



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.**

**Mission and Vision**  
 Choice Foundation, a non-profit organization based in New Orleans, has established and maintained the same mission for all students in all of our schools: to prepare students for success in a college preparatory high school in an atmosphere that challenges and supports each student to achieve his or her highest potential. We believe that our students, regardless of their economic background, ethnicity, and individual learning needs, have the capability to be successful in their educational career and future job endeavors. It is our passion and responsibility to provide the critical academic tools and social opportunities for them to develop their knowledge and skills to achieve their goals.

Paul L. Dunbar’s vision is to create community leaders by developing responsible students emphasizing Choice Foundation’s three school values:

1. Respect – We respect ourselves. We respect others. We respect our teachers and our school.
2. Responsibility – We take responsibility for our actions. We take responsibility for our education. We take responsibility for our school.
3. Reach – We reach for excellence. We reach beyond ourselves. We reach to make the world a better place.

Our visionary practice ensures that our commitment to educating a community will carry forward the responsibility-rooted in service - to build leaders to serve in our communities, churches, workplaces, and homes.

**Outcomes for Students**  
 Paul L. Dunbar believes that every child has the capacity to learn and excel in environments that provide effective instruction and rigorous learning opportunities that promote critical- thinking, communication, collaboration, and problem-solving skills. In developing the whole child, our strategic plan focuses on developing skills that our students will need to thrive as 21st century leaders, workers, and citizens. Paul L. Dunbar instructional staff is committed to personalized education defined by data-driven instruction, diverse instructional approaches, and academic support strategies intended to address learning needs of students. Understanding students’ needs will improve teaching, learning, and empower students to actively contribute to their educational experience. We hope to interconnect our mission in preparing students for a college preparatory high school while becoming life-long learners who are productive in the pursuit of future career endeavors. As we continue to inspire our students to



flourish, Paul L. Dunbar will drive student performance and build character by embedding curriculum expectations and opportunities for students to develop globally in a positive school environment.

We recognize the rigorous expectations that Louisiana State Standards is setting for what students should know and be able to do. As such, Paul L. Dunbar is setting a high bar for teaching, learning, and measuring our progress against a set of state-aligned goals we hope to achieve by the 2018-2019 school year. As a result of our work we expect Paul L. Dunbar to meet the following outcomes for student success:

**Goal #1**

Advance equity for all student and families each year.

**Actions/Strategies to accomplish goal:**

- Ensure that every student receives what he or she needs to succeed; implement personalized instructional practices; develop diverse teaching strategies
- Implement provisions for English Learners and their families; provide appropriate informational sessions and home-school connections
- Make cultural connections; provide differentiated instruction; integrate cultural lessons into classroom instruction

**Outcomes:** Students feel valued as stakeholders and are able to demonstrate academic gains due to the supportive measures provided by the school community as a unified family

**Goal #2**

Increase the share of students at or above grade level in reading and math; at least 75% of students in grades third through eighth grade will meet or exceed their individual growth targets on the state assessments in ELA and Math by the end of year three.

**Action/Strategies to accomplish goal:**

- Reduce the achievement gaps in reading and math for all students, including those for English Language Learners and students with disabilities
- Effectively assess student learning needs, assign interventions, and measure effectiveness
- Provide ongoing professional development for school personnel that focuses on state standards, analysis of student learning data, effective instructional planning, and technology
- Effectively utilize online instructional programs that differentiate instruction based individual student performance; Achieve 3000, MAP

**Outcomes:** Growth levels are tangible for students, students demonstrate significant growth gains in ELA and Math, students develop ownership of their academic progress

**Goal #3**

Increase the diversity of school programs offered to students and families by the end of year two.

**Action/Strategies to accomplish goal:**

- Expose students to culturally diverse school programs that interlink academics and student strengths - Gifted, Drama, and Talented Arts Programs
- Provide opportunities for students to expound on their talents and/or interest by participating in extracurricular activities
- Engage families and the community in supporting student learning by addressing the social, emotional, and health needs of students

**Outcomes:** Students benefit from a culturally enriched school environment in which they are exposed to cultural diversity, character building, leadership skills, and opportunities to develop talents

**Goal #4**

At least 75% of English-language learners will meet the exit criteria to be mainstreamed into regular education classroom within four years of their entrance date.

**Action/Strategies to accomplish goal:**

- Provide equitable learning opportunities for ELL students
- Implement specific remediation for ELL students
- Provide scaffolding instruction
- Provide students with frequent opportunities to collaborate with peers



**Outcomes:** Students are able to participate in a regular classroom successfully. Students feel accepted among peers and students are able to build positive student-student and student-teacher relationships.

**Goal #5**

Decrease behavioral referrals and increase student attendance with the use of intergenerational linkages between Paul L. Dunbar school community and Hollygrove community based organizations each year

**Actions/Strategies to accomplish goal:**

- Develop a partnership between Paul L. Dunbar school community and the Hollygrove community
- Develop project-based learning opportunities for students and Hollygrove seniors
- Provide opportunities for students to partake in community research whereas they would meet with community members and researchers to evaluate, organize, and compile history
- Implement school-wide Positive Behavior Intervention and Supports system

**Outcomes:** Students maximize instructional time/days. Students gain organizational, interpersonal, communication, leadership, analytical, research and writing skills. Increased involvement between students, the school community, and Hollygrove residents. Students build character by defining themselves in understanding the history of a community.

Paul L. Dunbar believes in molding and motivating students through a rigorous educational program that balances academic expectations with student programming that promotes intrigued learning experiences. Focus on celebrating student work through common routines, incentives, leadership skills acknowledgement and common language that clearly defines student expectations both academically and culturally. We believe that by educating the whole child our students will be productive and successful community leaders. In supporting this belief we are able to create a bridge between the community and the school thus forming community leaders.

**District Alignment**

The Orleans Parish School Board (OPSP) mission is to serve students and families by defining high quality education, setting standards by which schools are held accountable and to make sure that the district's resources are shared equitably. Paul L. Dunbar aligns with the mission of Orleans Parish School Board by providing a high quality education to all students regardless of socioeconomic background, adopting an accountability system with indicators that measure high standards of academic performance, and creating opportunities for families to become active members in the school's community.

Paul L. Dunbar establishes high expectations for all students with a rigorous coherent academic program that embraces the diversity of students and their learning styles. We understand the value of an equitable education and the distinctive opportunities it can offer for students. We hope that challenging our students to achieve his or her highest potential and acknowledging individual student success will empower our students to overcome barriers and become leaders for our city, state, and country.

Choice Foundation's central office administrators provide professional development for teachers and school leaders which drives continued learning and support. Paul L. Dunbar school administrators extend opportunities for families to participate in informational learning sessions which define resources from the state and district available to students and families. These engagement practices align with OPSB identified goals to advance equity, increase public engagement and confidence in schools, and to increase the number of students attending a successful school within the district.

**Elements of Educational Model**

Our commitment to the education and development of our students drives our beliefs in educational practices. Our educational model is based on the following principles:

- Our **Education Model** is built on four pillars: 1) fastidious alignment with state standards; 2) data-driven instruction; 3) extensive student support; and 4) excellent teaching



- **Excellent Academics** will provide the opportunity to meet the needs of students, promote student achievement, and advance equity for all students and families.
- A strong **school culture** demonstrates school values of respect, responsibility, and reaching for success is created through positive student-teacher relationships, school spirit, partnerships with parents, community service projects, school/community events, and mental health services and supports.
- **High Quality Instruction** requires a knowledgeable and resourceful staff with continued professional development that maintains high expectations as outlined in the instructional framework to promote rigorous instruction and a competitive academic experience for all learners.
- **Leadership Development** for students is a key component to accomplishing the mission of Paul L. Dunbar Charter School. Character building will be integrated into instruction and school culture.

**Community Importance**

Choice Foundation has been a sustaining high-quality charter operator in New Orleans for the past ten years that continues to thrive with a visionary practice and constant commitment to education. This dedication to education was recognized by the Dunbar Education Committee which has been a vital force in the Hollygrove community as the voice for equitable educational opportunities for its residents. The Hollygrove community has advocated for Paul L. Dunbar to become a community-based school bringing back traditional practices of its neighborhood.

Choice Foundation believes that a school is the center of a community and encourages organizations and families to join in caring for and educating our youth. In support of the shared vision to have a community-based school, Choice Foundation has developed relationships with the following Hollygrove community based organizations: Dunbar Education Committee, Hollygrove Senior Center, Hollygrove Neighborhood Association, Hollygrove's Conrad Playground, Peace by Piece, Trinity Community Center, Hollygrove Churches and Hollygrove neighbors. These organizations have been actively involved in the effort to open a high performing school that is easily accessible to its neighborhood families.

