning. The KIPP Foundation has built college partnerships with over 100 colleges and universities across the country. These partnerships provide unique scholarship opportunities for students, preferred application processes, and other benefits to students as they navigate the college process.

Enrollment Plans

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

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

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

Student Population
KIPP New Orleans Schools is proposing to transform an existing PK-8 charter school that is losing its charter. As a transformation school, we will prioritize retaining all students currently enrolled in the school. Therefore, the student population that we wish to serve currently exists in the to-be-named charter school. We expect that the population of the transformed school will mirror the student population currently enrolled in KIPP schools in New Orleans.

Recruitment Strategy
KIPP New Orleans Schools aims to increase the percentage of students in the Greater New Orleans area who have high quality seats. KNOS will recruit students from within the community where the school will be based. KNOS participates in the OneApp process and will follow all guidelines and timelines set out by the EnrollNOLA team.

Recruitment Plan
The primary purpose of the student recruitment plan will be to retain students enrolled in the current charter school that will be transformed. In the plan below, Phase 1 is focused on the task of retention, while the subsequent phases are focused on recruiting new students into entry grades and to fill vacancies in all other grades.

Phase 1 – Current Student Retention

- Upon completion of the Orleans Parish School Board siting process, KNOS leadership will arrange meetings with the leadership of the closing charter school to plan the transition.
- The SL and KNOS regional leadership will host group meetings for student and parents and also schedule individual home visit meetings for all students to explain the transition process and encourage students to remain enrolled in the new school.

Phase 2 – Inform Community & Gather Information

- The School Leader (SL), in conjunction with members of the regional KIPP New Orleans team, will introduce the school opening to the targeted community.
- The SL will attend neighborhood association meetings, family meetings at Head Starts, daycares and other PK schools, and any other relevant community organization meetings to introduce the school.
- The regional KNOS team will create and distribute materials to support the introduction that include flyers, brochures, mailings, bus shelter ads, and online advertisements.
- The SL will gather information from interested parties to follow up with once the OneApp is available.
- The SL and the regional KNOS team will purchase all additional recruitment materials (recruitment t-shirts, car magnets, business cards, clipboards, pens, stickers, contact tracking sheet).
- The SL will attend any relevant community events with school materials and information.

Phase 3 – OneApp Main Round

- The main round of the OneApp launches in November; the regional KNOS team will ensure that the new schools is listed as a choice for families.
- The SL will follow up with all interested parties and leads obtained during Phase 1 to encourage them to apply to the school during the Main Round.
- Regional marketing efforts for KNOS student recruitment efforts will include new school specific messaging.
- The SL will make weekly visits to at least three selected Head Starts and/or PK4 centers to speak to families at arrival and dismissal. The school leader will host a minimum of two breakfasts at each location to encourage families to learn more about the new school.
- The SL and the regional KNOS team will canvass the neighborhood surrounding the school throughout the months of January and February to meet prospective families and encourage them to apply.
- All recruitment materials will indicate that each new family is eligible for a free school uniform shirt.
- The SL will attend any relevant community events with school materials and information (including the Urban League's School Expo in February).

Phase 4 – Waiting for Main Round Results & Round 2

- The SL will be joined by the School Operations Leader (SOL) in executing all student recruitment activities.
- The SL & SOL will continue to canvass the neighborhood to make connections with potential families. The SOL will track detailed information on all potential leads.
- The SOL will choose at least three local businesses (grocery store, corner store, hair salon, etc.) to target for student recruitment and relationship building. The SOL will visit the business, request a meeting with the owner, introduce the school and discuss partnership.
- The SOL will call all prospective students at least once every week.
- The SL & SOL will attend any relevant community events with school materials and information.

Phase 5 – OneApp Round 2

- The SL & SOL will continue to canvass the neighborhood to make connections with potential families. The SOL will track detailed information on all potential leads.
- The SOL will contact all main round matched families to welcome to the school, share registration information and ask for recommendations of additional family and friends who should be contacted about the new school.
- The SOL will call all prospective students at least once every week
- The SL & SOL will attend any relevant community events with school materials and information.

Phase 6 – Waiting for Round 2 Results & Late Enrollment

- The School Leader and School Operations leader will host an Open House at the new school location during the month of June. Matched students and prospective students will attend to get a tour of the facility and meet the SL & SOL.

- In July, during staff Onboarding, the SOL will lead a student recruitment session to train staff on student recruitment. All staff will spend at least 2 hours/week during the month of July engaging in the community to identify new students for the school.
- The SOL will call all prospective students at least once every week.
- The SL & SOL will attend any relevant community events to provide school materials and information.

Admission Priorities
KIPP New Orleans Schools will not seek any mission specific admissions priorities, preferences or requirements.

Student Experience

(1) Describe the culture that you envision for your school and the practices that will foster and maintain that culture.
   a. Describe the steps that you will take to invest staff in the vision and to sustain their investment.
   b. Define the norms that will shape the interactions between administrators and teachers and among teachers, the reason each norm is important, and the steps that you will take to establish and reinforce these norms.

(2) Similarly, describe the behavior expectations of your school as well as the practices that will foster and uphold those expectations.
   a. List and describe the values that will define your student culture. Provide your plan for instilling and maintaining student behavior expectations that correspond with these values.
   b. Describe the system of policies and practices your school will implement for setting and maintaining student behavior expectations and norms.
   c. Describe the procedures for due process when a student is subject to removal from the classroom or school, including a description of the appeal process that the school will employ and the plan for providing services to students who are out of the classroom (in-school or out-of-school suspensions) for more than 10 days
      i. This description should include a list, with definitions, of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be subject to removal from the classroom (in-school suspension) or the school (out-of-school suspension), respectively.
   d. Describe the practices the school will use to support student's social and emotional learning, and the alignment between these practices and their impact on student achievement

(3) Describe the mechanisms and structures available to elevate student voice and leadership at your school.

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

Student Culture
We expect that our school culture will reflect the values and principles that we espouse throughout our organization. We prioritize culture-building in order to make it easier for teachers to create rigorous and relevant learning experiences for students. Our goal with our school culture is that it should be easy to enter our school mid-year and be able to teach because there is a floor of culture that allows teaching and learning to happen with anyone in the front of the classroom. The foundation we must put into place is creating a school culture that everyone wants to be a part of. We want to hear people say, "It is a gift to be in our schools and we

feel that every day" and there be a deep belief in possibilities for our students as a result. Everything we do has to drive this feeling so that our students are creating this space everywhere they go in the world. We believe that success will breed success so we name it, we publicize it, we celebrate it, and we never take our eyes off of creating excellence.

