



Spring 2018 Charter School Application
Threshold for Evaluation Template



Table of Contents

Eligibility Determination & Threshold for Evaluation (Part 1)	2
Executive Summary.....	2
Returning Applicant Groups	6
Academic Model	6
Enrollment Plans.....	13
Student Experience.....	15
Family & Community Engagement	21
Governing Board	22
Staff and Organization	26
Mission Critical Partners	26
Operational and Financial Readiness.....	27
Attachments	31



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.

The Coalition for Community Schools (2017) defines a community school as a public school – the hub of its neighborhood, uniting families, educators and community partners to provide all students with top-quality academics, enrichment, health and social services, and opportunities to succeed in school and in life (www.communityschools.org). The Coalition describes a community school as a school with a strategy that makes explicit that in order to significantly improve the academic and developmental outcomes of children, schools and community partners – e.g. families, community and faith-based organizations, local government, institutes of higher learning, public agencies, law enforcement, United Ways and others – must work together to ensure that all students have an equitable opportunity to succeed in school (p. 2). When describing a community school, the Coalition asserts that, “Community schools are built on the simple logic that schools and communities are mutually dependent and that strong and purposeful partnerships between them are essential to students’ academic success. [...] hunger, safety, health and other issues spill into the classroom, affect learning, and create challenges well beyond what schools should be expected to handle alone. Inside community schools, [there is]an intentional leveraging of federal, state, and local funding streams – public and private- to provide supports and opportunities that students need to thrive academically, emotionally, physically and socially. When students and their families experience a closer connection to their community and benefit from more support, more opportunities, and more time for learning, they succeed. Their success is the community’s success.” Through partnerships, community schools align and integrate strategies to support students, strengthen schools, engage families and help build entire communities where learning happens.

“Reimagine” alternative education. Data collected from the Department of Health and Human Services states that more than 70,000 children in Louisiana received mental or behavioral health services through Medicaid in 2014 (<http://new.dhh.louisiana.gov/index.cfm/page/2094>) . The Louisiana Department of Education’s 2015-2016 Special Education Data Profile reports that as of February 1, 2016, 58% of the special education population in the disability category Emotional Disturbances were identified as Black or African American. This data further suggests that at least 60% of the school aged children in the greater New Orleans area present with behavioral and mental health needs consistent with post-traumatic stress or similar conditions. Socioeconomic data for the greater New Orleans area suggest that more than 95% of these students qualify to receive free or reduced lunch. This is very often the population of students served by alternative education programs. Socioeconomically disadvantaged communities typically find an indirect route to receiving the behavioral and mental health services they need to be successful in



their educational and post-secondary pursuits. In most cases, this route is through the court system and not the school system.

THE COMMUNITY SCHOOL is designed specifically to address the needs of the New Orleans community found in the report, *No Longer Invisible: Opportunity Youth in New Orleans* (Babineau, Kate & Rossmeier, Vincent & Hand, Dave, 2016). This new report outlines the challenges facing 16-24 year olds in New Orleans who are disconnected from employment and education. These young people are often referred to as opportunity youth. The report found that there are 6,820 opportunity youth in New Orleans, which was 14 percent of all 16-24 year olds in the city during the time of the study. Those youth faced significant economic barriers: a third lived below the poverty line and these young people also received food stamps and were uninsured at high rates. To address a challenge as complex as youth disconnection, the report recommends expanded efforts to leverage the educational experiences of the city's opportunity youth to link them to employment. This report, coupled with data that suggests that this same population of youth disproportionately experiences behavioral and mental health needs, is why we believe that The Community School must exist.

THE COMMUNITY SCHOOL operates as three autonomous units working together under one roof to meet the needs of the city's "opportunity youth" who experience mental and behavioral health concerns: (1) an open enrollment day treatment and therapeutic day school, (2) suspension abatement and incarceration diversion programs, and (3) a community based behavioral and mental health clinic for adolescents and young adults. Each unit makes intentional efforts to leverage school district revenue with revenue generated through partnerships from the business community, other non-profits, social service agencies, the state and federal government. The purpose of THE COMMUNITY SCHOOL is fueled by the passion of those who are aware of the need for mental and behavioral health services in our city and the importance of a high quality education for every child in the city. THE COMMUNITY SCHOOL is a living commitment to community well-being and the help children and families need to develop the skills and connections necessary to participate and contribute to community health. THE COMMUNITY SCHOOL is uniquely situated to provide services for students until the age of 25. Services are designed to support students as they matriculate towards meeting post-secondary educational goals and/or transitioning to a career. Our aim is to ensure that all THE COMMUNITY SCHOOL scholars are well prepared to be productive, independent community members ready to thrive in the city of New Orleans or wherever they decide to make their home.

The seven guiding principles of Community Schools, as outlined by the Coalition of Community Schools, are firmly rooted in the seven domains of Trauma Informed Care. This synergy makes the Community School's academic model ideal to serve a community in need of behavioral and mental health services.

The seven guiding principles of Community Schools are :

1. Pursue Equity – Educational excellence and equity are inseparable. Community schools work actively to identify and confront policies, practices and cultures that keep students of different backgrounds and races from achieving equitable outcomes. Community schools proactively and intentionally empower those typically disempowered by barriers to participation.
2. Invest in a whole-child approach to education – Meaningful teaching and learning embraces but goes beyond mastery of core academic subjects to include youth development principles, holding high expectations for children, youth, and adults; and developing their social-emotional, health, critical thinking, and problem solving skills.



3. Build on community strengths to ensure conditions – Community schools utilize the assets of the entire community – including the gifts of people who live and work there, parents, families, residents and community partners to create the optimal learning conditions for each student.
4. Use data and community wisdom to guide partnerships, programs and progress - Reliable and community specific data, coupled with the wisdom of youth, families and residents, guides how education and community partners work together to achieve measurable results.
5. Commit to interdependence and shared accountability – Student success requires explicit investment in collaborative planning and implementation between educators and community partners and across program areas and disciplines. Mutually agreed upon results and related indicators, as well as written agreements enable educators and community partners to hold each other accountable.
6. Invest in building trusting relationships – Deep collaboration takes dedicated effort and time, and becomes evident in the daily formal and informal social exchanges within a school community and between the school and the broader community. Trusting relationships fuel school transformation by helping to create a nurturing, safe, respectful climate where caring adults, families and students come to rely on each other as part of a shared approach to student success.
7. Foster a learning organization – Improved student learning depends on a school community where educators and community partners work together towards continuous improvement. Time and support are available for individual and collective reflection and adjustment as well as shared learning and professional development, to facilitate responsiveness to student needs.

The domains of Trauma Informed Care and THE COMMUNITY SCHOOL’S commitments:

1. Early screening and comprehensive assessment – with the support of community partners, THE COMMUNITY SCHOOL will be the city’s leader in early screening and comprehensive assessment of school aged children for behavioral and mental health needs.
2. Consumer driven care and services – with the support of community partners, THE COMMUNITY SCHOOL will be the city’s leader in community based interventions for school aged children with behavior and mental health needs by providing a full complement of wrap around services that support the child in all environments including the child’s home.
3. Trauma-informed, responsive and educated workforce – with the support of community partners, THE COMMUNITY SCHOOL will be the city’s leader in providing professional development and training for educational practitioners and clinicians who provide services for children with behavioral and mental health needs. THE COMMUNITY SCHOOL will be the city’s leader in developing more educational practitioners and clinicians to do this work and to serve as advocates for this underserved population.
4. Emerging and evidence-informed best practices (EBP) – THE COMMUNITY SCHOOL will be the city’s leader in providing high quality services to this population of children through research driven, evidence informed best practices and sharing these practices throughout the city.
5. Safe and secure environments – THE COMMUNITY SCHOOL will be the city’s leader in providing rich, high quality environments for practitioners to learn and grow as they support this population of children.