In preserving the rich history of Paul L. Dunbar, Choice Foundation is the recipient of Tulane University's Community Based Participatory Research Grant. This grant will focus on a collaborative project which combines elements of both project based learning and intergenerational linkages involving the Tulane Center for Public Service, Tulane students, Paul L. Dunbar school staff and students, Hollygrove seniors and community members. Data collected during the intergenerational research will embark on new beginnings for all involved stakeholders as it defines the essence of a community, retells historical events unique to the Hollygrove community, define the importance of nurturing and promoting educational opportunities within one's community, and revisit the History of Paul L. Dunbar. This unique project will also provide opportunities to foster sustainable relationships between teachers, students, parents, neighbors, and Tulane University, simultaneously creating a network of support and partnerships that will continue to engage and transform as a community is united through education.

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.**



Not Applicable.

**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.**

**Academic Model**

**Academic Needs**

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

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

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

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

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



English Learners	703
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We expect our students at Paul L. Dunbar School to have a similar achievement pattern in ELA. Reducing the learning gap among these subgroup populations is one of the expected outcomes of our school.

One of the core values of Choice Foundation is the utilization of data to make informed instructional decisions. Dunbar teachers and administrators will gather and examine previous year’s LEAP 2025 scores and beginning of year diagnostic assessment results. Using this as baseline data, they will analyze academic levels by grade, across subject areas, and within subgroups.

Administrators will provide a pre-populated School Performance Score (SPS) Calculator of available LEAP 2025 results that provides the assessment index of the current school population and one measurement in the state’s school accountability formula.

Additionally, individual student growth targets in ELA and math will be made available to teachers. These growth targets, set by Louisiana Department of Education, are determined by calculating the annual growth each student will need to achieve in ELA and math in order to reach proficiency by the end of eighth grade.

School goals will be set by considering the overall growth necessary to be an “A” school and the amount of points needed to achieve the expected letter grade by the end of the charter contract period.

After thorough analysis of where the students are in their progression toward mastery of standards—by subject, by grade, by subgroup—the school will establish ambitious and reasonable academic goals. Once the school goals are in place, grade level teams will then work to carefully analyze their students’ data. Considering growth goals, baseline data and school goals, teachers will set grade level goals and create an action plan for increasing mastery of standards for each student that aligns with the school goals.

Throughout the year, teachers and administrators will meet regularly to examine student work, including assessment results, and monitor the learning progress of each student. Next steps in instruction/intervention/enrichment for individual students will be discussed and determined to provide the necessary support for all students to meet and exceed their learning target. After each interim assessment cycle, teachers and students will discuss the results, including examining questions that were frequently missed, to better understand where students struggled and how to provide appropriate remediation.

Choice Foundation central office personnel will meet with school administrators each quarter to review school goals and evidence toward meeting the goals. During these quarterly data reviews, discussions will take place to ensure that appropriate and necessary support is provided to all teachers, students, and subgroups of students. Central office personnel will provide resources and technical support to the school in areas where expected progress is not being evidenced.

**Structures, Policies, and Practices that Differentiate Paul L. Dunbar**

Our passion is children, and we are responsible for their well-being and education while they are with us. In high poverty communities, greater barriers exist for students to achieve in school. A community health survey conducted by Children’s Hospital of New Orleans in 2015<sup>1</sup> identified New Orleans as having the highest child poverty rate in the state (40%.) Challenges that children are faced with who are living in poverty are housing insecurity, lack of access to medical and dental care, single family homes with lack of supervision, exposure to criminal activity and substance abuse, and instability of food. These situations often make it difficult for students to focus on academics.

Paul L. Dunbar will be a community center for our families. We will staff a full time registered nurse who, in addition to providing first aid, health screenings, and nutrition education to students, will coordinate with community agencies to provide free dental, vision, and immunization services. A full time social worker will work with families and outside service agencies for assistance with housing, food, and counseling.



Through our partnership with the Childhood and Family Learning Foundation, on campus support services will be offered such as small group conflict resolution, social skills development, emotion identification, behavior management, and crisis management.

After school programs that focus on service-oriented projects within the community will provide opportunities for students to develop social skills and civic responsibility.

As we establish Paul L. Dunbar school as a community center, we will make the host community events such as Bingo Night, Project Beautification, and seasonal social events. The school facility will be available as a meeting place for community organizations.

Access the full report here:

[http://www.chnola.org/upload/docs/CHNOLA/CommunityHealth/Final%20CHNO%202015%20Community%20Health%20Needs%20Assessment%20\(11-23-15\).pdf](http://www.chnola.org/upload/docs/CHNOLA/CommunityHealth/Final%20CHNO%202015%20Community%20Health%20Needs%20Assessment%20(11-23-15).pdf)

### 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.**

#### Enrollment Plan

##### Student Population Data

Data released in the 2017 New Schools for New Orleans Annual Report reveals that approximately 49,000 students in New Orleans attend public schools. 82% of the students in New Orleans public schools are economically disadvantaged. 92% are students of color, and 12.3% are students with disabilities. This data represents all public schools (selective enrollment schools included) in the city of New Orleans. All most all open enrollment charter schools in New Orleans share similar demographic characteristics. Using current figures, 85 to 95 percent of students in these schools qualify for free or reduced lunch and over 90 percent are African American. An article by Vicki Mack, published by the Data Center in 2015, revealed that 39 percent of New Orleans children live in poverty. That means the poverty rate in New Orleans is a full 17 percentage points higher than the US average.

Additionally, many students and families are suffering from unmet physical and mental health needs, requiring schools that want to be highly effective to provide a therapeutic and nurturing environment. Our aim is to serve these students and their families, as best we can, within the limits of our resources.

Paul L. Dunbar Charter School will be grounded in the culture of New Orleans through our extensive enrichment program which will include art, physical education, and partnering with local organizations and non-profits to provide a rich variety of learning experiences outside the classroom.

The target population is the students of the community, typically minority, economically disadvantaged students with inconsistent and/or inadequate educational backgrounds. Choice Foundation participates in the citywide OneApp process; therefore, Paul L. Dunbar Charter School will be an open enrollment charter school.



Choice Foundation believes in and promotes neighborhood schools. We believe that the school is a center of the community, and we encourage community organizations and to join us in caring for and educating our children. We are committed to working closely with the families and community of our schools. The administrative team of Paul L. Dunbar will establish and maintain an open door policy for parents to ask questions, discuss concerns, and support the education of their children. Additionally, the Board of Directors will seek input from the community in their decision-making.

The following Hollygrove data was reported by The Data Center on the Hollygrove neighborhood. This is The Data Center's analysis of 2012 – 2016 American Community Survey, as well as The Data Center's analysis of data from U.S. Census 2010 Summary File.

**Poverty Data 2012 – 2016**

Population in poverty	Hollygrove	Orleans Parish	United States
People living in poverty	39.2%	26.2%	15.1%
People living at or above poverty	60.8%	73.8%	84.9%

**Race and Ethnicity 2012 – 2016**

Race	Hollygrove	Orleans Parish	United States
Black/African American	88.5%	59.3%	12.3%
White	5.6%	30.6%	62.0%
Asian	.5%	2.9%	5.2%
American Indian	0%	.1%	.7%
Other	.4%	.3%	.4%
2 Race	2.4%	1.4%	2.3%
Hispanic	2.6%	5.5%	17.3%

**Children in Households 2010 (Census)**

Children in households	Hollygrove	Orleans Parish	United States
Population under 18 years in households	1,116	72,917	73,920,881
Children living as head of household	.1%	.1%	.1%
Children living with mother only	52.1%	39.6%	20.0%
Children living with father only	6.9%	6.7%	6.2%
Children living with married parents	16.0%	34.3%	61.5%
Children living with grandparents	19.6%	14.2%	7.9%
Children living with other relatives	4.4%	4.0%	2.6%
Children living with non-relatives	.9%	1.2%	1.8%

**Household Types 2010 (Census)**



Household Type	Hollygrove	Orleans Parish	United States
<b>Total households</b>	1,761	142,158	116,716,292
<b>Female householder (no husband present) with children under 18</b>	21.6%	18.0%	8.5%
<b>Male householder (no wife present) with children under 18</b>	3.6%	8.4%	2.8%
<b>Married-couple family, with children under 18</b>	8.1%	54.5%	21.7%
<b>Nonfamily households, with children under 18</b>	.0%	.9%	.3%
<b>Households with no people under 18 years</b>	66.7%	72.3%	66.6%

**Educational Attainment 2012 – 2016**

Level of schooling, 18+	Hollygrove	Orleans Parish	United States
<b>Less than 9<sup>th</sup> grade</b>	<b>5.8%</b>	<b>3.9%</b>	<b>5.3%</b>
<b>9<sup>th</sup> to 12<sup>th</sup> grade, no diploma</b>	<b>17.5%</b>	<b>10.5%</b>	<b>8.5%</b>
<b>High school diploma or GED</b>	<b>27.0%</b>	<b>23.3%</b>	<b>28.5%</b>
<b>Some college, no degree</b>	<b>32.8%</b>	<b>24.9%</b>	<b>24.1%</b>
<b>Associate’s degree</b>	<b>3.6%</b>	<b>4.1%</b>	<b>7.9%</b>
<b>Bachelor’s degree</b>	<b>9.3%</b>	<b>19.6%</b>	<b>17.9%</b>
<b>Graduate or professional degree</b>	<b>4.0%</b>	<b>11.4%</b>	<b>8.3%</b>

Through extended hours, services and relationships, our community schools model conceives education as a coordinated, child-centered effort in which the school, families and the community work together to support students’ educational success, build stronger families and improve communities.