Understanding that everything we do drives culture, we also recognize that it is created at many different levels.

School-wide Vision: We aim to create a full school achievement identity that extends to all of our members and we will regularly communicate and reiterate that each and all of us will achieve and that we are in this together.

All in. All together. All the time.

School-wide systems and Rituals:

- Aligned "Culture units" that introduce and emphasize shared language (values aligned) and key community-building behaviors that we teach and measure with students daily in Homeroom
- PBIS system- each unit will contain a PBIS incentive as a way to build momentum around key behaviors
- Assemblies/Celebrations- we kick off each unit with an assembly that introduces why the unit is important; we conclude each of our units with a school-wide celebration or activity that celebrates our growth and achievement
- Enrichment/Arts/Sports- These offerings are key components to building engagement and identity in our schools

Grade Level Culture & Identity Vision: In alignment with our school vision for culture, each cohort builds an identity autonomously in a more intimate and personal touch. GLs are responsible for planning and executing relevant social opportunities and creating a strong investment in our goals.

GL Systems and Rituals:

- GL Design plans align school-wide messages to in-class investment systems and goals
- Weekly Grade level "Achievement Breakfasts/Lunches" create a sense of achievement and identity as a cohort
- Achievement/behavior public tracking weekly

Classroom Community Building: Each classroom has the responsibility to send daily messages of high expectations for performance, love and belief in ability, and Effort Optimism.

Classroom Systems & Rituals:

- Content based achievement goal setting and investment planning
- Daily classroom community meetings
- Classroom tracking systems that reward positive behaviors that build community
- Restorative Practices for handling culture breaches

Micro-moments and Norms of Interactions:
At KNOS we believe that "*The way we talk to children becomes their inner-voice*".

KIPP Foundation research has shown that the #1 differentiator between top and bottom quartile schools has been the way that staff answers the question, ***"Interactions between students and adults at my school are respectful."***
Setting strong norms of interactions for teachers is a critical component of building the inclusive, urgent, and excellence culture we describe above.

Our Norms of Interactions:

- We set clear expectations and explain "why" what we ask is important to students
- We maintain 4 to 1 positive/negative ratio on classroom interactions with students
- We remain emotionally constant in all interactions with students and families. We **never** yell or degrade our students.

- We follow up and restore every relationship after every consequence (bounce back statements or restorative conversation)

Our goal with the norms is to create a predictable response to student actions, particularly when they do not meet expectations. We believe that this predictable response will lead to 1) more students doing the right thing more often, 2) stronger relationships through accountability and restorative conversations, and 3) reduction in teacher stress and emotion throughout the day.

Investing Staff and Ongoing Development & Practice:
As with all types of school-based practice or system, KNOS believes strongly in investing teachers in our purpose for approaching culture and student responses. We have learned that we must spend a significant amount of time in our summer professional development time with teachers developing rationale for our choices, explaining what execution looks and sounds like, plan for successful execution in our classrooms, and then practicing the skills in live simulations. These steps are especially crucial for our school-culture because school culture has such a powerful impact on student achievement, the student experience in the classroom, parent satisfaction, and in teacher efficacy and long-term retention.

Though the specifics of training often fall on the individual school leader at each school, here is an example of what our professional development summer scope could look like:

To build specific rationale for building a culture of achievement, teachers and staff deeply engage in research about the School to Prison Pipeline and make connections about how this pipeline may play out in the current New Orleans charter school landscape. This may be accompanied by looking at our school-based data and analyzing specific incidents that have occurred in our school to discuss alternative ways of dealing with students, while still setting high expectations for behavior and community. To prime staff to dive into the practices of great classroom management and systems execution, we may read Dr. Jeffery Duncan-Andrade's essay, "Gangstas, Wankstas, and Ridas: defining, developing, and supporting effective teachers in urban schools. In some cases, we may even have Dr. Andrade visit our school and add context to his powerful research.

Our next task is explaining what execution of our classroom management and school interaction norms look and feel like. During summer PD this would include a deeper look into the research on most effective practices of classroom management that include the No-Nonsense Nurturer, Teach Like a Champion, Fred Jones Guide to Classroom Management, and The Skillful Teacher. We set the culture for "practice" immediately and give chances to build these skills with peers and leaders throughout each session.

Our plan has to match what we have learned and so every teacher, creates a classroom design plan in which they detail not only the inspiring 'narrative and goals' of their classrooms, but also details the specific management systems, routines, and procedures that they will rely on to add structure to the day. Veteran teachers and instructional coaches pore over these plans to ensure that they are developmentally appropriate, culturally relevant, and easily understood by students, parents, and peers.

Our last step of solidifying culture in the summer is our "scrimmage", which takes place over the course of about a week, culminating in two half-day orientation days with students. The scrimmages give each teacher a chance to practice using their plans, setting the vision for their classroom, and get feedback about how to be more effective with children. Our two orientation days include multiple observations from peers and coaches and conclude with reflection and planning time so that the next day can be better for students.

During the first six to twelve weeks of school, our instructional coaches and administrators use the professional development scope from "Get Better Faster", which specifically outlines the trajectory of developing teachers and the basics of creating a culture of achievement and rigorous environment. Each teacher's progress is tracked and monitored daily during the first four weeks of school and resources and support directed at teachers that need the most support in developing a safe and healthy classroom environment.

We believe that culture and respectful responses are something that need maintenance once established. In that vein, we schedule to revisit our practices and data once per every four to six weeks as a whole group. In between those sessions, we support our Grade Level Chairpersons to monitor grade level culture through their weekly meetings.

Behavior Expectations

At KNOS, school leaders determine the vision and values of individual school during the founding. We believe that a strong school is built on a motivating mission, clear vision, and values relevant to the school community we are working with. One common thread built into all of our schools are the "Character Strengths" identified by the research of Dr. Martin Seligman. Dr. Seligman's breakthrough book, ***Learned Optimism*** names grit, zest, self-control, hope, social intelligence, gratitude, humor, and love as common to the most successful and "happy" people across lines of culture and social class. These character traits come to life by either being named directly in our schools or through a set of "Values" that name more specific behaviors aligned to the characteristics. As described above in our process for teaching culture, staff summer professional development and ongoing training focuses on building a clear bar for excellence in speaking the language of our values and/or developing the social skills that students need to be successful in school and life.