6. Create trauma-informed community partnerships – THE COMMUNITY SCHOOL will be the city’s leader in advocacy for this population of children and will serve as a vessel to funnel support directly to this population of children where there has traditionally been very little support.
7. Develop a performance monitoring system – THE COMMUNITY SCHOOL will be the city’s repository for data demonstrating the impact of our work on the city’s significant problem of educating this population of children and providing for their needs.

Research indicates that, in combination, and when guided by a coherent and rigorous vision of how students, schools, and communities can thrive, these principles provide a strong foundation for the successful pursuit of the community school strategy.

THE COMMUNITY SCHOOL does not employ the use of traditional school disciplinary measures and actions. Students are never “suspended” and are never without services. The staff evaluates the progress of each student based on the goals placed in their progression plan. If at any point the progression plan no longer meets the needs of the student, the progression plan can be revisited to adjust the goals to better meet the student’s needs. Individual student progress is assessed based on the success that the individual student experiences along the continuum of progression towards being fully integrated into a less restrictive educational environment with little to no support from THE COMMUNITY SCHOOL’s staff and resources.

Students participate in engaging community-based learning that is integrated into the school curriculum. They benefit from preventative health and social services and an expanded network of adult support. When they experience academic, health, emotional or family needs, they can find help at THE COMMUNITY SCHOOL. Parents and community residents support their children’s learning while developing their own skills – in literacy, parenting, employability, and leadership. Shared resources, relationships and expertise create activities that enhance the school’s mission and lead to improved student learning, stronger families and healthier communities. Schools become centers of the community and are open to everyone – all day, every day, evenings, weekends and during the summer (p. 4).

Students are integrated on a “level system”. This system begins at “0” (Center based self-contained for all services) and ends at “5” (5 or fewer hours of center based services per week). This system is tailored to meet the individual programming needs of each student.

All students begin at “Level 0”. At this level, 100% of his or her services are provided by THE COMMUNITY SCHOOL staff and resources. Level 0 is also known as “intake”. Students receive diagnostic assessments and the multidisciplinary intake team works to build a progress plan with measurable benchmarks to determine how well each student is progressing towards being prepared for a less restrictive environment. At Level 0 students receive their services at THE COMMUNITY SCHOOL central location or a satellite center. These students have not demonstrated a consistent reduction of frequency, intensity and duration of the behaviors that impede his or her academic progress. Every week, THE COMMUNITY SCHOOL’s staff meets to analyze student data to determine when it is appropriate to advance a student to a higher level and what that level will look like for that individual student. All aspects of the student’s environment are considered. This includes the student’s academic performance, therapy and clinical progress and a student interview. A justification to move a student to a higher level must be made by the Dean of Students and must be supported by valid and reliable data. Conversely, after four weeks at level 0, if a student is not recommended to move to a higher level, the Dean of Students must present



a justification for the student to remain at level 0 supported by valid and reliable data. Each recommendation includes a risk assessment and is evaluated before being recommended for approval.

Returning Applicant Groups

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

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

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

N/A

Academic Model

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

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

The academic model of THE COMMUNITY SCHOOL provides comprehensive educational and therapeutic support services to students who might otherwise require residential or other more restrictive placements due to the severity of one or more of the characteristics of the disability category of emotional and behavioral disorders (EBD). The goal of THE COMMUNITY SCHOOL is to integrate every child into the least restrictive education environment with the skills needed to meet each child’s educational, social, behavioral and emotional goals to support their post-secondary educational and career goals. To this end, THE COMMUNITY SCHOOL is committed to the following conditions for learning as a part of its academic model:

- * A core instructional program with qualified teachers, a challenging curriculum, and high standards and expectations for students.
- * Students are motivated and engaged in learning – both in school and in community settings, during and after school.
- * The basic physical, mental and emotional health needs of young people and their families are recognized and addressed.



- * A mutual respect and effective collaboration among parents, families and school staff.
- * Community engagement, together with school efforts, promotes a school climate that is safe, supportive, and respectful and connects students to a broader learning community.

Each staff member is uniquely qualified to work with students with mental and behavioral health needs. On-going, job embedded professional development is an integral part of the daily success of THE COMMUNITY SCHOOL. All staff members must successfully participate in an initial training that focuses on, “integration based on positive differentiation” (Vgotsky, L.S. (1995). *Problemy Defectologii [Problems of defectology]* Moscow:Prosvetshenie Press, pp.114,167) and the tenets of Trauma Informed Practices and Environment.

Vgotsky’s Social Learning Theory espouses the notion that only a truly differentiated learning environment can fully develop the higher psychological functions and overall personality of a child with a disability. His sociocultural concept of integration prescribes an environment where students have the same curriculum as their general education peers with provisions such as extended time, nontraditional teaching methods and providing additional adult support alongside culturally meaningful psychological tools. Taking advantage of integration opportunities in political and socio-cultural activities and other “nonacademic activities” such as assemblies, physical education, lunchtime, music and art provide an opportunity for social learning not only for children with disabilities but also for their nondisabled peers. In essence, Vgotsky’s approach contends that a child with a disability must be accommodated with experiences as opportunities that are as close as possible to the mainstreamed situation based on a child’s potential rather than on his or her current limitations.

Ms. Dorlee Michaeli, MBS, LMSW, in her article, *Core Principles of Trauma- Informed Care: Key Learnings* (<https://www.socialwork.career/2014/05/core-principles-of-trauma-informed-care-key-learnings-1-of-3.html> accessed December 2017) describes the trauma-informed approach as an approach that incorporates:

- Realizing the prevalence of trauma
- Recognizing how it affects all individuals involved with the program, organization or system, including its own workforce
- Resisting re-traumatization
- Responding by putting this knowledge into practice

Michaeli’s article goes on to define the Core Principles of a Trauma-Informed System of Care:

- Safety – ensuring physical and emotional safety
- Trustworthiness – maintaining appropriate boundaries and making tasks clear
- Choice – prioritizing (staff) consumer choice and control (people want choices and options; for people who have had control taken away, having small choices makes a big difference)
- Collaboration – maximizing collaboration
- Empowerment – prioritizing (staff) consumer empowerment and skill-building

Finally, the author defines the 7 Domains of Trauma-Informed Care that are the foundation of THE COMMUNITY SCHOOL’S therapeutic day school and clinic:



1. Early screening and comprehensive assessment – If the client isn't talking, ask: "What's happened?" (Don't ask: "What's wrong with you?") Not everyone is ready to talk but we give them permission to talk when they are ready.
2. Consumer driven care and services – Listen to the people who are coming to us for services. Ask them if you can improve your services. Ask what can we do to help you better?
3. Trauma-informed, responsive and educated workforce – Everyone in the system from the receptionist through the doctor matters. Disrespect can be triggering.
4. Emerging and evidence-informed best practices (EBP) – We need to use universal precautions. We need to expect either childhood experience or a current trauma but once we ask what happened, we need to provide EBP assistance.
5. Safe and secure environments – It is important for the clinician to make it safe for the client. The organization also needs to make the client feel safe and comfortable (or is the waiting room dingy and dark?).
6. Create trauma-informed community partnerships – This is very important to include in our work. Reach out to other organizations such as schools, the juvenile justice system etc. We need to spread this information to our partners in the community.
7. Develop a performance monitoring system – Develop a data collection system to demonstrate what the outcomes that you are seeing are.