Our current educational model will be the structural foundation for Paul L. Dunbar Charter School and will establish efficient systems within each area of focus: 1) specific learning targets, 2) curriculum and assessment, 3) professional collaboration, 4) data-driven decision making, 5) educational excellence for all learners, and 5) extensive community partnerships and student support.

Our charter application is targeting kindergarten through 8<sup>th</sup> grade students, and will follow the model followed in our other two schools. We recognize the importance of adapting to and serving the needs of the community. By administering a needs assessment in planning to open Paul L. Dunbar Charter School, we will effectively design the school to meet the community’s needs.

**Recruitment Strategy**

Our goal is to insure that all students, particularly those at risk, receive a great education. We will be acquiring a school that historically has served a significant percentage of “at risk” students and we will recruit such students as well as student who are currently underserved. Our recruitment efforts include:

Radio advertisement: We are currently running advertisements for the purpose of student recruitment through iHeart Media on local radios stations at peak listening times. The ad can be heard during the morning commute, mid-day, and evening commute for most listeners on WQUE and IQUE.



**Billboards:** We have a contract with Lamar for billboard advertisement during the OneApp open enrollment period. There is a digital billboard in the Costco parking lot on Carrollton Ave. that can be seen from the interstate, as well as a smaller billboard that can be seen from the street on Poydras.

**Post cards:** Demographic research provided by Direct Mail Plus has made it possible for us to send 4 rounds of postcards to 12,114 households with school age children (ages 5 – 15). Within the Hollygrove community, we have sent and will continue to send postcards to 1,114 households with school age children (ages 5-15)

**Closing Schools:** Orleans Public School Board/Recovery School District has decided to close two schools (Sylvanie Williams College Prep and McDonogh City Park Academy) which have not met particular standards of performance. We plan to reach out to the families of these closing schools to inform them of Paul L. Dunbar Charter School.

**Neighborhood canvassing:** A team composed of school leaders, administrative support staff, and Tulane students are going door to door in Hollygrove and surrounding neighborhoods to meet families face to face and inform them about Paul L. Dunbar Charter School. We are also scheduled to canvas several other neighborhoods throughout Orleans Parish.

**Participation in the Urban League School Expo:** The Urban League of Louisiana's Schools Expo 2018 will be held Saturday (Feb. 3) at the Mercedes-Benz Superdome. The expo lets parents meet with representatives from all types of schools in one place. Choice Foundation will have a table for Paul L. Dunbar Charter School at the expo.

**Church visits:** We have reached out to church leaders in the Hollygrove neighborhood and surrounding areas, and have been invited to attend church services where we have had the opportunity to address the church community informing parishioners of our plans for Paul L. Dunbar Charter School.

**Community engagement events:** We hosted a Maker's Market at the Paul L. Dunbar School building on Saturday, November 11, 2017. The event was an open invitation for families of children in kindergarten through 8<sup>th</sup> grade to engage in arts and craft activities, meet the school leadership team, and see the building. In addition to this, Choice Foundation has participated in the Hollygrove neighborhood Night Out Against Crime, Trinity Community Center's Back to School Event, and Yoga Fest.

**STEM NOLA:** We have partnered with Dr. Calvin Mackie to host a STEM NOLA event at the Paul L. Dunbar School building. The organization puts kids in touch with some serious scientific minds, such as college STEM students and working professionals alike are encouraged to help out. After a 30-minute introduction to the science, technology, engineering or mathematics lesson, the instructors help the kids get involved in the lesson by making something by hand. By engaging children with hands-on learning, STEM NOLA encourages kids to get more involved in the lessons, and then share their knowledge with others. This event will be open all school aged students across the city.

At each event we collect the names and contact information of parents and students who express an interest in enrolling at Paul L. Dunbar Charter School. We have maintained a database of interested families. Data shows that over 95% of our families have indicated their intent that their children return to their current school for the following school year. Each spring, our Board of Trustees conducts a Parent Survey to receive feedback from families on their satisfaction of our schools. At our two current Choice Foundation schools, over 90% of our parents indicated that they would recommend their school to other families.

Based on their recent portfolio analysis related to student demographic trends, OPSB noticed that there are not enough seats available in the city for students in grades 5-8. To make more seats available, OPSB has asked Choice Foundation, along with three other CMOs, to increase the number of seats available in our schools for these grade levels. The total number of seats needed is expressed as a range of 185-549; the range is bracketed by the percentage of excess capacity desired by OPSB (3%-6%). We will add just a few seats per section in these grades at one of our current schools, but since Paul Laurence Dunbar is a new school, we will have the ability to add a significant number of these students—as many as 200 students in those grades. New Schools for New Orleans,



seeking to assist OPSB in placing these students in “high performing seats,” will offer funding support to add these additional students, and the Louisiana Department of Education will get funding through the federal Charter School Program to support these students as well. The process of assigning those students is currently ongoing.

**Mission-Specific Admission Priorities**

As an open-enrollment charter organization, recognizing that we will more than likely take on students from failing schools, we anticipate the needs of our students to be similar to the population we currently serve and are not requesting any specific admission priorities.

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

**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 Experience**

**School Culture**  
 Paul L. Dunbar will establish a strong positive school culture rooted in the development of student leaders demonstrating our core values – respect, responsibility and reach. Our focus will center on empowering and



motivating students to demonstrate the standard of excellence in their academic and cultural daily interactions. Our hope is to have students independently make wise decisions and to support their peers in all aspects of school life throughout their learning experience. Students attending Paul L. Dunbar will engage in grade-level community meetings allowing them to praise and support achievements that may range from academic growth to celebrating acts of positive citizenship. Our students will understand that they are viable stakeholders with a voice that matters in order to obtain goals set for the individual student, goals set in our classes, goals set for our grade levels, and goals set for our school. Students will partake in school government issues and have opportunities to explore how to advocate for positive school changes to make a difference in the quest to improve student body issues as well as community issues. Our values will define the culture of the school as demonstrated in our daily practices, interactions, relationships, and communication among school occupants. Our overarching goal is to empower students with the confidence that they will need to succeed in becoming future community leaders.

It is imperative that staff members model the expectations daily in order to maintain a school cultural system that fosters a healthy, safe, and supportive learning environment. By demonstrating excellence through modeling, students will have a clear vision of behavioral expectations. Staff investment in school-wide discipline and cultural practices support the cultural vision which is critical to the success and sustainability of that vision. In order to establish functional systems in which all stakeholders are vested, staff members will participate in a summer teacher institute and receive ongoing professional development that solely address the framework of our school's cultural practices. In our school's cultural framework all staff members (office assistants, custodians, and cafeteria workers) are expected to build, encourage, reinforce, and implement established student behavioral expectations and collaborate with co-workers on actively demonstrating school-wide discipline strategies and supports. Staff members will receive continued support throughout the school year to address student issues through professional learning communities, after school extended support meetings, team meeting discussions and student reviews. Staff members will support all students utilizing motivational practices that will challenge students to define and demonstrate the characteristics of a Paul L. Dunbar student. Simultaneously, by providing a strong support system for our students in a warm, inviting school environment, we will develop trusting relationships (student-teacher, student-student, teacher-parent, and teacher-teacher) that lies at the heart of successfully engaging parents, students, and the community.

In the effort to cultivate students, during the beginning two weeks of school students will acclimate to our school systems by participating in student orientation sessions that clearly define components of expected student behavior based on the three school values- respect, responsibility, and reach. During student orientation sessions students will define the norms, discuss excelling beyond expectations, and learn about celebratory student events. Student orientation sessions are supported with school-wide core value building activities dedicated to school culture where students discuss, learn, and practice defined student expectations which are modeled by staff members and students alike. We will continue to remind ourselves of the core values each day during morning assembly when we recite the values in simple, declarative sentences that remind us of our mission and values:

**Respect**

- We respect ourselves.
- We respect others.
- We respect our teachers and our school.

**Responsibility**

- We take responsibility for our actions.
- We take responsibility for our education.
- We take responsibility for our school.

**Reach**

- We reach of excellence.
- We reach beyond ourselves.
- We reach to make the world a better place.



In addition to daily morning assemblies students will partake in grade level community meetings to reinforce the core values and to celebrate students' personal gains as they move toward excellence. It is this very clear focus, present and obvious support for students and their learning that is the basis for all that we do. Our culture is one of learning in a respectful and supportive environment where goals are clearly established, feedback is consistent and frequent, faculty model our values for students and for each other.

Knowing that each employee is carefully selected for their dedication to children, decisions and strategies that are implemented are focused on providing quality education to children. Each employee is held to equally high clear expectations. Through collaboration, support, and clear communication through daily practices and actions, a culture of continuous improvement for children is embedded into the school and across the school community.