Our schools build student expectations and norms through explicit teaching, rewarding positive behavior, and tracking the positive behaviors in classrooms, on grade levels, or throughout the school. Aligned to our culture units (described in the section above) we typically scope out focus behaviors that build work habits, self-confidence, and strong community and track those in six to eight week time-periods.

To start the year schools typically focus on establishing classroom rules and building the habits of classroom excellence. As with our adults, we ensure that we teach our students the rationale behind each of our rules and expectations. An example of teaching classroom rules conceptually, would be tying behavior expectations to "Displaying Pride in Your Past, Thinking About Your Future, and Taking Advantage of the Present". Students would be encouraged to think about their own behavior at each moment as either fulfilling or falling short of these three ambitious ideals. A classroom teacher would then explain classroom rules (Ex. Work hard. Be nice. Be safe. Be responsible for yourself.), and have students share their ideas of specific actions that fall under each rule.

Building strong classroom habits of excellence underpin a large majority of a teacher's ability to create a classroom culture and grow student achievement. Our schools focus on habits such as "Pen to Paper", "Strong Posture", "Tracking- Eyes on the speaker or task", and "Habits of Discussion" which include speaking audibly, speaking in complete sentences, looking at the speaker, staying on topic of discussion, and building thoughts from teammate discourse. All these habits become our baseline expectations for "KIPPster" behavior and focus in the classroom. We celebrate these habits through shout-outs, student incentives, and highlights during classroom morning meeting or grade level time.

At the teacher level, we expect that 94% or more students are "on task" displaying these behaviors at all times throughout the day. Our administration and coaching teams spend much of the first six weeks in classrooms to norm expectations and set the bar for excellence, gather data, and step in to model how a teacher would need to redirect the class or individuals that are not meeting expectations. We believe that this level of support and consistency not only builds great classrooms, but also ensures that when we implement consequences, we are doing it in situations that warrant student intervention, not because classroom expectations are low, or management is weak.

In every school, implementing consistent consequences for behavior that falls short of meeting expectations is an important part of establishing norms in a classroom and across school shared spaces. Overall, our goal for behavior and discipline practices is to ensure that teachers, students, and parents understand our systems and policies, and that they provide a line of visibility into each child's performance at least weekly. To this end, our schools have been most successful when our schools have simple, clear, visible, and consistent systems for monitoring student expectations. We work to build these principles into all of our school behavior systems, despite some difference in function or appearance in our different schools or grade levels.

Within all of our schools, we rely on a combination of a classroom management system and set of school-wide discipline practices. Keeping these two systems aligned over time so that students and parents have a cohesive experience is a substantial part of the work we do each year.

An example of a classroom management system is as follows:

In grades K-2, each child starts the day with their clip or magnet on 5 Power Paws, or on a "5." **During instruction, the teacher uses positive narration, body language, proximity, private desists, and preventative measures based on matching to discourage an aversive behavior.** If a child does not respond to these measures, their clip is moved down. As the child's clip moves down, the consequences begin to escalate. Here is our ladder of consequences:

6- Student has gone above and beyond academically, socially, emotionally, & spiritually.					
5- Student has consistently met the academic and behavior expectations of the class/school.					
Clip Status	**4**	**3**	**2**	**1**	**0**
Consequence	**Official verbal warning from the teacher.** Teacher gives adjusting feedback on behavior.	**In-class time-out. (7-10 mins)** Student is isolated from group activity for a specific amount of time, with timer.	**Loss of class privilege.** (whole group lunch, recess, or free-choice centers)	**Parent call and an apology reflection sheet.** (Reflection sheet can be completed in a teammate's room if needed)	**Parent note on homework.** **Zero entered into consequence roster.**

DAILY PARENT COMMUNICATION OF PROGRESS:
At the end of the day teachers will fill-in student behavior points on their homework sheet to be reviewed by parent. Though there is also a place for a note to a parent to explain student final behavior rating, teachers are encouraged to call families nightly to report any child who is going home on a score of "2" or less. Teachers should also prioritize calling families of students that are consistently following classroom rules and meeting expectations.

A child that consistently demonstrates excellence by going above and beyond expectations can earn a positive clip move or paycheck addition.

Student clips/paychecks can make positive gains with each teacher/class they attend by:

- ★ **Demonstrating an authentic Love of Learning through exemplary work**
- ★ **Demonstrating Empathy for teammates and helping them overcome difficulty**
- ★ **Demonstrating Belief in themselves with an exemplary reaction to a conflict or redirection**
- ★ **Demonstrating the POWER to Transform by participating perfectly in the classroom or enrichment**

K-2 teachers also utilize the menu of logical consequences and focus their classroom management on taking advantage of teachable mistakes. This means TEACHING students the meaning of cause & effect by explaining impact of misbehavior and identifying scaffolds that children may need to build their social/emotional skills while holding them accountable for their impact on others.

An example of a classroom management system for grades 3-8:

3rd-8th grade students start each week with a total of $50 on their paycheck.
When expectations are not met, their check is deducted and consequences incurred for more severe behavior.
When students demonstrate excellence they can earn dollars for the week.

Upper School Grade Consequence Ladder		
$1 Deductions (non-invasive distractions)	**$5 Deductions (Community Violations)**	**$10 Deductions (Culture breaches)**

• Failure to comply after a reminder (baseline habits) • Distraction from teammates' learning (out of seat etc.) • Refusal to do work after reminder and/or countdown • Wrong place, wrong time • Unkind, unsupportive words or actions to teammate(s)	• **Disruptive reaction**: Disrespectful and public stomping or talking back to adult • **Disruptive interaction**: Public humiliation of classmate; physical confrontation (i.e. mild shoving, grabbing, pushing), dishonesty about actions, or **Profanity** towards teammate(s)	✓ Threat to classroom safety ✓ Threat to teammate safety ✓ Initiating physical violence ✓ Defacing property ✓ Theft ✓ Gross and persistent disrespect towards teacher ✓ Attempting to leave building
Students are made aware of expectations and encouraged to bounce back and meet expectations. For multiple $1 deductions, teacher also assigns a logical consequences when appropriate.	When a student commits a CV, they automatically lose a privilege such as: ✓ Lunch detention ✓ Recess detention ✓ Specials reflection sheet & time out **A child who receives TWO CVs in a single day will receive an official notice of CV to be sent home to their family and a phone call from teacher.**	A student that threatens the safety of teammates, classroom, or school results in: ✓ Parent communication from admin ✓ Apology reflection (read to class) ✓ Official notice of CV home and filed, ✓ Subject to escalated consequence from discipline policy below

Menu of Logical Consequences

✓ Isolation (classwork, cafeteria, playground etc) ✓ Cleaning up mess made by self or others ✓ Sitting out of dance/party or celebration ✓ Written account of their behavior ✓ Loss of classroom privilege	✓ Reparation/apology to teammate ✓ Mediation ✓ Community circle ✓ Parent call ✓ Parent/teacher conference

Our instruction is the key lever for engaging students and managing their actions (choices). A constant flow of learning decreases opportunities for students to disregard expectations. Additionally, our response to breaches typically determine whether or not the child escalates their negative behavior.