THE COMMUNITY SCHOOL aims to (1) participate in a community-based effort to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community-based organizations and public and private partnerships; and (2) provide access to such services in school to students, families, and the community, such as access during the school year (including before and after-school hours and weekends), as well as during the summer.

Upon enrolling at THE COMMUNITY SCHOOL, a multidisciplinary team, including the student and the student's parent/guardian, develop an "exit plan" that gives specific benchmarks towards meeting the goal of integrating into a less restrictive environment. Data is collected and reported to the student and all stakeholders involved in the student's academic plan every four weeks through the student's progress report or similar document.

THE COMMUNITY SCHOOL'S academic model is designed to provide the maximum amount of flexibility and innovation for students to earn a high school diploma and to have a meaningful, attainable, post-secondary plan for college and/or a career. Every effort is made to provide students with the same education experience and opportunities as their peers in more traditional educational programs.

Collaboration with other schools and agencies in the city is a critical component of THE COMMUNITY SCHOOL'S academic model. A representative from the child's base school is included in all aspects of the child's academic planning. Cooperating schools may house a team of THE COMMUNITY SCHOOL'S staff members and resources based upon the number of shared students attending the cooperating school. This helps to build the necessary relationships to successfully integrate students into a general education environment. At THE COMMUNITY SCHOOL, students will have access to all of the courses that they would have available to them in the general education environment. In addition to traditional courses in the four core subject areas, THE COMMUNITY SCHOOL'S programs provide opportunities for blended learning and independent study. In many cases, students have the opportunity retake courses in an effort to earn credits needed to graduate with their proper cohort while also earning credits in courses they have not attempted. This is accomplished by developing a cohort reconciliation plan upon initial enrollment. Students also have a rich complement of computer and technology education course offerings



to choose from to fulfill the requirements for multiple graduation pathways for the state of Louisiana. In addition, students have their choice of classes to meet their therapeutic and academic needs in the areas of music, art, and physical education on site at THE COMMUNITY SCHOOL or alternate locations. This academic model is uniquely designed to meet the needs of students who may otherwise be excluded from their right to a high quality public school education.

The curricula used to support student achievement is derived from the Common Core State Standards where applicable and adapted based on the individual needs of each student. THE COMMUNITY SCHOOL'S classes utilize a project based, collaborative approach to teaching and learning. This approach allows educators to integrate behavioral and social skills training into the learning environment at every level of the learning experience. Teachers are able to combine learning experiences across the curriculum. For example, teachers may combine standards from English and History to create a longitudinal learning experience that covers the standards for both subject areas. The emphasis on making connections to real-world experiences makes this teaching and learning approach valuable. Students in a math class may combine their learning experience with a science class in order to solve real-world problems. These learning experiences, coupled with the unique training that each educator receives to support the behavioral and mental health needs of the student population, transforms the classroom into a place where students are also learning how to manage their exceptionality.

Among the vital components supporting this academic model are the Academic Interventionists (A.I.). Academic Interventionists support student achievement of student academic and therapeutic goals. Academic Interventionists serve as traditional Para-Educators as well as Behavior Interventionists. They are uniquely prepared and situated within the program to interact with students, staff and families to be among the first responders when a student is in crisis or just needs additional support. Academic Interventionists travel with assigned students to their general education settings to assist the student and other education professionals with the child's exit or integration plan. Academic Interventionists also support clinical aspects of the student's plan. They are included in home visits and almost every aspect of a student's experience while attending THE COMMUNITY SCHOOL or receiving services through any of its resources. They also provide community support for students who are employed. Academic Interventionists report to the Dean of Culture and assist in a myriad of ways to maintain a culture that is most conducive to teaching and learning. Academic Interventionists utilize interventions that are specific to the needs of the individual student. These interventions may be a part of a student's Individualized Education Plan, Behavior Intervention Plan, Cohort Reconciliation Plan or an Academic Intervention Plan that has been developed to support a student's academic progress. A.I.s are carefully selected to work with students based on their ability to connect with the student(s) and other special skills and training that may be required to properly support a student.

Students participate in standardized testing required for graduation, ACT, SAT and any other assessment that is given in the traditional setting. Students may test at a CECS site, a cooperating school or the base school depending on what is mandated in the student's initial plan. Regardless of where the student is tested, the student's test scores belong to the base school. This also includes Work Keys assessments and any licenses or endorsements earned through CTE courses. Students may also participate in dual enrollment options at local cooperating colleges and SCA fund supported academic programs.

Students are integrated on a "level system". This system begins at "0" (Center based self-contained for all services) and ends at "5" (5 or fewer hours of center based services per week). This system is tailored to meet the individual programming needs of each student.



All students begin at “Level 0”. At this level, 100% of his or her services are provided by THE COMMUNITY SCHOOL staff and resources. Level 0 is also known as “intake”. Students receive diagnostic assessments and the multidisciplinary intake team works to build a progress plan with measurable benchmarks to determine how well each student is progressing towards being prepared for a less restrictive environment. At Level 0 students receive their services at THE COMMUNITY SCHOOL central location or a satellite center. These students have not demonstrated a consistent reduction of frequency, intensity and duration of the behaviors that impede his or her academic progress. Every week, THE COMMUNITY SCHOOL’s staff meets to analyze student data to determine when it is appropriate to advance a student to a higher level and what that level will look like for that individual student. All aspects of the student’s environment are considered. This includes the student’s academic performance, therapy and clinical progress and a student interview. A justification to move a student to a higher level must be made by the Dean of Students and must be supported by valid and reliable data. Conversely, after four weeks at level 0, if a student is not recommended to move to a higher level, the Dean of Students must present a justification for the student to remain at level 0 supported by valid and reliable data. Each recommendation includes a risk assessment and is evaluated by the Director of Schools before being recommended for approval.

The level system used by THE COMMUNITY SCHOOL to facilitate appropriate integration has very specific norms at each level that can be tailored to meet the needs of each individual student. Those norms are:

Level 0 – Initial enrollment. This is the most intensive and restrictive environment for THE COMMUNITY SCHOOL students. Student works with staff to develop an integration (exit) plan. The integration plan includes specific milestones that the student must meet and maintain. Milestones are student specific but always address specific behaviors and outcomes. Milestones address intensity, frequency and duration of behaviors and their antecedents. At this level, students receive managed care through the school’s clinic, counseling and therapeutic services, family therapy, counseling and frequent home visits. These wrap around services aim to stabilize the student in his or her new environment and helps to address the whole child and in every environment. At this level, clinical support coordinates health care for the student with an existing provider or establishes care with a provider. Students at Level 0 remain on site at THE COMMUNITY SCHOOL until all milestones are consistently met. At this level, all of the student’s classes are provided at THE COMMUNITY SCHOOL by THE COMMUNITY SCHOOL staff. Students work to earn as many credits towards earning a high school diploma as possible with the priority being content course in math, ELA, science and social studies.

Level 1- Students at Level 1 have met their initial enrollment milestones and have progressed to develop new milestones. These students may intermittently demonstrate behaviors targeted for abatement but not with the same intensity, duration or frequency as before reaching Level 1. Students at this level may continue to receive the same level of wrap around services as students at Level 0; however, these students may be integrated into a less restrictive setting for 5-10 hours per week. Typically, these students are transported to a cooperating school with an Academic Interventionist or other THE COMMUNITY SCHOOL staff member to participate in an elective, extra-curricular or co-curricular class or activity. This may include dual enrollment or CTE classes. Students at this level continue to receive the majority of their content course offering in math, ELA, science and social studies on site at THE COMMUNITY SCHOOL. Students at this level may also benefit from blended instruction utilizing web based programs such as PLATO and Odyssey Learning to complete course work.