Paul L. Dunbar's administrators strong believe in acknowledging students that have excelled in meeting both academic and behavior goals. We know that students are at the helm of making choices in the actions daily while in a school setting that is the catalyst of the school's climate and culture. It is important that we recognize students that demonstrate a strong sense of leadership and permeate the expectations that we have for all of our students. Keeping with the concept for our students to build strong character traits and to foster a level of independence, we believe in incentivizing students that demonstrate the standard of excellence and those that go far and beyond to make wise decisions daily.

In order to create a positive school culture where students are able to perform in environments that support and recognize the whole child our Positive Behavior Interventions and Supports (PBIS) program will be used to celebrate students accomplishments with continued support.

In the interest to continue to encourage and empower students to excel in learning environments that challenge them to be and do their best we will provide various opportunities for students to be rewarded for growth in both academic and behavioral expectations. Incentives for students include but are not limited to the following activities/events of recognition:

<b>Student Incentive</b>	<b>Recognition Event/Activity</b>
Student of the Month Award	Students will be recognized by their classroom teacher or staff member and partake in a celebratory award event with the Head of School and other school administrators.
PBIS Monthly Celebrations	Students that reach or obtain behavior goals will participate in a behavioral celebration such as a dance, video game bus exploration, special snacks, extended recess, bingo, movie and popcorn, dress down days to name the least.
School Bucks	Students that earn bucks for demonstrating great citizenship and leadership may visit the school spirit store to trade bucks for treats.
Quarterly Award Ceremonies	Students that meet academic or behavior goals each academic quarter will attend an awards ceremony to celebrate individual accomplishments.
Special Field Trip	Students that reach academic, behavioral, or demonstrate consistent practices in outstanding citizenship and leadership will be invited to attend a designated field trip such as a visit to a local restaurant, movie theater, or snowball stand.
Principal's Award of Recognition	Each semester students from each grade level will be recognized growth - demonstrating consistent exceptional differences in character development.



These students will be invited to a special luncheon with the Head of School.

**Discipline**

The cultural framework of Paul L. Dunbar’s cultural framework encourages the use of employs effective decision-making and conflict resolution strategies to develop positive leaning relationships among peers and staff members. This will support the development of a positive self-image for student participants. Our interest in developing rules and regulations is to protect students, promote and maintain a positive school culture, ensure that classroom and school environments are conducive to learning, and to avoid serious disruption of the educational process. A proactive approach to discipline will allow students the opportunity to engage in self-correction efforts that will assist them in recognizing their offense, reflect on their actions, and develop a plan of improvement. Our school-wide discipline system is designed to allow students to recognize their behavioral infraction(s), reflect on how to make the necessary improvements, and how to earn incentives during the process.

Paul L. Dunbar Charter School will adhere to procedures outlined in the Orleans Public School Board Code of Conduct.

**Code of Conduct and School Wide Discipline**

Paul L. Dunbar Charter School follows the Orleans Parish School Board policy. *(Redundant sentence-remove)* Paul L. Dunbar Charter School's positive discipline framework encourages students to make wise decisions as it relates to student behavior where they demonstrate the school values (Respect, Responsibility, and Reach) daily. Paul L. Dunbar Charter School's staff teaches students self-responsibility and supports students with interacting in the learning environment and school community in positive, responsible, and productive ways.

Our goal is that each child benefit from the use of positive decision-making and conflict resolution strategies to develop cooperative learning relationships among peers and staff members, which will develop a positive self-image for student participants. The school's interest in developing rules and regulations is to protect students, property, promote and maintain a positive school culture, maintain school/classroom environments conducive for learning, foster health and safety, and to avoid serious disruption of the educational process. Each teacher will manage his/her classroom to meet the educational needs of all students. Violation of student conduct regulations may lead to detention, suspension, or possible expulsion. The school's primary responsibility is to maintain discipline and a climate conducive to excellent instruction in the classroom through effective teaching and leadership techniques.

**Behavior Infractions**

*Discipline* incidents will be classified as Level 1, Level 2, and Level 3 Infractions. The table on the next page provides a more detailed description of each level, including possible consequences.

**Level 1 Offenses**

Discipline incidents that can be handled by the teacher and do not warrant a discipline referral to the Head of School or Assistant Head of School for Culture; any behavior that is of low level intensity and/or of a non-threatening manner.

+These infractions are non-suspendable unless habitual.

**Examples**

**Consequences**



<ul style="list-style-type: none"> <li>▪ Horse playing</li> <li>▪ Violates off-limits/restricted area</li> <li>▪ Is habitually tardy and /or absent</li> <li>▪ Eating or drinking during prohibited times</li> <li>▪ Dress code violation</li> <li>▪ Not having proper materials, supplies, and/o equipment for class participation</li> <li>▪ Not participating in class</li> <li>▪ Littering</li> <li>▪ Failing to do or complete homework</li> <li>▪ Talking in class at inappropriate times</li> <li>▪ Any other infraction that the Head of School or Assistant Head of School as designee deems similar in severity to other Level 1 Infractions.</li> </ul>	<ol style="list-style-type: none"> <li>1. Warning - Verbal Reminder</li> <li>2. Parental Notification</li> <li>3. Revoked Privilege/Detention</li> <li>4. Three Behavior Violations in 1 week = <b>Parent/Student/Teacher Conference</b>; Behavior Intervention Plan Developed and Implemented by Teacher(s).</li> <li>5. Repeat of steps 1-3 = 2nd <b>Parent/Student/Teacher Conference with Division Head</b></li> <li>6. <b>Administrative Conference</b> with the Head of School, the Assistant Head of School for Culture and the Assistant Head of School for Academics; <b>Administrative Decision</b></li> </ol>
<p><b>Level 2 – Suspendable Offenses</b></p> <p>Discipline incidents that interfere with anyone’s safety and learning, are of a threatening or harmful nature, are legal violations and warrant administrative interventions. These infractions are <b>SUSPENDABLE</b>.</p>	
<p>Examples</p>	<p>Consequences</p>
<ul style="list-style-type: none"> <li>▪ Intentionally or habitually failing to attend detention or in-school suspension.</li> <li>▪ Possessing or using tobacco and/or possession of a lighter.</li> <li>▪ Using or possessing alcohol</li> <li>▪ Leaving school bus without permission.</li> <li>▪ Using objects dangerously or inappropriately to harm others or damage property.</li> <li>▪ Vandalism to school property or school bus.</li> <li>▪ Leaving school and/or classroom without permission.</li> <li>▪ Theft/Stealing without use of force, threat or intimidation (less than \$500.00.)</li> <li>▪ Willful disobedience to authority figures that substantially interferes with the learning of others or threatens the safety of others</li> <li>▪ Instigating or participating in fights</li> <li>▪ Bullying and cyber bullying</li> <li>▪ Causing a false fire alarm</li> <li>▪ Intentionally causing a major disturbance</li> <li>▪ Improper use of a cell phone</li> <li>▪ Improper use of a computer: Viewing obscene, pornographic, violent, or sexually harassing material; or information on manufacturing weapons</li> <li>▪ Forging a signature on documentation required by the school, cheating, or lying to school personnel about academic matters</li> <li>▪ Habitual Level 1 Behaviors</li> <li>▪ Any other infraction that the Head of School deems similar in severity to other Level 2 Infractions</li> </ul>	<p><b>Suspension</b> from school and school activities for a determined amount of time.</p> <p>Special considerations are in place for students with disabilities.</p>
<p><b>Level 3 – Expellable Offenses</b></p>	



Discipline incidents that severely interfere with anyone's safety and learning, are of a threatening or harmful nature, are legal violations and warrant immediate response from administration, crisis team, entire staff, and/or community support are Level 3 Infractions.	
Examples	Consequences
<ul style="list-style-type: none"> <li>▪ Drugs, weapons, sexual assault, or sexually explicit acts</li> <li>▪ Battery on a school staff member; Battery on another individual</li> <li>▪ Robbery/Burglary/Arson</li> <li>▪ Well documented and or ongoing commission of acts that threaten the safety or wellbeing of oneself or others including the bullying of students or school staff as outlined in LA ACT 861 OF 2012</li> <li>▪ Felony conviction or what would have constituted a felony</li> </ul>	<p><b>Recommendation for Expulsion</b></p> <p>Special considerations are in place for students with disabilities.</p>

**Special Considerations for Students with Disabilities**

Suspensions and Change in Placement

Students with disabilities have 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 Head of School or 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)*.

A change in placement is a legal term that applies to the situations described below:

- Any suspension for more than 10 consecutive days;
- A series of suspensions with days that total more than 10 total school days in a school year

In-school suspension and suspension from the bus may constitute a suspension to the extent they impact implementation of a student's IEP. The school's Special Education Coordinator, with assistance and documentation from the Assistant Head of School, 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.

A student's school suspension that occurred in any Louisiana school during the same school year of transfer into another Louisiana school "counts" and is added to any additional suspensions in the new school.

An **in-school suspension** will not be considered as a suspension counting toward a change in placement 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.

Students **sent home from school** in the morning because of misconduct are 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 Behavior Intervention Plan (BIP) specifically calls for the student to receive a shortened school day when certain behaviors are exhibited.