IF CHILD BECOMES UPSET AFTER A CONSEQUENCE: Private relationship building and "bounce back" statement	• Private reminder of the expectation (non-emotional) • Clear time period for "recovery" and statement of impending consequence for non-compliance (additional deduction/clip move/logical consequence) • Check back in with child after stated time period to engage in restorative conversation
IF A CHILD BECOMES DISRUPTIVE: Delivery of consequence and documentation	• Non-emotionally direct student to remove themselves from situation (designated classroom area or partner room) • Documentation on the white board, clipboard, or clip chart

Discipline Policies and Practices:

We expect that our classroom management systems are equipped to handle anywhere between 85-95% of student behaviors and that we must be prepared to deal with approximately 5-15% of behaviors with outside support or our school-wide discipline policies. Our school-wide policies are set by our CMO, KIPP New Orleans Schools and are included below:

Discipline incidents will be classified as Level 1, Level 2, Level 3, and Level 4 infractions. The tables below identify the KIPP New Orleans Schools behavioral expectations, examples of expected behaviors, types of infractions and potential corrective strategies. In the effort to fully implement Positive Behavior Support and reduce the loss of instructional time due to out-of-school suspension and expulsion, KNOS utilizes a wide variety of corrective strategies that do not remove children from valuable instructional time when appropriate. Corrective strategies also include referral to and collaboration with outside agencies and with court appointed workers for students involved with the juvenile justice system.

Level 1 Infractions - Productive Personal Environment

Behaviors that occur in the classroom and affect only the misbehaving student.

Behavioral Expectations	Be Safe	Be Responsible	Be Respectful
Examples of Expected Behaviors	Walk in hallways	Arrive to class on time and participate in class	Follow the teacher's directions and use positive language with peers
Level 1 Infractions	1.1 Horseplay or running in the hall/class 1.2 Throwing objects 1.3 Out-of-assigned seat/table/area	1.4 Inappropriate items in class 1.5 Passive non-compliance i.e., sleeping, refusing to participate 1.6 Unexcused tardiness and absenteeism to class 1.7 Cheating or plagiarism	1.8 Profanity/cursing 1.9 Disrespect of an adult 1.10 Disrespect of a peer 1.11 Disruption in class, on school grounds, on school bus or RTA bus 1.12 Any other infraction that the School Leader deems to be similar in severity to other Level 1 infractions 1.13 Ongoing commission of Level 1 infractions
Possible Correctives Strategies	First Infraction • Re-teach the behavioral expectations • Have the student apologize and make amends with those affected • Provide a reflective activity Corrective Actions for Repeated Infractions: • Contact and/or conference with parent/guardian • Implement a home/ school communication system • Utilize check-in/check-out • Loss of privilege • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Refer to the school social worker • Refer the student for tiered interventions through the Response to Intervention Team • Detention • Use of in-school intervention • Bus suspension		

Level 2 Infractions - Productive Classroom and School Community Environment

Behaviors that occur in the classroom or within the school community that affect a misbehaving student and threaten to or interfere with the learning of others, and behaviors that are non-compliant with reasonable requests and directions by an adult in the school, despite clear understanding of expectations and an attempt to redirect by an adult.

Behavioral Expectations	Be Safe	Be Responsible	Be Respectful
Examples of Expected Behaviors	Solve problems peacefully	Take care of school property and ask before borrowing other people's property	Consider other people's feelings and respect personal space
Level 2 Infractions	2.1 Fighting or instigating a fight 2.2 Using or possessing tobacco products, matches or lighters 2.3 Possession of fireworks	2.4 Unauthorized display or use of a cell phone or other disallowed electronic property during school hours 2.5 Stealing/possession of stolen property 2.6 Vandalism	2.7 Willful Disobedience 2.8 Making a threat 2.9 Physical assault without bodily harm 2.10 Leaving school grounds without permission 2.11 Any other infraction that the principal deems to be similar in severity to other level 2 infractions 2.10 Ongoing commission of Level 2 infractions
Possible Correctives Strategies	For level 2 Infractions, the following steps must be implemented: 1. MANDATORY parent contact to inform parent of accusation and status of investigation. Parent will be given the option to attend the student conference. 2. MANDATORY student conference and school-level investigation. 3. MANDATORY confiscation of disallowed property during school hours If the principal determines that discipline action is warranted: 3. MANDATORY school level conference with student, parent, principal or designee and staff member(s) involved determining and implementing appropriate corrective strategies. 4. Referral to the Response to Intervention Team for tiered interventions, counseling, and/or completion of a Functional Behavioral Analysis (FBA) and implementation of a Behavioral Intervention Plan (BIP) 5. MANDATORY suspension or alternative to suspension		

Level 3 - Orderly and Safe Environment

Behaviors that occur inside and outside the classroom and negatively affect an orderly environment. These behaviors are generally not intended to cause physical or mental harm to another individual and are not necessarily illegal. Behaviors that are intended to cause another individual serious physical or mental harm and/or are illegal.