Level 2 – Students at Level 2 have progressed through levels 0 and 1 and have revisited their progression plan to include more time in a general education setting. Typically, Level 2 students are integrated into a general education setting for up to 15 hours per week. They are accompanied by THE COMMUNITY SCHOOL staff members when attending classes in the general education environment. These students continue to receive wrap around services and



support through THE COMMUNITY SCHOOL's clinical staff as with Levels 0 and 1. However, the need for managed care may be substantially reduced.

Level 3 – Students at Level 3 typically have spent at least a complete school year progressing through Levels 0 -2. These students may be afforded the opportunity to participate in some activities without THE COMMUNITY SCHOOL's support such as traveling to and from school or between placements. These students require less direct supervision than Levels 0-2. These students may begin their day at a THE COMMUNITY SCHOOL satellite location or cooperating school where their integration plan's milestones and related data continues to be collected. These students may participate in a less restricted environment for up to 20 hours per week with the support of a THE COMMUNITY SCHOOL staff member.

Level 4 – Students at level 4 have typically spent at least one complete school year successfully at Level 3. These students may be assigned to a cooperating school that houses THE COMMUNITY SCHOOL's staff to provide support for the student as needed. THE COMMUNITY SCHOOL staff monitors the student's progress, assists other education professionals with interventions to thwart the manifestation of behaviors that may impeded the student's success at Level 4. Level 4 students are provided all of their supports at the cooperating school. Level 4 students may receive up to 15 hours of direct services per week in the form of self-contained instruction, inclusion, or consultation. Some students may be referred to THE COMMUNITY SCHOOL site outside of normal school hours to continue counseling and therapeutic services.

Level 5 – Students at Level 5 are typically those students who have spent one or more years at Level 4 and are preparing to exit high school. Students at Level 5 have progression plans that focus primarily of post-secondary transition to college or career. These students may be fully integrated into their cooperating school. THE COMMUNITY SCHOOL's staff may provide up to 5 hours of services per week for these students in the form of self-contained instruction, inclusion, or consultation. These students continue to receive transition services through THE COMMUNITY SCHOOL as deemed appropriate by THE COMMUNITY SCHOOL clinical staff.

With the help of partnerships with community partners such as Opportunity NOW, students may continue to receive support through THE COMMUNITY SCHOOL until the age of 25 or until the student completes a college program of study or is stable in the community and able to live independently.

An abbreviated form of this level system is used for students participating in THE COMMUNITY SCHOOL's suspension abatement program. Students participating in this program may progress through the level system in a manner of weeks based on the information collected during intake and the progress plan developed at level 0. Milestones for the suspension abatement program may include mediation, academic progress, and counseling. Students in the suspension abatement program may elect to transfer to THE COMMUNITY SCHOOL with the permission of the enrolling parent/guardian.

Each student's day may be tailored to meet the goals of their individual progress plans. Because THE COMMUNITY SCHOOL operates on a 12 month calendar with 230 instructional days available to maximize the potential for student success, students are afforded flexibility in their academic and clinical scheduling that they simply would not be able to receive at any other school in the city. Students may spend a full day at THE COMMUNITY SCHOOL or a fraction of the day. When visiting THE COMMUNITY SCHOOL, visitors will immediately notice the relaxing, calm, business-like atmosphere of the building. The idea behind establishing a culture that does not appear to be clinical or school-like is to strip away any of the negative stereotypical notions that a student may associate with settings that appear institutional.



A typical day at THE COMMUNITY SCHOOL may look similar to:

8:00 a.m. – Staff Meeting (Mondays and Wednesdays)

This meeting is designed to share any information for the week with the entire building staff. This includes information regarding any new students, updates on matters pending from last week, issues that may have been presented over the weekend, facilities matters, security or anything that the entire staff needs to be made aware of in order to best meet the needs of students.

9:00 a.m. – Academic Support Team Meeting (Tuesdays and Thursdays)

9:00 a.m. – Student Services and Support Meeting (Every other Wednesday)

9:00 a.m. – School based clinic opens Monday – Friday (every other Saturday from noon to 4pm)

The Academic Support Team meeting is student specific. This team reviews data for specific students by grade level in an effort to monitor student progress. This meeting allows the team to make swift and accurate decisions regarding student programming and crisis intervention based upon data collected by Case Managers every week. This team determines if it is necessary to reconvene a student's IEP, if a reevaluation may be necessary, if it may be necessary to change a student's placement or any other student related matters.

The Student Services and Support Meeting primarily focuses on student intake and enrollment. This team collaborates with other schools to arrange IEP meetings, determine students best situated for the program, arranges transportation and determines inter/intra agency support. This team also coordinates the suspension abatement program.

The school based clinic begins to see students and families as early as 9:00 a.m. during the week. The clinic is open from noon until 4:00 p.m. every other Saturday.

9:30 a.m. – 10:15 a.m. – Breakfast (Student Arrival)

Students may be arriving from home or their base schools at this time (9:30-10:15).

10:20 a.m. – 12:00 p.m. 1st Block of Instruction

12:10 p.m. – 2:00 p.m. Afternoon activity sessions

During this time (12:10 – 2:00), students may be scheduled for a counseling or therapy session, independent- guided instruction, supervised study hall, an elective course and/or lunch. This is also time for students to travel to and from other schools.

2:10 – 3:50 p.m. 2nd Block of instruction

3:50 p.m. (Snack and dismissal)

Students are dismissed from their 2nd block of instruction at 3:50. This ends the academic day for many students. Students who remain on campus will be provided transportation to their homes or cooperating or base school for after school extra-curricular activities.

4:00 p.m. – 6:30 p.m. (Dinner is available from 5:30 p.m. to 6:30 p.m.)

Select students begin to report for evening academic programs, counseling and therapy. These are students who may have difficulty making it to school during the traditional school day. This is also the time for community outreach. The clinical staff will schedule time to meet with families of current students, conduct evaluations and a myriad of other services to support the behavioral and mental health needs of adolescents enrolled at THE COMMUNITY SCHOOL and those who are not enrolled but in need of services. Transportation is provided for all participants.



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.

Demographic and socioeconomic data, as reported by Policy Link and USC Program for Environmental and Regional Equity (PERE) their compelling report, “An Equity Profile of New Orleans” (Policy Link and USC Program for Environmental and Regional Equity (PERE). “An Equity Profile of New Orleans.” 2017. http://nationalequityatlas.org/sites/default/files/NOLA_profile_final_revised_21Apr2017.pdf) indicate that out of the city’s 86 schools, despite making up 21% of children under age 20 in New Orleans, White students make up only 9% of the population of the city’s open enrollment public schools. White students make up more than 1/3 of the student population in 12 of the city’s 86 schools.

Here is what the data says about those 12 schools:
 They have the largest proportion of middle-class students of the city’s public schools. In eight of these schools, less than half of students are eligible for free and reduced-price lunch as compared to more than three-quarters of students citywide. They have the greatest number of gifted students. One-third of them have 22% or more of their student body classified as gifted. They have the most highly educated teachers. At one-fourth of these schools, at least half of their teachers have a graduate degree. Eight of them are among the city’s nine schools that have restrictive enrollment requirements. Seven of the twelve schools have a School Performance Grade of A (one school did not have tested grades and subjects and another school was not opened at the time of data reporting and thus no School Performance Grade for the time period; and two other schools are RSD charter schools with no selective admissions requirements; and one other school with selective admissions requirements has a school performance grade of B).