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. 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. School officials will 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 Behavior Intervention Plan (BIP).



Manifestation Determination and Services

Within 10 days of any decision resulting in a change of placement the student’s IEP Team must meet and determine whether the student’s behavior is a manifestation of his/her disability. Relevant information will be reviewed and discussed to determine if the “conduct cause” was caused by or directly and substantially related to the student’s disability.

If the IEP team determines that the student’s behavior is a manifestation of his/her disability, the school must return the student to the placement from which s/he was removed unless the IEP team agrees to a change of placement as part of the modification of the Behavior Intervention Plan. Note: this provision does not apply to students involved with weapons, drugs or serious bodily injury.

If the IEP team members agree that the student’s conduct was not a manifestation of his/her disability, then the student may be subject to the same consequences as all students. A student with a disability who is removed from his/her current placement must receive the following services beginning on the 11th day of *cumulative* suspensions during the school year. The IEP team will identify and document educational services the student will receive to enable the student to continue to participate in the general education curriculum, although in another setting (e.g., an interim alternative educational setting (IAES), etc.) and provides, as appropriate, services and modifications, which are designed to address the behavior violation so that it does not recur.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the discipline guidelines, is appropriate for a student with a disability who violates a code of student conduct.

Weapons, Drugs, or Serious Bodily Injury: Emergency Procedures

In circumstances related to a student’s use of weapons, drugs or imposition of serious bodily injury, school officials may remove a student for 45 school days to an interim alternative educational setting. Because drugs, weapons and serious bodily injury are so dangerous to a safe school climate, a school may remove a student under these circumstances for 45 school days regardless of whether the team believes that the behavior is a manifestation of the student’s disability.

The 45 school days do not include those days the school is not in session, e.g., Spring Break. The IEP team may specify a removal for fewer days than the maximum 45 days.

During the 45 school day period, the school must convene a meeting to determine whether the student’s behavior is a manifestation of his/her disability. The IEP team will conduct or review a Functional Behavior Analysis (FBA) and create a Behavior Intervention Plan (BIP) addressing ways that the school can help the student. The student may be referred for a reevaluation. If all team members determine that the conduct was not a manifestation of the student’s disability, then the 45 school day emergency placement may proceed to a disciplinary proceeding afforded to all students.

Parents who disagree with the appropriateness of the alternative placement or remedial disciplinary setting or services may request an expedited due process hearing with a hearing officer. The hearing officer has the authority to

- return the student to the placement from which the student was removed if s/he determines that the removal did not comply with proper procedures or that the student’s behavior was a manifestation of the student’s disability; or
- order a change of placement to an alternative educational setting for not more than 45 school days if maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

The school may repeat its request for an expedited hearing if it believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.



The student remains in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day or code violation time period (if less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.

Nothing prohibits school personnel from reporting a crime committed by a student with a disability to appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student with a disability.

Application of Section 504 and ADA

Generally, students with disabilities eligible for services only under Section 504/ADA (i.e., need related and supplementary aids and services only) are entitled to the procedural safeguards specified in this section. An exception to this general rule applies to students with behavior that is not a manifestation of his/her disabilities. In this case, these students are entitled to those services normally available to nondisabled students who are suspended or removed pursuant to the school's *Code of Student Conduct*.

**Practices to Support Social and Emotional Learning**

Students are required to be kind, courteous, respectful and responsible to all in the Paul L. Dunbar Charter School Community and beyond while under school supervision. Our ultimate goal, the formation of internal discipline, strengthens the child's character and enables him/her to know and choose appropriate behavior. Respect, responsibility, and reach will guide our positive reinforcement of behavior and corrective actions.

The Paul L. Dunbar Charter School behavioral management program is essential to creating a school-wide climate of civility, respect, and social interactions that will prepare your child for success in high school, college and the world of work. The school-wide behavior management program is built on three school values of positive student behavior: Respect, Responsibility, and Reach.

With these tenets at the core of our behavior management program, students will learn how to interact with peers and authority figures, how to take responsibility for their own behavior, academic effort, and school participation, and how to go beyond themselves to interact with the greater community in a positive and fruitful manner. The three tenets upon which our behavioral system is built help establish a common language to use with students for behavior management issues. Using a common language for behavior management creates a consistent and school wide set of student expectations.

Modeling and utilizing positive social behaviors in students' interactions with teachers, peers, administrators, and staff is key to the behavior management program and is reinforced as constructive student behaviors. Paul L. Dunbar Charter School teachers will use proactive behavior management techniques which include reinforcing positive behavior, minimizing off-task behavior, redirecting student's behavior, maximizing student engagement, and avoiding verbal escalations with students. Positive social skills development is essential to creating a school-wide climate of civility, respect, and social interactions based on common practice which makes for a productive learning environment. Students will be able to earn social points through positive interactions with peers and school personnel as a way to reinforce positive, active, and internal decision making by students.

Since the parent is the child's first teacher, the support of the family in regard to discipline and consistently reinforcing respect, responsibility, and reach is imperative to our success with the student's development of internal discipline. We encourage all parents to partner with the school to unite with supporting our students. The administrative staff at Paul L. Dunbar will provide opportunities for parents to learn about how to support students during informational sessions, attend meetings hosted by the school social worker and nurse to learn about the services that they provide, attend parent orientation sessions to understand the school's culture, behavioral, and academic expectations. We will also provide opportunities for parents to sit with the Head of School to discuss student and school plans, concerns, upcoming school activities, and student assessments. Our efforts are to build a partnership where together we will work on a plan to support our students and our families to improve the welfare and continued growth of our students.



Paul L. Dunbar's on-site social worker school nurse will provide continued support in building social and emotional needs for students that exhibit difficulties by providing internal services and outside referrals as needed. Students at Paul L. Dunbar Charter School, who engage in any type of misbehavior, whether minor or severe, are required to make amends which are consistent with their misbehavior. Restitution may involve an apology, community or school service, or fixing or replacing damaged property. By holding students accountable and applying rules in a consistent manner, we teach them a powerful two-fold lesson: that student claims and actions matter and that their words and deeds-intentional and unintentional-have consequences.

**Mechanisms and Structures to Elevate Student Voice**

Paul L. Dunbar Charter School will elevate student voice and leadership through a structured student council. Student council is an organization conducted by students and supervised by adults. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out school activities and service projects. In addition to planning events that contribute to school spirit and community welfare, the student council will be the voice of the student body. They will help share student ideas, interests and concerns with the school wide community.

The function of the student council is based upon parliamentary procedures. Ideas are presented, voted upon and confirmed by the student body president. Any student that is interested in leadership, organizational behavior, event planning or becoming more involved in the school are welcomed.

**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.**

**Family and Community Engagement**

**Building Parent and Community Support**

Perhaps the most significant example of meaningful and sustained efforts to build community/parent support is the relationship between Choice Foundation, the Hollygrove Community, and the Dunbar Education Committee. Paul Laurence Dunbar School has been the epicenter for education in Hollygrove spanning nearly 100 years. The school has been the center piece of primary school education dating back to the days of "separate but equal" education during the Jim Crow era. Dunbar was slated to be demolished and not rebuilt post-Katrina by the Louisiana Department of Education (LDOE). In response to this decision, the Dunbar Education Committee successfully advocated for the school to be rebuilt. The committee is composed primarily of seniors who are Dunbar alum. As a result of their advocacy, LDOE decided to demolish and rebuild Dunbar. At the behest of the LDOE, the Hollygrove community was encouraged to choose a Charter Management Organization (CMO) of their preference to operate the school. After a thorough vetting process, that included the community's rejection of two other CMO's, the residents of Hollygrove chose Choice Foundation Schools to operate Dunbar.

For the past three years Paul L. Dunbar School has existed merely as a building with its name on it. The Dunbar facility has been occupied by Choice Foundation for Pre-K and K, and KIPP Believe for grades 3-8. The Hollygrove



Community, again led by the Dunbar Education Committee, successfully advocated for Choice Foundation to completely occupy the building for the 2018-19 school session and beyond. Beginning with 2018 school term the school will be occupied as Paul L. Dunbar Charter School. The Hollygrove Community has strongly advocated for this decision due to the community's ultimate objective for Dunbar to become a community neighborhood school. It is poised to become a shining example of what a community-based school personifies.

However, during this process the LDOE, without notification to Choice Foundation or anyone in Hollygrove, awarded the school to another CMO. The Hollygrove community and Choice Foundation protested. The community signed petitions, which were presented to the Recovery School District (RSD). A subsequent meeting was held with the RSD. The attendees included members of the Dunbar Education Committee, members of Choice Foundation Board of Directors, Choice Foundation staff, and many other supportive Hollygrove residents. During the course of the meeting, members of the Hollygrove community expressed their unequivocal support for Choice Foundation to become the CMO for Dunbar and to fully occupy the Dunbar facility in 2018. As a result of this meeting a signed letter was issued by both the RSD and Orleans Parish School Board naming Choice Foundation as the building occupant no later than July 1, 2018. Paul Laurence Dunbar School would not exist without the advocacy of the Dunbar Education Committee and its relationship with Choice Foundation.