Behavioral Expectations	Be Safe	Be Responsible	Be Respectful
Examples of Expected Behaviors	Ask for help if you are not safe	Be cooperative in the event of an emergency	Understand when the answer given to you is, "No"

Level 3 Infractions	3.1 Coming to school under the influence of drugs or alcohol 3.2 Aggravated assault to another student or school district employee with serious bodily harm 3.3 Inappropriate and unwanted sexual behavior 3.4 Starting a fire 3.5 Use of any object to harm, frighten or intimidate others	3.6 Causing false fire alarms or making bomb threats 3.7 Extortion 3.8 Theft of property 3.9 Inciting Violence 3.10 Failure to follow instructions during school-wide lockdown or emergency.	3.11 Bullying 3.12 Burglary 3.13 Robbery 3.14 Possession of a dangerous instrument or the use/display of an instrument deemed by others to be dangerous .3.15 Any other infraction that the principal deems to be similar in severity to other Level 3 infractions 3.16 Ongoing commission of Level 3 infractions 3.17 Conviction of a felony or conviction of an offense which, had it been committed by an adult, would have constituted a felony. 3.18 Use of electronic device to repeatedly threaten, intimidate, or bully another student or to share sexually explicit material.
Possible Correctives Strategies	For level 3 infractions, the following steps must be implemented: 1. MANDATORY parent contact to inform parent of accusation and status of investigation. Parent will be given the option to attend the student conference. 2 MANDATORY student conference and school level investigation. If the principal determines that a recommendation for long term suspension is warranted: 3. MANDATORY conference with the parent, student and appropriate school staff 4 Referral to the Response to Intervention Team for tiered interventions, counseling, and/or completion of a Functional Behavioral Analysis (FBA) and implementation of a Behavioral Intervention Plan (BIP) 5. MANDATORY conference with and referral to school social worker for student assessment, referral to emergency mental health treatment and/or implementation of school based treatment plan, and connection to outside agencies for support Corrective Strategies Create home/school communication system Re-teach the behavior expectations Have the student apologize and make amends with those harmed or offended Provide meaningful reflective activity Loss of privilege Create a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions Check-in/check-out Arrange linkage with a counseling agency Detention Short-term suspension or alternative to suspension Long term suspension Possibility of recommendation for expulsion		

Level 4 – Expellable Offenses
Behaviors that are illegal, defined and regulated by Louisiana education law, and extremely harmful to the misbehaving student and/or others, including possession of a dangerous weapon, possession of a controlled substance, and assault with maiming.
1. Weapons - A student carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the school's jurisdiction.
2. Drugs - A student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the school's jurisdiction;
3. Serious Bodily Injury - A student inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or KNOS.

Behavioral Expectations	Be Safe	Be Responsible	Be Respectful
Examples of Expected Behaviors	Ask for help if you are not safe	Be cooperative in the event of an emergency	Understand when the answer given to you is, "No"
Level 4 Infractions	4.1 Possession, use, or concealment of illegal drugs at school or school related activities 4.2 Possession of a dangerous weapon 4.3 Assault with maiming 4.4 Sexual Assault	4.5 Well-documented and on-going commission of serious acts that threaten the safety of others.	4.6 Any other infraction that the principal deems to be similar in severity to other Level 3 or level 4 infractions
Possible Correctives Strategies	For infractions involving possession, use of concealment of illegal drugs and firearms, the following steps must be implemented. 1. MANDATORY student conferences and school-level investigation. If the principal determines that a recommendation for expulsion is warranted: 2. MANDATORY parental contact. 3. MANDATORY school level conference 4. POSSIBLE referral to outside agencies such as Police, FINNs and/or Juvenile Justice authorities. 5. MANDATORY recommendation for long-term suspension or expulsion and interim placement. 6. MANDATORY referral to RSD Hearing Office for any student recommended for expulsion.		

Due Process / Overview of Procedural Safeguards
Disciplinary actions give students with disabilities extra legal protections when the discipline constitutes a change in placement. If a student violates the Student Code of Conduct, before consequences or punishment are imposed, the principal/designee must consider whether the student:

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

While all students may be disciplined, the placement of students with disabilities cannot be "changed" when the offense is directly

related to his/her disability or when the IEP or Section 504 plan is not implemented, except in the case of emergency circumstances (drugs, weapons, significant bodily injury). See Section II for more information about emergency circumstances.

Determining Change in Placement - A change in placement is a legal term that applies to the situations described below. A student's school suspension that occurred in one LA local education agency (LEA) during the same school year of transfer into the KIPP New Orleans Schools (LEA) or vice versa "counts" and is added to any additional suspensions in the new school.

More than 10 Consecutive Days of Suspension, i.e., Expulsion or Long Term Suspension:
Any suspension that is for more than 10 consecutive days is considered to be a change in placement.

More than 10 Total Days of Suspension in One School Year.
A series of suspensions with days that total more than 10 total school days in a school year is a change in placement. The special education chairperson, with assistance and documentation from the Administration/Disciplinarian, monitors the number of days each student has been suspended. Students with disabilities who have not reached this 10-day threshold may be suspended under the procedures that apply to all students.

Additional Considerations

In-school Suspension:
An in-school suspension will not be considered as a suspension for the above purposes as long as a student is given the opportunity to continue to: appropriately participate in the general curriculum; receive IEP specified services; and participate with nondisabled children to the extent (s)he would have in the current placement. Any in-school suspension that does not meet this standard must be considered as a suspension for purposes of these procedures.

Suspension/Removal for Portion of School Day
Students sent home from school in the morning because of misconduct is considered to have a full-day suspension. Students sent home in the afternoon are considered to have a half-day suspension. These conditions apply unless the student's BIP specifically calls for the student to receive a shortened school day when certain behaviors are exhibited.

Bus Suspension:
1) Bus Transportation Is IEP Service. When transportation is an IEP service, a student's removal from the bus is considered to be a suspension unless transportation is provided in some other way. In this case, transportation has been determined to be necessary for the student to access educational services.

2) Bus Transportation Is Not IEP Service. When transportation is not an IEP service, the student's removal from the bus is NOT considered to be a suspension. In this case the student/parent have the same obligations for the student to get to and from school as any nondisabled peers suspended from the bus. However, school officials should consider whether the bus behavior is similar to classroom behavior that IS addressed in an IEP and whether the bus behavior should be addressed in the IEP or through a BIP.

Appeal Process
Any parent/guardian of a suspended student shall have the right to appeal a suspension to the KNOS Chief Executive Officer or designee. The decision of the CEO is final. The school must hold a school-level conference conducted with the principal or designee, parent/guardian, and the school social work specialist within a reasonable time. All students have the right to fair and reasonable treatment during disciplinary proceedings and the opportunity to present evidence and defend his/her actions. Your child has a right to bring a representative of his/her choice to all disciplinary proceedings. If a parent encounters a problem with discipline procedures and/or fair student treatment, the parent may contact the Student Support Office. The Manager of Student Support Services and the school-based Student Support Coordinator will work to coordinate compensatory services as appropriate with the family and IEP team for any services missed due to removal from the classroom in excess of 10 days.

DISCIPLINE AND BEHAVIOR

KIPP New Orleans Schools is committed to using positive behavior supports and effective tools, strategies and incentives to ensure a safe and orderly school environment and a caring school culture.