Meanwhile, the poorest and most vulnerable students are concentrated in the remaining New Orleans public schools:
 67 of these schools have more than 3/4 of their students eligible for free and reduced-price lunch. Of these 67 schools, only 5 have a School Performance Grade of A (only one of these schools has selective admissions requirements). In 18 schools, 10% or more of the student population is homeless or at risk of homelessness in prior years. More than 1/3 of these schools have a School Performance Grade of a D or F. 18 schools have 15% or more of their student population eligible for special education services. Only one of these schools has a School Performance Grade of an A. Of the schools that serve the poorest and most vulnerable students, 16 have a School Letter Grade of A or B, of which only two have selective enrollment requirements. Four schools have racial



diversity in their student bodies that is comparable to the city averages without using restrictive enrollment requirements.

Income disparities between African American and white households in New Orleans rank among the highest in the country. New Orleans is ranked third among the 100 largest cities and the region ranks sixth among the 150 largest metros in income inequality.

More than one-third of New Orleans children live in poverty. Almost all of them are children of color. African American males between the ages of 16 – 64 are nearly THREE TIMES AS LIKELY to experience unemployment as white males in the same age bracket. More than 6,800 New Orleanians ages 16 to 24 are not in school and not working.

The life expectancy of a child growing up in the poorest New Orleans zip code is 25.5 years shorter than that of a child growing up in the zip code with the least amount of poverty.

New Orleans leads the world in the percentage of its population that is incarcerated.

The average African American household in New Orleans now earns only 41% of the average white household's income.

Generally, students are referred by their base school or the school system through the Individualized Education Program (IEP) process. An IEP team may consider services by THE COMMUNITY SCHOOL for a child based upon documentation of the severity, duration, frequency, and intensity of one or more of the characteristics of the disability category of emotional and behavioral disorders (EBD). This documentation must include prior extension of less restrictive services and data that indicate such services have not enabled the child to benefit educationally.

Not all COMMUNITY SCHOOL participants have IEPs. In fact, it is very likely that the majority of students enrolled will not initially have an IEP in place. Students who have been deemed chronic disruptions in their base schools, transitioning from judicial placements, homeschools and homebound students will make up a significant number of students who are initially enrolled without an IEP.

A base school may refer students to THE COMMUNITY SCHOOL's Suspension Abatement Program/Incarceration Diversion Program in lieu of suspension to address the target behavior(s) that have resulted in the suspension. Students participating in this program adhere to the same standards and expectations as all other students attending THE COMMUNITY SCHOOL. Students participating in this program remain enrolled in their base school and the base school is actively involved in the planning and programming for these students receiving services through THE COMMUNITY SCHOOL. Progress criteria must be developed upon, or prior to, initiating services through THE COMMUNITY SCHOOL. A student's growth and progress determines how successful a student is and the student's readiness to move to a less restrictive environment. The expectation is that all students enrolled at THE COMMUNITY SCHOOL will make adequate progress towards extinguishing target behaviors identified in their progress plan upon intake.

In some cases, students may be referred directly from a more restrictive environment or through an agency managing the child's behavioral health needs. Specifically, court involved students are a key part of THE COMMUNITY SCHOOL's reintegration programming. THE COMMUNITY SCHOOL is uniquely situated to provide day treatment, family services, prevention and service coordination for court involved students. Having a dedicated liaison working directly with local and state based juvenile justice agencies, THE COMMUNITY SCHOOL is able to provide services tailored to meet the individual needs of children.



Given THE COMMUNITY SCHOOL's city-wide platform, THE COMMUNITY SCHOOL is uniquely situated to work with local schools to help kids who may demonstrate behavior or academic needs that are traditional characteristics of a student at risk of not completing high school or becoming part of the juvenile justice system. THE COMMUNITY SCHOOL's embedded Functional Family Therapy (FFT) provides high-quality, tailored, family counseling and intervention for all THE COMMUNITY SCHOOL's scholars. This may include regular home visits to work with the student and the student's family to address issues that may be at the center of the disruptive behavior. No matter how the student comes to be enrolled at THE COMMUNITY SCHOOL, a student may enroll as a full time student based on the need of the student.

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.

The academic program at THE COMMUNITY SCHOOL provides comprehensive educational and therapeutic support services to students who might otherwise require residential or other more restrictive placements due to the severity of one or more of the characteristics of the disability category of emotional and behavioral disorders (EBD). The goal of THE COMMUNITY SCHOOL is to appropriately integrate every child, irrespective of the child's color, race, religion, sexual orientation, or ability to pay, into the least restrictive educational environment with the skills needed to meet each child's educational, social, behavioral and emotional goals.



Each THE COMMUNITY SCHOOL staff member is uniquely qualified to work with students with mental and behavioral health needs. On-going, job embedded professional development is an integral part of the daily success of the THE COMMUNITY SCHOOL program. All staff members must successfully participate in an initial training that focuses on “integration based on positive differentiation” (Vgotsky, L.S. (1995). *Problemy Defectologii [Problems of defectology]* Moscow:Prosvetshenie Press, pp.114,167) and the tenets of Trauma Informed Practices and Environment.

Students attending THE COMMUNITY SCHOOL will have diverse academic needs. Due to the time that students may have missed because of disciplinary actions and other factors related to behavior and mental health concerns, many of the students in the population that THE COMMUNITY SCHOOL aims to serve may need:

- To take or retake courses needed to graduate
- Remedial support to mitigate learning deficits
- Additional time to complete assignments or courses
- Non-traditional routes to graduation pathways
- Individualized instruction
- Flexible scheduling

Because every student attending THE COMMUNITY SCHOOL participates in an individualized intake process that establishes an individual progress plan for each student, students are able to matriculate towards their individual goals at their own pace. The multidisciplinary intake team is encouraged to explore creative approaches for each individual student in an effort to best meet that student’s needs.

THE COMMUNITY SCHOOL provides an array of therapeutic and behavioral supports as well as specialized instruction for students. These supports are designed to assist students as they progresses in the general curriculum and graduate ready for work and/or post-secondary studies. In addition, THE COMMUNITY SCHOOL provides supports to families and works collaboratively with other agencies and individual schools serving students.

THE COMMUNITY SCHOOL is an open enrollment school. All students in the city are welcome to attend. Students with a demonstrated need for the unique services provided at THE COMMUNITY SCHOOL are given priority. Students may be referred by their base school through the Individualized Education Program (IEP) process or due to chronic disciplinary concerns. Enrollment and services are considered at THE COMMUNITY SCHOOL for a child based upon documentation of the severity, duration, frequency, and intensity of one or more of the characteristics of the disability category of emotional and behavioral disorders (EBD). This documentation must include prior extension of less restrictive services and data that indicate such services have not enabled the child to benefit educationally; however, not all students attending THE COMMUNITY SCHOOL will have IEPs. Students who have been deemed chronic disruptions in their base schools, transitioning from judicial placements, homeschools and homebound students may also be considered. Students may remain enrolled in their base school and the base school is actively involved in the planning and programming for students receiving services at THE COMMUNITY SCHOOL.