Choice Foundation has enjoyed a collegial relationship with the Hollygrove community spanning over a decade. For example, when a decision was made to re-route freight trains from Old Metairie through Hollygrove, the residents protested. One of the primary concerns was the effect of pollution on Hollygrove residents, especially children and the elderly. A meeting was slated with members of the Federal Railroad Administration, community members, and public officials. The residents to no avail were trying to locate a facility large enough to hold the meeting. Choice Foundation came to the forefront and offered Lafayette Academy as a meeting venue. The meeting was a success, with over 400 community members in attendance. The community members were grateful because without the assistance of Choice Foundation the meeting could not have been held, mitigating the possibility of freight trains running rampant in Hollygrove.

The community is well-served by a number of community-based organizations that Choice Foundation enjoys a collegial and collaborative relationship with. These organizations include churches, namely St. Peter AME Church, Level Ground Church, Little Zion Baptist, and Nazareth Baptist Church as well as with Trinity Community Center, a youth-based community center in Hollygrove, Hollygrove Senior Center, Dunbar Education Committee, Peace by Piece, and Hollygrove Neighbors Association, and Conrad Playground.

Rev. Marc Napoleon, the pastor of Nazareth Baptist Church in Hollygrove is a Choice Foundation board member. Rev. Napoleon is a member of the Dunbar Education Community and a longtime advocate for Choice Foundation to become the CMO for Dunbar. His son attends Lafayette Academy.

Rev. Josh Holland, the pastor of Level Ground Church in Hollygrove, recently hosted a lunch to honor and recognize Ms. Darlene Charlot, the Head of School for Dunbar. Rev. Holland's children also attend Lafayette Academy. He is actively involved with mentorship at Choice Foundation schools.

Mr. Jernie Vinette, the coach at Hollygrove's Conrad Park in partnership with Choice Foundation conducted a basketball tournament at Dunbar School.

Choice Foundation has held a longstanding relationship with the Hollygrove Seniors who have been a vanguard of support for Choice Foundation to become the CMO for Dunbar. We recently held a widely attended luncheon to honor the Hollygrove Seniors. Hollygrove Seniors and the Dunbar Education Committee have been some of our most ardent and reliable volunteers and supporters.

Choice Foundation is actively involved with the Hollygrove Neighbors Association, supporting and participating just recently in the Night Out against Crime event held at Conrad Playground. Hollygrove Neighbors has also been supportive of Choice Foundation to become the CMO of Dunbar.

Trinity Community Center (TCC) in Hollygrove, is a youth-based organization with a long and storied history has been supportive of Choice Foundation. TCC has a longstanding history of being involved in community and mentorship programs with Choice Foundation schools. Trinity has partnered with the New Orleans Police



Department 2<sup>nd</sup> District Commander to establish mentorship programs at our schools. TCC has been a consistent advocate for Choice Foundation.

We have had longstanding relationships with Royal Castle Day Care, Mary's In-Home Daycare, and Carrollton-Dunbar Headstart.

Almost without exception each of our collaborative organizations were involved in the two-day KaBOOM! Playground build for the students at Dunbar. Approximately 400 volunteers participated in KaBOOM! Build Day; nearly half were community residents.

Mickey Landry, the Executive Director of Choice Foundation, was recognized by, and made an honorary member of the Dunbar Education Committee.

Choice Foundation has been awarded a prestigious Tulane University Community Based Participatory Research grant. The grant covers a period of 18 months. Dr. Michael Cunningham, Tulane University Psychology and Africana Studies, Tulane Center for Public Service, and Tulane students are collaborating with Choice Foundation and Dunbar Community School to research the history, current assets, and needs of the Hollygrove community. The data will be collected through interviews conducted with Seniors, surveys conducted at community meetings, and canvassing surveys with members of the general population. Dunbar Community School staff, students, Hollygrove seniors, community members, and families will engage in researching, and chronicling the storied history of Hollygrove. The collaborative with students and Seniors combines elements of both Project Based Learning and intergenerational linkages. The diverse team of Tulane/Dunbar/Hollygrove community partners will conduct interviews, participate in community meetings, and conduct surveys. The research is intended to assist with the development of a true partnership between Dunbar Community School and the Hollygrove community.

Using a participatory action methodology, the project aims at examining several exploratory questions. The broad nature of the questions are designed to understand the ecological stance of the community. The question run the gamut of personal reflections, historical analyses, and current experiences that are associated with both proximal and distal characteristics of the community. Additionally, an intentional part of the project is to involve stakeholders from various age ranges. Doing so capitalizes of the strengths of the current residents and also gets buy-in from younger and newer residents.

#### **Distributing Information to Parents/Guardians and Community Members**

Choice Foundation already has in place a plan and strategy to share information with parents/guardians concerning the school's development. Information will be shared with parents, guardians, and the community utilizing a number of vehicles. We meet regularly with the Dunbar Education Committee. The education committee has been instrumental in garnering support for Choice Foundation to become the CMO for Dunbar. The members, mostly seniors, are actively involved in referring parents to Dunbar, posting signs, and giving us a pulse on the Hollygrove Community. We maintain steady communication with parents who are a part of the Hollygrove data base. These are parents who have expressed interest in or have already enrolled their student(s) at Dunbar. We are canvassing the Hollygrove community, engaging parents, and community members in Hollygrove. We regularly visit the Hollygrove Senior Center to keep them apprised of information concerning Dunbar, and glean information concerning the pulse of the community.

We regularly attend the Hollygrove Neighbors quarterly meeting to apprise them of information concerning Dunbar, and answer questions. The members of Hollygrove Neighbors provide referrals of interested parents for Dunbar. We attend and support events at local churches including Little Zion Baptist Church, Nazareth Baptist Church, St. Peter AME, and Mount Pilgrim Baptist Church. We are involved with programs and activities with the New Orleans Police 2<sup>nd</sup> District. Parents/Guardians they will be provided with weekly folders which include progress reports and a monthly newsletter. We will also utilize School Reach, a phone and text message blast system to provide notices of meetings, school closings, and other events.

Quarterly Parent-Teacher Conferences: Each quarter parents will have an opportunity to engage in face-to-face conversations with teachers to receive information about their child's progress at school. The conferences help to strengthen relationships with individual families and support student learning. Conferences supplement the casual,



daily conversations that teachers and administrators have with families by providing more comprehensive information about their student's progress, while allowing space for in-depth conversation. By allocating time for parent-teacher conferences and sharing content that is informative with them, we aim to demonstrate to parents our respect for them, and the importance of our mutual relationship.

**STEM NOLA Event:** We have partnered with Dr. Calvin Mackie to host a STEM NOLA event at the Paul L. Dunbar School building. The organization aligns students in touch with cutting edge scientific minds, which includes college STEM students, and working professionals. After a 30-minute introduction to the science, technology, engineering or mathematics lesson, the students are practically engaged by participating in a design project. By involving children with hands-on learning, STEM NOLA encourages students to participate in their learning, and enthusiastically share their knowledge with others.

**Student, Parent/Guardian, and Community Voice**

We have devised a number of strategies to create meaningful opportunities for students, Parents/Guardians, and community members to have a voice in school decision-making. Dunbar students will elect members of the Student Council as representatives. Concerns, ideas, advice, and strategies will be gleaned from this organization. The Student Council will be the macro voice for the students at large. On a micro level, students will have access to teachers, social workers, the Assistant Head of School, and the Head of School to address individual and personal concerns.

As previously documented in the **Building Parent and Community Support, and Distributing Information to Parents/Guardians and Community Members** sections, the community has historically had a strong and effective voice in the formation of, and devising present strategies for Dunbar. Their voice will continue to not only be heard, but sought out, greatly appreciated, and honored.

**Parent-Teacher Organization**

Pertaining to creating a sustainable Parent-Teacher Organization, we already have a template in place, gleaned from our other schools to form a Parent-Teacher Organization. A host of parents have indicated a willingness to be a part of a Parent Advisory Board. Potential interest for the PTO will be identified from these parents including those who have already enrolled their students at Dunbar. A number of these parents are from the Hollygrove community. The goal is to create a consistent dialogue concerning the needs, concerns, and ideas of parents and the community at large. This opportunity will be extended also to parents outside of the Hollygrove community.

We will have parental information sessions covering diverse topics. The topics will include understanding test scores, in addition to test taking strategies designed to give students the best opportunity to excel on all tests. We will also have quarterly Parent/Teachers Conferences. In addition, we will hold meetings at the request of parents who have concerns that warrant immediate attention.

To enhance our home-school partnership to the benefit of the academic experience of our students we will host STEM and Literacy Events. In addition, we will hold monthly "Coffee Chat with the Head of School" events.

We will conduct at least two parent and student surveys each year. By doing so, we hope to be able to hear concerns that parents and students have in order to improve service to them. For example, one of our major objectives is to identify and mitigate instances of bullying. One of the functions of the surveys is to facilitate anonymously identifying students who are being bullied to enable the situations to be rectified.