In accordance with Louisiana's mandate for the implementation of a School Master Plan for Discipline, KNOS' school-based leadership teams monitor discipline incidents and referrals by month, time, location, student, grade level and type of incident.

Infractions and Corrective Strategies
Discipline incidents will be classified as Level 1, Level 2, Level 3, and Level 4 infractions. The tables below identify the KIPP New Orleans Schools behavioral expectations, examples of expected behaviors, types of infractions and potential corrective strategies.

In the effort to fully implement Positive Behavior Support and reduce the loss of instructional time due to out-of-school suspension and expulsion, KNOS utilizes a wide variety of corrective strategies that do not remove children from valuable instructional time when appropriate. Corrective strategies also include referral to and collaboration with outside agencies and with court appointed workers for students involved with the juvenile justice system.

Suspensions and Expulsions

A suspension, in which the student is not allowed to attend school for a designated period of time, is a serious and formal corrective strategy a school may take if a student commits a Level 2, 3 or 4 infraction.

All students shall be treated fairly and honestly in resolving grievances and complaints, and in the consideration of any suspension or expulsion

For Student Code of Conduct infractions that may warrant a suspension or recommendation for expulsion:

The school must conduct a student conference and school-level investigation within a 24 hour period. Investigation includes taking written statements (or helping with the writing of a statement) from teachers and other students who were witnesses to the incident.

Prior to any suspension or recommendation for expulsion, the principal or designee must inform the student of the "particular" misconduct of which he/she is accused and the basis for the accusation. Prior to any suspension or recommendation for expulsion, the principal or designee must give the student an opportunity to present his/her version of the incident and ensure the student's version is in writing. The principal or designee may call witnesses requested by the student. The principal or designee shall make a reasonable effort to reach a fair determination of the incident before making any disposition. The school must contact the parent/guardian by telephone on the day of the incident and no later than the following day or send a certified letter giving notice of the suspension, the reason for the suspension, and the date and time of a conference to be conducted within 5 days with the principal or his/her designee. The school must give the parent/guardian notice in writing of the suspension and the reason for the suspension. The written notification must include information about the parent's right to review any evidence that will be presented at the Hearing. The student shall remain in school until the end of the school day unless released into the care of a parent/ guardian. No student should be sent home without proper documentation of the particular misconduct and reason for suspension.
In extraordinary circumstances, the principal or designee is authorized to call law enforcement personnel to transport the student home and/or to a designated facility, including juvenile detention.

Social and Emotional Learning
At KIPP we believe that teacher actions affect student actions. Our job is to create a safe, joyful, healthy, and academically rigorous learning environment for our scholars. We are intentional in our development of our social-emotional skills and moral values and consistently explicit with our expectations. A predictable and routinized classroom leads to clear expectations, which leads to a calm, safe, learning environment in which all students are able to reach high achievement at high levels. We believe that all children will be successful within the classroom given the appropriate systems of support and discipline. Students' social and emotional learning will be addressed through classroom based interventions as well as school wide positive behavior interventions and supports.

KIPP will utilize evidenced based social emotional curriculum that targets the core components that helps a student's interpersonal, intrapersonal, and cognitive skills. This social-emotional curriculum will address the five core components as identified by the Collaboration for Academic, Social, Emotional Learning (CASEL), including self-awareness, self-management, social awareness, relational skills, and responsible decision making. These competencies will be implemented through the use of restorative practices within disciplinary structures, core messages through school wide celebrations, and classroom based interventions.

Student Voice and Leadership
Our daily work with students in the classroom and their social experience among peers is designed to build the skills and awareness needed to "tell their stories" and develop their confidence in front of peers, adults, and external stakeholders. Offering students the platform to elevate their voice and develop leadership in our school shifts and grows along with the life experiences of our students. In kindergarten through second grade we look to set the foundations of strong voice, comfort speaking in front of classroom peers, as well as present our older students as models in our school assemblies and events. Throughout our day we look to provide academic and social opportunities that get students comfortable with having choice in their day through their classroom seating, partner choices, and activity options aligned to learning standards. There are also opportunities for classrooms to vote on where to go for quarterly field trips, and or select their PBIS rewards.

In grades 3-5, we go from providing "exposure" to leadership and elevated voice to facilitating small group opportunities. Our 3rd-5th graders each do an academic unit in writing class that asks them to "Telling their stories" and results in a chance to edit and publish their homeroom stories in a hard-bound book. Additionally, we layer in "Gender Circles" monthly, which is a facilitated social experience that focuses on building self-confidence by tackling relevant and age-appropriate topics in gender-specific small groups. Third to fifth grade also has student elections during Mardi Gras (for court roles) and names a grade level president, vice-president, and treasurer for the grade level. Grades 3-5 will also begin participating in our sports and programming and building their sense of team leadership and modeling for others. Lastly, all of our 3-5 school assemblies and family events are co-facilitated with students.

As we enter middle-school, our 6th-8th graders have the opportunity to participate in school-wide government and begin to see the impact of their leadership on a broader scale. Additionally, each grade-level will identify an opportunity and experience to "impact their community" which will culminate in a three day service trip to end the school year. In their homerooms, students will have the chance to prepare and plan their experience and organize all it will take to make it happen. Our middle school programming begins to take on a stronger role in their lives and our school with many public opportunities to perform (band, drama, sports, etc.).

Family & Community Engagement

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

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

Parent and Community Support
KIPP receives strong support from families across New Orleans, as evidenced by an enrollment that has grown from about 120

students in 2005 to over 4700 students in 2017. Parents trust KIPP schools and the majority of our schools have greater than 85% student retention. Parent support is most clearly apparent during events such as report card conferences where parent participation often exceeds 90 percent or during athletic events where stands are full of cheering family members. The charter school to be transformed has yet to be identified, but once the transformation process begins, parents will have opportunities to provide feedback during school leader listening sessions designed to gather feedback from parents and students.

Communicating Information
We have learned that in order to communicate effectively with parents and community members, we must employ a wide variety of communication strategies at both the network and school level.

KNOS and KIPP Foundation regularly survey parents to assess satisfaction as well as family perspectives on areas of strength and weakness at each school. This data is used to inform network-wide family engagement priorities as well as performance evaluation of each school and its leader. KNOS also surveys parents who have chosen to leave the network in order to understand our opportunities for overall improvement. Last year conducted several listening tours and interviews with key community leaders in order to understand how perceptions and what we might do to improve our community relations and engagement. The result of these tours and feedback has been the establishment of a multi-year, organizational priority dedicated to stakeholder engagement. Further, we have since build out the capacity of our regional team with the addition of a Communications Manager and a Director of Partnerships and Alumni Relations.