Exit criteria must be developed upon, or prior to, initiating services. In some cases, students may be referred directly from a more restrictive environment or through an agency managing the child’s behavioral health needs. Specifically, court involved students are a key part of THE COMMUNITY SCHOOL’s reintegration programming. THE COMMUNITY SCHOOL is uniquely situated to provide day treatment, family services, prevention and service coordination for court involved students. Having a dedicated liaison working directly with



local and state- based juvenile justice agencies, THE COMMUNITY SCHOOL is able to provide services tailored to meet the individual needs of children. Given THE COMMUNITY SCHOOL'S city-wide platform, it is uniquely situated to work with local schools to help kids who may demonstrate behavior or academic needs that are traditional characteristics of a student at risk of not completing high school or becoming part of the juvenile justice system. THE COMMUNITY SCHOOL's embedded Functional Family Therapy (FFT) provides high-quality, tailored, family counseling and intervention for all attending scholars. This may include regular home visits to work with the student and the student's family to address issues that may be at the center of the disruptive behavior.

Finally, students may attend THE COMMUNITY SCHOOL through its suspension abatement program. This program allows participating schools to refer students in lieu of suspension. Students participating in this program will have access to the full range of services provided by THE COMMUNITY SCHOOL including counseling and therapy and all related wrap around services. Schools will pay a daily rate for students participating in the suspension abatement program. Typically, this program runs 4-6 weeks. Students participate in the same initial intake process as all other students attending THE COMMUNITY SCHOOL including a comprehensive psychological and educational assessment. During the 4-6 week program, students are afforded the opportunity to continue working on coursework to meet the requirements for courses they are taking at their base school. In addition, these students are introduced to peer mediation and conflict management training. Students who successfully complete the program will be trained Peer Mediators. They will receive a certificate of completion, a sports coat that identifies them as Peer Mediators and a Coach to keep track of their progress when they return to their bases schools. Students are expected to build Peer Mediation Programs at their base schools upon their return. In some cases, students attending the suspension abatement program may elect to transfer to THE COMMUNITY SCHOOL. All are welcome.

THE COMMUNITY SCHOOL evaluates its success based on performance in the following areas:

- Number of student hours spent successfully in general education settings (including dual enrollment)
- Student grades (growth)
- Number of students earning a high school diploma
- Student ACT scores
- Number of students enrolled in all school areas
- Number of home visits
- Number of behavioral health screenings completed
- Number of community referrals processed

In addition, THE COMMUNITY SCHOOL's leadership provides an ongoing assessment of its programs in the areas of:

- Behavior Support and Therapeutic Services
 - Throughout the school year, THE COMMUNITY SCHOOL will demonstrate highly reliable evidence of utilization of "evidence based" behavioral support and therapeutic services for all students.
- Instructional and Academic Support
 - All instructional and academic activities required for students to be successful are accessible; students make adequate academic growth and meet integration and exit goals; EBBP implemented with fidelity.
- Integration of Services and Capacity Building



- Maintain meaningful dialogue and collaboration with other schools to ensure students have an opportunity to receive services in the least restrictive environment and to build capacity within other schools to support students with emotional/behavioral difficulties and to deter suspensions and recommendations for expulsion city-wide.

Behavior Support and Therapeutic Services Goals and Objectives

Goal: Throughout the school year, 100% of CECS’s programs will demonstrate highly reliable evidence of implementing “evidence based” behavioral support and therapeutic services for all students at high levels.

Objective	Frequency	Person(s) Responsible	Example of Evidence
Implement Positive Behavior Intervention Supports	Check quarterly	Dean of Students and School Leaders	Incentive program, building signage, etc.
Trauma Informed Care Practices and Environment	Check quarterly	Director of Student Services, Dean of Students School Leaders and Clinical Director	Classroom observations, training, etc.
Establish and train a functional FBA/BIP team at each site that meets at least 3 times a year to manage student FBA/BIP.	Check quarterly	Director of Student Services	High quality, functional FBAs/BIPs
Ensure students social emotional development are assessed using appropriate measures. Ensure Outcomes from the social emotional measures are included in students’ IEPs	Check quarterly	Director of Student Services, School Clinical Director	High quality, functional IEP goals and objectives.
Designated CECS personnel will receive training in evidence-based crisis interventions (i.e., Life Space Crisis Intervention-LSCI, Direct Behavior Therapy-DBT, etc.)	Check quarterly	School Leaders, Clinical Director	Current training certificates.



Annually			
Designated CECS personnel will implement evidence-based crisis intervention such as Life Skills Crisis Interventions (LSCI) with CECS students	Check quarterly	School Leaders, Dean of Students	Number of crisis interventions thwarted, completed and their results.
CECS personnel will receive initial training or refresher training in restraint methods such as Mindset, CPI, etc	Check quarterly	School Leaders, Dean of Students and Clinical Director	Training Certificates and/or Transcripts
Ensure that all students participate in universal, small group and/or individual social-emotional skills and activities that meet their needs.	Check quarterly	School Leaders, Clinical Director	Progress reports
Maintain collaborative partnerships with community agencies to support integrated mental health and behavior related educational services for CECS students.	On-going	School Leaders, Clinical Director	Communication logs, community events, etc.,

Instructional /Academic Support

Goal: All instructional and academic activities required for students to be successful and make adequate academic growth will be implemented and documented with fidelity.

Objective	Frequency	Person(s) Responsible	Example of Activities
Teachers will plan and deliver Standards based	Daily	School Leaders	Lesson plans, coaching, observations, etc.,



lessons for assigned subjects			
Ensure teachers maintain a positive and academically challenging learning environment in accordance with best practices standards. Daily	Daily	School Leaders	Observations
Ensure that students who demonstrate academic difficulties are matched to tiered interventions that meet their needs	Weekly	Student Support Team	Progress reports
Supplemental instructional programs/materials will be provided to meet the needs of students	Weekly	Student Support Team	Conference notes, progress reports, etc.
Staff will attend instructional related trainings and conferences to ensure CECS staff are aware of changes in the field and that instructional practices aligns with the state's expectations and standards	Annually	Executive Leadership, School Leaders	Annual training calendar.
Monitor support staff attendance and participation in Professional Learning activities	Annually	School Leaders	Certifications and transcripts.



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.

One of the most significant tools used by CECS is community outreach. CECS is committed to rigorous community outreach in an effort to support the families and students in the community even those who may not be attending a CECS program. A fully functional mobile unit and satellite centers equipped to perform assessments, programming, services management, counseling and therapy on a regular and consistent basis furthers the mission of CECS to provide behavioral and mental health care support throughout the Greater New Orleans area. CECS will be the city’s first line of support for adolescents with behavioral and mental health issues. Before considering a more restrictive option, schools and other agencies will consider the full complement of CESC services designed to:

- Reduce the time a child spends outside of the general education setting
- Improve the graduation rate of students with behavioral and mental health needs
- Improve the college acceptance rate of students with behavioral and mental health needs
- Improve college graduation rate of students with behavioral and mental health needs
- Provide students with career ready skills and credentials prior to graduating high school
- Provide youth and parent support, independent living skills, and advocacy
- Provide counseling, therapeutic interventions, and managed care
- Reduce the time a child spends in out-of- home placements
- Reduce instances of court involvement due to the child’s disability

THE COMMUNITY SCHOOL has also taken proactive steps to engage stakeholders in the community who may be directly impacted by the presence of THE COMMUNITY SCHOOL. High school Principals, leaders of local charter management organizations, the special education and student services department(s) of Orleans Parish School Board, The Metropolitan Human Services District, The Center for Resilience, Tulane Medical School, LSU Medical School, Opportunity NOW and the State Department of Juvenile Justice Services are a few of the stakeholders poised to help support the mission of THE COMMUNITY SCHOOL.