We will provide mentorship programs for students. The groups involved will include the Silverback Society, a local organization with significant funding from the Kellogg Foundation that teaches "Generations depend on me" to Middle School boys. In addition, we will provide mentorship in conjunction with Officers from the 2<sup>nd</sup> District, New Orleans Police Department. The 2<sup>nd</sup> District is already engaged in mentorship with Choice Foundation.



**Grievance Process**

Our template for establishing a fair, and accessible grievance process includes the following protocols as outlined in our School Handbook. We will encourage parents to converse with teachers/administers pertaining to special needs and concerns as they arise. Their participation in student activities and events are strongly encouraged. If in conversation with the teacher concerns are not resolved, parents are encouraged to contact the Division Head, Assistant Head of School, or the Head of School. School officials are willing to work with parents to ensure that the best interests of their students are served.

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.**

**THE BOARD**

**Overview.** The Board’s mission is to oversee the stability and growth of the Choice Foundation and to support the Choice Foundation in its mission to operate first-class, open enrollment, tuition-free, public schools in the City of New Orleans.

The Board meets monthly, a minimum of ten times a year, at one of its three school buildings.

The Board currently has 16 members of diverse backgrounds and occupations. They include legal, insurance, management, development, finance, investment, banking, and human resources professionals; civic and spiritual leaders; a parent of a current student; and a grandparent of a recent graduate. Several current Board members also serve on other boards—including arts boards, criminal justice reform commissions, boards of institutions of higher education, and good governance civic groups. All current Board members provide advice and services, to the extent appropriate, free of charge. All current Board members contribute financially to the Choice Foundation.

Each Board member serves on a committee that corresponds to his or her expertise. The Board’s officers and members, including the committees on which they serve (an \* indicates committee chair), are as follows:



Swanson, James <b>President</b>	Executive*
Mills, Alysson <b>Vice President</b>	Executive, Governance*
Jonassen, Hans <b>Treasurer</b>	Executive, Finance*
Stewart, Jesse <b>Secretary</b>	Governmental Relations
Abel, Lisa	Development
Beery, Donald	Governance, Governmental Relations
Carter, Anthony <b>grandparent of recent graduate</b>	Finance
Conner, Pierre	Executive, Audit
DuQuesnay, Blair	Finance, Audit*
Gomila, Fritz	Finance, Development
Lodrig, Wendy	Governance
Napolean, Marc <b>parent of current student</b>	Governmental Relations
Phelps, Margo	Governmental Relations*
Werner, Kate	Development*
Worley, Robert	Governance



Young-Hill, Dewana	Development
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**Oversight function.** As an oversight board, the Board’s primary responsibilities are to set policies for the Choice Foundation and to evaluate its Executive Director to ensure those policies are observed and promoted.

The Board receives information from the Executive Director and senior staff at its regular meetings. Reports from the Executive Director, all heads of school, and the CFO (on behalf of the Finance Committee) are regular items on each meeting’s agenda. Each such report includes timely and pertinent materials:

- The **Executive Director’s report** summarizes recent events at the Choice Foundation and provides any information bearing on the organization’s operations, including but not limited to facilities needs and repairs, teacher and staff recruitment, student attendance and enrollment, disciplinary issues, community events, and governmental relations.
- The **heads of school reports** present the results of any recent academic assessments at each school as well as highlights from school activities.
- The **CFO’s report** presents monthly financial reports and budget updates.

In addition, at each regular meeting the Board also receives an in-depth report dedicated to one topic. Examples include academics (minimum four times a year), special education (minimum two times a year), development, the annual audit, and sports and extracurricular activities. These reports are made on a rotating basis by senior staff and Board committee chairs. These reports also include timely and pertinent materials:

- The **in-depth academics report** presents data collected from recent academics assessments, with analyses of student progress towards meeting and exceeding state curricular standards and goals.
- The **in-depth special education report** presents data and other information relevant to the Choice Foundation’s ongoing efforts to serve special education students and meet and exceed regulatory requirements.
- The **in-depth development report** summarizes recent charitable donations and provides updates on grant applications and any ongoing fundraising campaigns.
- The **in-depth audit report** is presented by the Choice Foundation’s financial auditors and summarizes the results of the organization’s annual audit.

Outside of regular meetings, Board members also receive information in committee meetings or in one-on-one meetings with the Executive Director and senior staff. Such meetings are frequent, but because they arise on an as-needed basis they are not regularly scheduled.

The **attached chart** illustrates the Board’s oversight function.

**Evaluation of the Executive Director.** The Board reviews the Executive Director’s performance during executive session at least once per school year. The Board’s review necessarily includes quantitative and qualitative components, and in the past the Board has relied on internal surveys to inform its review. The Board evaluates, among other things:

- SPS scores for each of the Choice Foundation’s schools
- students’ academic performance, using internal assessments and state standardized assessments
  - as compared to similarly situated schools across the city
  - as compared to the Choice Foundation’s internal goals
- sensitivity to needs of special education students
- sensitivity to needs of ESL students
- responsiveness to problem areas, whether academic or behavioral
- teacher and staff retention
- student retention



- relationships to key stakeholders, including parents and community leaders
- financial performance across the organization
- cleanliness and orderliness of facilities
- quality of enrichment programs

Above all, the Board strives to ensure that the Executive Director and his team provide to each and every student, whatever their presentation or special needs, an educational experience that is nurturing and complete, including robust academic and extracurricular programs.

**Selection of Board members.** The Board's Governance Committee identifies prospective Board members based on their community service and skill set. After a satisfactory interview process, the Governance Committee nominates an individual for Board membership, and the full Board votes to elect. All current Board members were selected by this process, and the Board intends to continue to use this process to select new members.

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

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

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

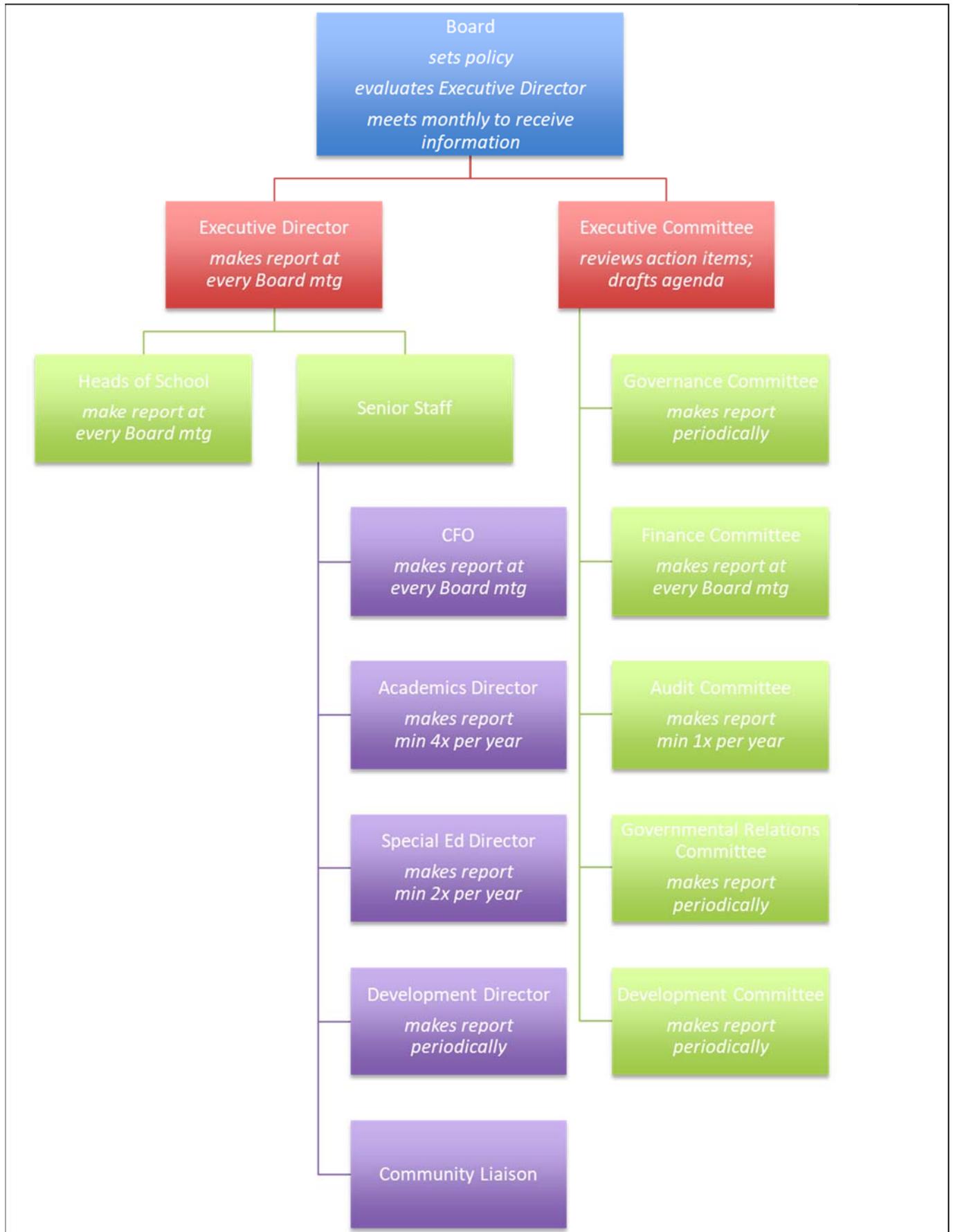
Each Board member is expected to read the Board handbook and familiarize himself or herself with not only the Choice Foundation but also its authorizer and stakeholders.