At the school level, KIPP teachers set the tone for open communication during home visits. Home visits take place prior to the start of school when a KIPP staff member visits student and their parents at their home. This first communication helps develop a personal connection between the teacher and the family and all subsequent communications flow from the home visit. Teachers provide students with their cell phone numbers and are typically available in the evenings to field questions about homework. Teachers are frequently in touch with parents by phone and via text message.

In addition, schools send weekly newsletters to families and communicate important news via automated text messages, phone calls and e-mails. School events and other information are posted on school websites, including documents such as Student and Family Handbooks, special education policy documents and other essential information.

Throughout the year, schools hold a variety of events intended to engage parents. These events include report card conferences, school performances, 'Muffins With Moms', 'Donuts With Dads', literacy nights, athletic events and holiday events. Each of these events presents an opportunity to communicate with families and prioritizes positive, celebratory interactions in order to build trusting relationships and a joyful environment.

School and network information is also communicated through social media accounts including Twitter, Facebook and Instagram.

Finally, board meetings are held every other month and are open to the public. While board meeting discussions typically address system-level issues, parents are welcomed to attend meetings to learn more about the organization as a whole.

Decision-Making
Although KIPP schools share common approaches, each school is a unique reflection of the community and staff. In the KNOS network, no two schools are exactly alike: one middle school focuses on student leadership development while another prioritizes athletics and band while another makes creative arts the priority. Similarly, the specific programmatic focus of the proposed KIPP PK-8 Transformation school will be determined with input from students, families and community members.

Developing student voice is an integral part of the academic program, and this translates into having a voice in school-wide issues. Typically, middle school students form a student council or a student advisory panel that advises the school leader as he or she makes decisions. Students often take part in teacher interviews and provide decision-makers with candidate

feedback as they make final decisions.

Parent-Teacher Organization
Parents at each KIPP school are invited to form Parent-Teacher Organizations to further the partnership between parents and educators. These organizations are typically parent-driven in partnership with a faculty sponsor. PTOs often plan family engagement events, hold fundraisers for school activities and serve as a forum to address school-wide issues that are of concern to parents. If the charter school that is to be transformed has an established PTO, we will look to those parent leaders to help continue the PTO through the transition to the new leadership. In addition, during the home visit, school staff will gather information from parents who wish to become more involved in the PTO.

Grievances
KNOS has established the following grievance protocol to solve disputes or complaints in a fair and prompt manner. The formal procedures described below may be implemented only after the parties have engaged in an earnest attempt to resolve matter(s) informally. KNOS also works closely with its authorizer, which may receive complaints from KIPP parents.

Complaints are taken seriously by KNOS and should proceed as follows. Complainants should first schedule a conference with the immediately involved school staff member to discuss the issue. For example, if the complaint is regarding math class, the parent should contact the math teacher. The school reserves the right to redirect complainant(s) to the appropriate personnel if this step has not been followed.

If complainant(s) conclude that the initial response/course of action was insufficient, a meeting may then be scheduled with the School Leader. The School Leader may choose to redirect the meeting to the appropriate vice-principal or administrator that supervises the immediately involved staff member. If this meeting is insufficient, the School Leader will arrange a meeting.

Prior to the scheduling of a meeting with the School Leader, complainant(s) must first clearly communicate the issue / concern / complaint; what steps have been taken to resolve the situation; the reason for the complainant's dissatisfaction with the decisions previously rendered; and proposed solutions

If a resolution cannot be reached through a discussion with the School Leader, complainants(s) may contact the Director of Advocacy at the School Support Center. The School Support Center staff will work with the parent to seek resolution to the problem and make a decision regarding the outcome of the grievance.

If a parent disagrees with the decision made by School Support Center staff, they may appeal the decision to the CEO. The decision of the CEO will be final. The Board of Directors does not consider individual parent grievances except in cases related to the alleged violation of law or in the case of appeals to expulsion decisions.

Governing Board

(1) Describe the roles necessary on the board, the responsibilities that align with each role, and identify who will play that role on the board. Describe how the governing board will interact with the principal/head of school and any advisory bodies. As **Attachment 2**, provide a resume for each of your identified board members. Resumes will not count towards the page limit.
(2) Describe how the board will monitor the school's overall performance.
(3) Describe the steps the board will take to evaluate the school leader and CEO/Organizational Leader. Specifically, describe: the information the board will collect; The systems by which the board will collect

information; The standards - including and in addition to student performance goals- the board will use to evaluate information it collects;

(4) Describe the process by which your board identifies potential conflicts of interest before making decisions.

(5) Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure. Describe the board's processes to remaining compliant with open meeting and public records laws.

(6) (if applicable) If there's a sole member structure responsible for the appointment of governing board members, and/or if the local board (maintained in compliance with Policy HA requirements) must report to any other entity (i.e., a statewide or national board) please provide a statement explaining the nature of the relationship, and the terms/conditions under which it could be dissolved (if any).

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

Governing Board Roles and Responsibilities
The KIPP New Orleans Schools board of directors consists of 12 community and business leaders, including a KIPP parent and a KIPP alumnus. The purpose of the board is threefold: to provide direction (where should the organization be going?); to provide oversight (are we getting where we said we wanted to go?); and to provide support (how can the board help the organization get there?). Within this framework there are six core responsibilities for the board:

1. keeper of the vision and strategy
2. leadership oversight and development
3. board self-management
4. provider of resources
5. remover of obstacles
6. risk management

The KNOS board oversees the Chief Executive Officer and operates through 5 committees in order to do its work: Nominating and Governance, Strategic Planning, Academic Oversight, Finance, and Development. The entire board meets every other month, as does each committee. Annually, the board holds a day-long retreat to reflect, plan, and prioritize its goals for the upcoming year.

Monitoring Overall School Performance
The KNOS board and senior management team build a multi-year plan every five years. This plan outlines multi-year goals and priorities and establishes benchmarks for progress monitoring, reflection, and re-direction. Each year, the board and management team also build an annual plan that focuses on year-end goals and year-long priorities and initiatives. The board's Strategic Planning Committee is responsible for monitoring and adjusting the plan as necessary. Within this context, the Strategic Planning Committee also works with the CEO in order to create CEO objectives. These objectives reflect the organization's most important annual goals as well as the areas that the board expects the CEO to focus on. The Strategic Planning Committee reviews the CEO objectives twice a year in order to ensure alignment and evaluates the CEO annually in an Executive Session in the fall of each year.