Agreements with high schools participating in the suspension abatement program will be finalized during months 0-2 of the startup plan. This includes an agreed upon daily rate per student for the 4-6 week suspension abatement program. An agreement to operate the certified community based clinic will be formalized and reduced to writing during months 0-3 of the startup plan. An accessibility agreement will be finalized during months 0-3 with local community health providers to provide supplemental counseling and support for students who may live closer to a strategically located satellite site than the school. Referrals for placements from Orleans Parish School Board’s



Department of Student Services and RSD’s Student Hearing Office will be given initial priority for enrollment during months 0-3. This may include students placed at private schools or receiving other forms of compensatory education services due to the shortage of service providers for the target population within the OPSB portfolio of schools and programs. Finally, parameters for enrollment will be finalized with the district during months 0-3 of the startup plan.

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 of Community Exceptional Children’s Centers is a key component to the successful management of the school. The CEO/Executive Director is responsible for managing the day to day activities of the school and reporting outcomes to the Board on a regular basis. While the CEO/Executive Director is responsible for the general operation of the school as a whole, other leaders are responsible for specific operational components as described below:

The Board of Community Exceptional Children’s Services is comprised of a rich, diverse group of professionals in the Greater New Orleans area. The Board consists of four officers: President of the Board, Vice President, Treasurer and Secretary and several committee members. The President designates a Chairman for each of the following committees based on his/her professional knowledge and subject matter experience: (1) Finance, (2) Compliance and Risk Management, (3) Academic Resilience and Performance, (4) Clinical Resilience and Performance. The Officers and Chairmen makeup the Board of Directors. The full Board, including Chairmen and their Committees will meet quarterly. The Board of Directors will meet monthly. Committee meetings are held at least monthly. Currently, the Officers are: President- Mr. James Jackson, Vice President – Mr. Ben Council, Ms. Lakeasha Cooley – Secretary and Ms. Akai Smith – Treasurer.

The Board of Directors – The President’s Board
 The Board of Directors is responsible for the direct management of the CEO and all other related matters including evaluation, sanctions and dismissal. By collecting data provided by the individual committees, the Board of



Directors is able to determine the overall effectiveness of the Company. The Board of Directors is responsible for compliance with all public records laws.

Finance Committee

The Finance Committee of the Board shall: (i) maintain oversight responsibility with respect to certain financial affairs of the Company and its subsidiaries, (ii) review the financial objectives, financial policies, capital structure and financing requirements of the Company and its subsidiaries and make such reports and recommendations to the Board as it deems advisable, and (iii) to the extent delegated to it by the Board pursuant to its Incorporating Articles, or by action of the Board, exercise all the powers and authority of the Board with respect to such matters. The Committee will regularly monitor its responsibilities so as to avoid duplication of matters delegated to other Board committees.

Compliance and Risk Management Committee

This Committee shall oversee the Company’s activities in the area of compliance that may impact the Company’s business operations or public image, in light of applicable government and industry standards, as well as legal and business trends and public policy issues. This includes conflicts of interests and policies governing both education and medical matters that the Company must address in its scope of services. The Committee also shall oversee the Company’s activities in the area of corporate responsibility that may have an impact on the Company’s business operations or public image, in light of political and social trends and public policy issues.

Academic Resilience and Performance Committee

This Committee shall govern and inspect the Company’s Instructional and Academic Support Plans. The goal of this committee is to ensure that all instructional and academic activities required for students to be successful and make adequate academic growth are implemented with fidelity.

Clinical Resilience and Performance

This Committee shall govern and inspect all behavior support and therapeutic services goals and objectives so that 100% of THE COMMUNITY SCHOOL’s programs demonstrate highly reliable evidence of implementing “evidenced based” behavioral support and therapeutic services for all students at high levels.

CEO/Executive Director/School Leader

The Chief Executive Officer works closely with the Board of Directors, serving as Executive Director of all school operations and as the main link between the different divisions within school operations. He or she must develop and maintain relationships with strategic partners in the community and maintain a viable plan for the organization’s sustainability.

Director of Academics

The Director of Academics, with the guidance of the CEO/Executive Director, oversees all aspects of education quality and teaching delivery. He/she mentors both the teaching staff and students, and liaise with internal and external stakeholders to provide professional development opportunities. The primary responsibility of the Director of Academics is to work toward enhancing the quality of education offered through CECS. The Director of Academics is also responsible for conducting recruitment drives to ensure the school has enough qualified and competent educators. He/she will conduct internal curriculum reviews to ensure content is current and relevant, and meets quality standards. The Director of Academics needs to recruit clinical interns and maintain working relationships with graduate schools as well.

Clinical Director



With the guidance of the CEO/Executive Director, the Clinical Director is responsible for overseeing and developing the organization's clinical departments through tasks such as hiring, evaluating, scheduling, and supervision. He or she must come up with strategies to allow for continued growth and provide clinical training to their staff and interns. Some of the most important functions of a clinical director include developing and monitoring budgets for service programs, specifically Medicaid billing, and working effectively with the finance staff. He or she must also work with other members of the management team and communicate effectively with them. Additionally, the Clinical Directors develops and plan strategies to manage program growth and ensure program sustainability. Reviewing program services - and changing them as necessary to meet the clients' needs. The Clinical Director needs to recruit clinical interns and maintain working relationships with graduate schools as well.

Dean of Students

The Dean of Students coordinates all student services in compliance with federal and state regulations, and district/building policies and procedures and assist all students to achieve personal, social, and academic success. The Dean supervises and evaluates academic and clinical certified and support staff and participates in the recruitment, screening, hiring, assigning, and training of department personnel. The Dean investigates complaints regarding employee conduct or performance, employee complaints and grievances, recommends for tenure and dismissal, and coordinates the assignment of student teachers and interns for designated areas in the school, approves volunteers and visitors for department-related programs, communicates board policy to staff, students, and community and confers with staff on school problems and needs. •The Dean serves as a member of the building's administrative team and performs other duties as assigned by the CEO/Executive Director.

School Operations Manager

The School Operations Manager develops and implements school-wide non-instructional systems and procedures that ensure operational excellence within the school. Systems include but are not limited to: Transportation, Safety, National School Lunch Program, procurement, compliance tracking, student records and student data in the student information system, facilities management, and information technology.

Business Manager

The Business Manager develops and compiles budgets and forecasts so that the CEO/Executive Director and the Leadership Team are given timely and accurate advice on all financial and related business matters to ensure the long term sustainability of the school. In addition, the Business Manager must:

- Take a leading role in the securing of funds for the school to achieve its goals and objectives. This includes statutory, consultancy and charitable sources of funding.
- Ensure that financial systems within the school, including SIMS (or appropriate alternative systems), meet the requirements of the Financial Management in Schools (FMSiS) framework, follow sound practice, have clear accountability and are closely monitored.
- Further develop depreciation and monitoring of the asset management programme to enable a funded cycle of replacement for major physical assets.
- Ensure all financial arrangements are in keeping with the school's status.
- Be responsible for ensuring HR policies are in place, are regularly reviewed and updated and that advice is available to managers.
- Ensure that all newly appointed staff receive a contract of Employment and job description within the statutory period and an oversight maintained of all employment contracts and Job descriptions.



- Ensure that the Pay and Conditions for all staff meets statutory requirements
- Ensure compliance with all legislative requirements relating to human resources.

As a newly formed organization, the Board is very well situated to perform in a manner that will guarantee the success of the organization. The Board has very strong abilities in school leadership, academics and clinical supports. The Board also has very strong business management acumen. The one area where the Board has the least experience is finance. To mitigate this inexperience, the Board will hire a financial management firm that specializes in public school finance and operations. The company that is currently being considered is 4th Sector Solutions. 4th Sector Solutions (4SS) is highly qualified to help launch THE COMMUNITY SCHOOL. 4SS's unique qualifications include its (i) breadth and depth of experience in Louisiana, (ii) industry leadership, and (iii) flexibility with an emphasis on capacity building.