By law each Board member must independently complete one hour of ethics training annually. In addition, supplemental training, in the form of in-depth reports on topics relevant to education, is provided at regular Board meetings.



**Conflicts of Interest.** The Board is sensitive to conflicts of interest and stringently follows the Louisiana Code of Governmental Ethics. Each Board member is expected to familiarize himself or herself with the Louisiana Code of Governmental Ethics, and an FAQ is provided to each Board member in the Board handbook. By law each Board member must independently complete one hour of ethics training annually.

The Board's President and Vice President vet any Board actions before they are presented for Board approval in order to identify any conflicts of interest before they arise. No Board member with a conflict on any issue shall be permitted to vote on that issue.





### 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.**

#### **Staff and Organization**

##### **Scope of Work**

Paul L. Dunbar Charter School will provide resources to successfully implement an action plan to build capacity for continuous improvement, and provide students with the high quality educational and career opportunities they deserve.

An effective leader in charge of the school is critically important to the success of Dunbar Charter School. The Executive Director has selected Darlene Charlot as the Head of School. Mrs. Charlot has a proven track record of successful educational leadership working with students and families of Hollygrove and surrounding areas. Mrs. Charlot will work closely with the Executive Director to establish the organizational structure of the school in alignment with the Choice Foundation educational philosophy.

The leadership structure within Choice Foundation schools is organized to create a small school atmosphere, structured into divisions which will be led by a full time administrator. These administrators, known as Division Heads, will report to the Head of School. The Head of School will oversee all of the functions throughout the school, supported by a leadership team of one Assistant Head of School, as Special Education/EL Program Coordinator and up to three Division Heads. Each of the Division Heads will be responsible for day-to-day operations of about 200 students, including supervising students and supporting teachers. The Assistant Head of School will be responsible for school culture and climate. The Special Education/EL Coordinator, in addition to monitoring administrative compliance, will coordinate professional learning for staff and student support with teachers and administrators. The Head of School will meet weekly with each administrator and with the leadership team to address issues and monitor progress toward school goals. The number administrators hired will depend on student enrollment.

At the school, a school nurse will coordinate the health program to include everything from assuring compliance with immunization standards to scheduling vision, dental, and hearing screenings. S/he will work with the fulltime school social worker on mental health issues. The social worker will be charged with everything from assuring that homeless families get housing and food to triaging episodes of explosive anger disorder and teaching about bullying and self-esteem. All of this non-academic programmatic activity will be overseen by the Assistant Head of School for school culture, who will also be in charge of student management, including positive behavior support and discipline systems.

The Head of School will report to the Executive Director of Choice Foundation, who reports directly to the Choice Foundation Board of Trustees. The Head of School and Division Heads will receive ongoing educational and operational support from the Choice Foundation network. This network includes the Systems Accountability Officer who coordinates all academic programs, the Director of Finance and Operations, the Director of Student Support Services, and the Math and Science Coordinator.



The Choice Foundation Business Office provides oversight for all financial and operational functions of Choice Foundation and its schools including accounting, budget management, finance, grants management, payroll, audit compliance, tax compliance, information technology, transportation, food services and facilities. The Business Office is responsible for ensuring overall organizational solvency and solvency of each individual school site. In addition, the Business Office and Director of Finance and Operations are responsible for ensuring the Foundation is in compliance with all federal laws, state laws, local laws, policies, rules and regulations. The Board of Trustee's Finance Committee meets monthly prior to any monthly meetings of the full board. During the monthly meetings, the Director of Finance and Operations presents financial reports to the Finance Committee for review and approval. The Finance Committee asks for additional information, as needed, to fully understand the Foundation's financial position and questions any procedures or items on the financial statements as needed. The Finance Committee presents the financial reports to the full board at the monthly meetings of the full board.

Louisiana law sets minimum requirements of a bachelor's degree for individuals seeking a teaching position in a public charter school. However, we will seek individuals with a minimum of a bachelor's degree and demonstrated success teaching in an urban setting. We have found that the Choice Foundation teachers with specific background in ELA and depth of knowledge in a particular content area have been the most successful with our students.

We require that school leaders and administrators have a bachelor's degree; however, a master's degree is preferred. We seek leaders and administrators who have at least 5 years of successful teaching experience in an urban setting, and experience in educational leadership with a track record of successful outcomes for students.

**Administrator and Teacher Recruitment Strategy**

We are hosting teacher job fairs, as well as participating in city-wide teacher job fairs in order to recruit a diverse applicant pool. We hosted a teacher recruitment social in December which brought us thirty applicants. In addition to this, we have posted job vacancies on our website, as well as on the Greater New Orleans Collaborative website. From website postings alone, we have received 106 applicants. We believe that it is important for students to be surrounded by a healthy number of role models from their own community. Choice Foundation believes in New Orleans educators and actively seeks New Orleans locals with a passion for educating the children of our city. As we work to build a true community school, we are also combing the Hollygrove neighborhood for seasoned and aspiring educators interested in being a part of a school that will nurture and develop the future leaders of their community. We have access to Teach for American and Teach NOLA teacher candidates, as well as Enriched Schools. We maintain relationships with the Education Departments of local colleges and universities such as Xavier University and Tulane University to bring us the best and brightest young graduates ready to teach our student population. These various teacher candidate pools bring us teachers with various degrees of experience, various race and ethnic backgrounds, as well as various talents and skills to enrich our school community.

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.**

No Mission Critical Partners

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.**

**Detailed Start-Up Plan**  
 The detailed startup plan is included in **Attachment 8**. The plan provides details on the following tasks and steps to be accomplished along with the task’s owner(s), targeted completion date, and current status:

- Staffing
- Student & Family Engagement/Recruitment
- Operations
- Technology and Information Systems
- Procurement
- Professional Development

**Contingency Plan**  
 If we are not able to open the school in the anticipated time frame, the Choice Foundation Board of Trustees, Choice Foundation Leadership Team and School Leadership will meet to determine funding needs until such time as the school is opened. Choice Foundation Budgets include contingency line items in case of unanticipated events or expenditures.

**Financial Documents**  
**Attachment 9** includes several financial documents including:

- Start-Up Statement of Activities Projections (with assumptions)
- Year 1 Statement of Activities Projections (with assumptions)
- Year 1 through Year 5 Statement of Activities Projections (with assumptions)
- Year 1 Cash Flow Projections



**Financial Management**

The Choice Foundation Business Office will manage all financial functions for the school including accounting, budget management, finance, grants management, payroll, audit compliance and tax compliance. James Fulton, Choice Foundation's Director of Finance and Operations (DFO) will be the school's financial manager. Mr. Fulton offers 22 years of finance, accounting, taxation, operations, nonprofit and business consulting experience. Mr. Fulton holds an undergraduate degree in accounting and a master's in business administration. He has been with Choice Foundation as DFO since July 2007. Prior to joining Choice Foundation, he served as CFO, COO and Financial Manager for several organizations including University of New Orleans, Louisiana Technical College, Second Harvest Food Bank and Adams and Reese Law Firm. In addition to Mr. Fulton, the Choice Foundation Business Office employs 3 Associate DFO's, with combined 20+ years' experience, whom will provide additional layers of management and oversight for the schools finance and operations functions. The resumes for James Fulton and the 3 Associate DFO's are included in **Attachment 11**. The Business Office Organizational Chart is also attached for reference.

Choice Foundation's DFO reports to the Choice Foundation Executive Director and the Board of Trustees' Finance Committee. The DFO also works in partnership with the School's leadership to provide appropriate oversight of all financial and operational matters.

**School/Portfolio Performance workbook**

**Attachment 12** includes the School/Portfolio Performance workbook.

Attachments

- (1) Attachment 1: (Optional) Student Recruitment Evidence
- (2) Attachment 2: Governing Board Roster & Resumes
- (3) Attachment 3: Organization Chart & Staffing Plan
- (4) Attachment 4: School leadership team job descriptions (Need Head of School's)
- (5) Attachment 5: Redacted Leadership Team Resumes (Need from Darlene)
- (6) Attachment 6: Un-redacted Leadership Team Resumes (Need from Darlene)
- (7) Attachment 7: (If applicable) Mission Critical Partner MOUs/Contracts (Not Applicable)
- (8) Attachment 8: Detailed Start-up Plan
- (9) Attachment 9: Start-up and Year 1 Budget
- (10) Attachment 10: (If applicable) Financial Manager Contract (Not Applicable)
- (11) Attachment 11 Qualified Business Manager/Financial Manager resume
- (12) Attachment 12: (Experienced Operators) School/Portfolio Performance workbook