School Leader and CEO Evaluation
As part of the annual planning process the board and CEO together set CEO objectives that focus key areas and metrics outlined in the organization's goals and priorities. This set of objectives includes specific, measurable goals (captured in a dashboard and reviewed on an annual basis). The strategic planning committee revisits the CEO objectives twice a year to assure that they remain the right priorities and areas of focus as well as to ensure appropriate board support and engagement. Annually, the Strategic Planning Committee meets to review each goal to determine whether the goals have been achieved or what obstacles prevented the achievement of any goal. At this meeting, the CEO provides a written refection that looks back at the year and outlines organizational and personal leadership strengths and areas of growth. The

Strategic Planning Committee then presents this summary to the full board in Executive Session and makes recommendations about the CEO's formal review as well as salary and oversight/development plan for the following year. Current categories or areas of focus for the CEO include: School-level and academic outcomes, alumni outcomes, total enrollment, student retention, financial health, fundraising, external engagement, and leadership pipeline/succession planning. The board does not play a role in evaluating school leaders.

Addressing Conflicts of Interest
Maintaining public trust in the operations of KIPP New Orleans Schools is critical to our mission. To this end, KIPP New Orleans Schools has developed a comprehensive internal conflict of interest policy. This policy is the basis for identifying and evaluating potential board member conflicts of interest. Together with existing Louisiana law and policy, each board member is held accountable for avoiding potential or real conflicts.

Each year, board members complete the "Annual Board Member Conflict of Interest Statement" to certify that they have receive, read, understand and will comply with the KIPP New Orleans conflict of interest policy. This conflict of interest policy helps the organization avoid situations where directors' private interests are benefitted by KIPP's transactions or arrangements. Board members have a duty to disclose any actual or possible conflicts of interest. In addition to the internal conflict of interest policy, board members comply with Louisiana ethics law, including the submission of Tier 3 Personal Financial Disclosures to the Louisiana Secretary of State's office.

Board Member Selection and Board Structure
Board members are selected by a vote of the board. The board nominating and governance committee is tasked with identifying, vetting and presenting board candidates to the board.

The board meets every other month. Meetings typically take place on the third Thursday of alternating months at 5:45 PM. Each January, the board holds a local retreat. The following board committees actively meet:

- Development Committee
- Financial Oversight Committee
- Governance Committee
- Academic Excellence
- Strategic Planning and Leadership Committee

The board is committed to meeting the requirements of Louisiana's open meetings law and prides itself on conducting its business in an open, transparent fashion. Open meetings law compliance begins with the education of board members. During the on-boarding process, board members review open meetings law and processes. The board chair and vice-chair receive in-depth training on how to properly conduct meetings to ensure compliance with open meetings law. This includes calling for public comment prior to each vote, ensuring that meeting minutes are properly maintained, and ensuring that board meeting agendas are posted in the appropriate timelines. In addition, several KIPP staff members have specific responsibilities to ensure the board remains complaint with open meetings requirements.

KIPP New Orleans Schools does not utilize a sole member structure.

Staff and Organization

(1) As **Attachment 3**, provide an organizational chart. As **Attachment 4**, include job descriptions that summarize the scope of work for all staff on the school leadership team. If applicable, As **Attachment 5 and 6**, provide redacted and un-redacted resumes for any identified leadership team members.

(2) Describe your administrator and teacher recruitment strategy, including legally required qualifications `LA R.S. 17:3983), as well as any school design specific qualifications. Include how you will attract a diverse applicant pool that includes candidates who share the same backgrounds with students and are from the Greater New Orleans area.

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

Administrator and Teacher Recruitment Strategy
The proposed transformation school will obviously have many talented educators on staff whom we will immediately communicate with and prioritize in terms of staff hiring and retention. We will work to be transparent about our hiring process and move as urgently as possible on working with each teacher and staff member to assure clarity about their long-term position.

In addition to working with current staff to fill administrator and teacher positions, our network recruitment team will prioritize hiring for the transformation school. Currently, KNOS has a specific focus on hiring educators of color and on building new teacher pipelines. We believe, and research supports, that having a diverse team working with our students, especially at the teacher level, is critical. Not only does having teachers that look like our students drive higher rates of engagement and success, but having staff around them that share their backgrounds and reflect their families and communities allows them to see their potential. As such, we employ a variety of opportunities to ensure our applicant pool is diverse and strong so that our new hire class is a reflection of that.

Three years ago, we launched the Crescent Teacher Residency, which aims to bring in a pipeline of diverse new-to-teaching teachers who can learn and grow in our network. We have a special focus on recruiting candidates of color, in particular African American educators, and those who have ties to New Orleans. We have had significant success in this work—in our most recent cohort, 83% of our residents are educators of color.

As a data-driven organization, we also set targets around the percentage of men and women of color we want in our new hiring class each year, overall, with a particular focus in lead teaching core content roles. Our recruitment team focuses on ensuring we are hired well, which means that an ever-increasing percentage of teachers and other staff are men and women of color. Recruiters work relentlessly to find, compel, and hire those talented educators.

Mission Critical Partners

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

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

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

Mission Critical Partners
KIPP New Orleans Schools does not require 'mission critical partnerships' with external organizations to operate schools.

Operational and Financial Readiness

(1) Provide, as **Attachment 8**, a detailed start-up plan for the school. Specify tasks, and key milestones, timelines for completion, and the individuals or positions responsible for each. Indicate at which point key individuals will become employees of the organization, as well as contingency plans if you are unable to open in your preferred timeframe.
(2) Provide as **Attachment 9**, your school's start-up and Year 1 operating budget.
(3) Do you plan to use a financial manager or a back-office service provider? If the entity that will provide your financial services has been chosen, please provide its name and attach the contract as **Attachment 10** and the resume of the person designated as your qualified business manager as **Attachment 11**. If that entity is an individual financial manager, please provide his / her one-page resume as **Attachment 11**.
(4) To whom will your financial manager or back-office service provider report: the school leader, a network/CMO level staff member, or the board?
(5) If your school leader or organization are considered an experienced operator include as **Attachment 12** your School/Portfolio Performance workbook.

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

Financial Management
KIPP New Orleans Schools utilizes an in-house finance team to conduct all aspects of financial planning, management, reporting and compliance for schools in the KIPP New Orleans network. The finance team reports to the Chief Operating Officer / Chief Financial Officer.

Attachments

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