- 4th Sector Solutions' founder Joe Keeney has 20+ years of experience working in the charter school community. Prior to founding 4SS, Joe was president of a national network of public charter schools, where he helped open and operate over 50 schools serving 30,000 students in 14 states. Joe has attended over 1,000 charter school and non-profit board meetings.
- Through its Baton Rouge and New Orleans offices, which opened in 2008 and 2013, respectively, 4SS provides "back office" shared services including financial management and reporting, human resource, school operations management, and/or foodservice administration services to approximately 25% of all charter schools in the state. 4SS's reputation throughout the charter school community in Louisiana is one of financial and operational excellence, providing an outstanding financial performance compliance record for its client schools. Its Louisiana team of 25+ staff has experts in each functional area – finance and accounting, operations, human resources, and foodservice program support.
- 4SS has supported over 70 charter school applications in the state of Louisiana (including district and state applications) over the past 10 years, with a high success rate – including three of the four independent charter school applications approved by OPSB in the last round.
- Joe Keeney has led the real estate development of over 40 charter school projects comprising 3.0 million square feet and \$350 million of project costs, including four recent projects in Louisiana.
- 4th Sector Solutions serves several education non-profit organizations, including Character Lab (www.characterlab.org), the leader in the K-12 character development research field, The One World Network of Schools (www.t1wns.org), and The Future Project (www.thefutureproject.org). These client boards include Dave Levin (Co-founder of KIPP), Wendy Kopp (Founder of Teach for America), Angela Duckworth (University of Pennsylvania) and Norman Atkins (Founder of Uncommon Schools). In the case of Character Lab and One World, 4th Sector participated in the start-up of each entity immediately upon their formation.
- 4th Sector Solutions created an affiliate, School Food Solutions L3C (www.schoolfoodsolutions.org), that helps charter schools become school food authorities ("SFAs") and comply with the National School Lunch Program. School Food Solutions has dozens of clients in several states, including California and Louisiana.



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.

Professionals who answer the call to serve the unique population of scholars at THE COMMUNITY SCHOOL will require job specific training. The severe shortage of professionals qualified and prepared to serve calls for a unique approach to recruiting and retaining highly qualified, dedicated professionals. To address the matter of recruiting and retaining high quality professionals, CECSC has planned a Teacher In Residence Fellowship Program. CECSC's TIR program is a professional development program for novice and aspiring teachers and clinicians. Community and business partners will support this initiative by providing funding for fellowships for participants. This funding will cover the cost of salaries and training for participants. Fellowship sponsors will be allowed to participate in the selection of fellowship recipients and participate in the teacher's professional development through mentorships and various types of classroom support. Participants will have the opportunity to train with veteran educators and to participate in professional development opportunities that are uniquely designed to meet the mission and vision of THE COMMUNITY SCHOOL. All TIR participants will spend several hours per day co-teaching and job shadowing with veteran educators. This allows the TIR participant an opportunity for on the job training and it helps to decrease the teacher student ratio. This program will also include interns and student-teachers who may be eligible for employment soon after meeting the legal requirements for certification. This program, in addition to a collaborative incentive based program, will allow CECSC to recruit, train and retain professionals who will be meaningful additions to the education and behavioral health fields. CECSC will also seek applicants from sources such as Teach for America to fill vacancies.

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.

The Coalition for Community School best describes the critical task of selecting partners by asserting that, "Community schools increase capacity through win-win strategic alliances. Partners are not chosen randomly; they are sought out and selected for their commitment to a community school vision and for their ability to strengthen the school's financial, technical and political capacities. Initiatives demonstrate to potential partners how they will better achieve their own mission and results when they engage THE COMMUNITY SCHOOL" (p. 16).



THE COMMUNITY SCHOOL has taken proactive steps to engage stakeholders in the community who may be directly impacted by the presence of THE COMMUNITY SCHOOL. High school Principals, leaders of local charter management organizations, the special education and student services department(s) of Orleans Parish School Board, The Metropolitan Human Services District, The Center for Resilience, Tulane Medical School, LSU Medical School, and the State Department of Juvenile Justice Services are examples of the stakeholders poised to help support the mission of THE COMMUNITY SCHOOL.

Agreements with high schools participating in the suspension abatement program will be finalized during months 0-2 of the startup plan. This includes the agreed upon daily rate per student for the 4-6 week program. An agreement to operate the certified community based clinic will be formalized and reduced to writing during months 0-3 of the startup plan. An accessibility agreement will be finalized during months 0-3 with a local community based health clinic to provide supplemental counseling and support for students who may live outside of the immediate vicinity of the school. A clinical staffing agreement will also be finalized with a local university to support on site clinical operations during the start-up phase.

Research conducted by the Coalition of Community schools clearly supports the fact that the capacity of a community school is directly related to the strength and diversity of its partnerships. THE COMMUNITY SCHOOL will continue to look for partners that can support the school's mission to develop students' academic, social, emotional and physical competencies and not just remediate inherent weaknesses. With such a unique mission, THE COMMUNITY SCHOOL is able to consider relationships with arts organizations like museums and orchestras and with other organizations that may not have traditionally considered this type of community partnership.

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.

The company that is currently being considered for back-office support is 4th Sector Solutions. 4th Sector Solutions (4SS) is highly qualified to help launch THE COMMUNITY SCHOOL. 4SS's unique qualifications include its (i) breadth and depth of experience in Louisiana, (ii) industry leadership, and (iii) flexibility with an emphasis on capacity building.



- 4 th Sector Solutions’ founder Joe Keeney has 20+ years of experience working in the charter school community. Prior to founding 4SS, Joe was president of a national network of public charter schools, where he helped open and operate over 50 schools serving 30,000 students in 14 states. Joe has attended over 1,000 charter school and non-profit board meetings.

- Through its Baton Rouge and New Orleans offices, which opened in 2008 and 2013, respectively, 4SS provides “back office” shared services including financial management and reporting, human resource, school operations management, and/or foodservice administration services to approximately 25% of all charter schools in the state. 4SS’s reputation throughout the charter school community in Louisiana is one of financial and operational excellence, providing an outstanding financial performance compliance record for its client schools. Its Louisiana team of 25+ staff has experts in each functional area – finance and accounting, operations, human resources, and foodservice program support.

- 4SS has supported over 70 charter school applications in the state of Louisiana (including district and state applications) over the past 10 years, with a high success rate – including three of the four independent charter school applications approved by OPSB in the last round.

- Joe Keeney has led the real estate development of over 40 charter school projects comprising 3.0 million square feet and \$350 million of project costs, including four recent projects in Louisiana.

- 4 th Sector Solutions serves several education non-profit organizations, including Character Lab (www.characterlab.org), the leader in the K-12 character development research field, The One World Network of Schools (www.t1wns.org), and The Future Project (www.thefutureproject.org). These client boards include Dave Levin (Co-founder of KIPP), Wendy Kopp (Founder of Teach for America), Angela Duckworth (University of Pennsylvania) and Norman Atkins (Founder of Uncommon Schools). In the case of Character Lab and One World, 4th Sector participated in the start-up of each entity immediately upon their formation.

- 4 th Sector Solutions created an affiliate, School Food Solutions L3C (www.schoolfoodsolutions.org), that helps charter schools become school food authorities (“SFAs”) and comply with the National School Lunch Program. School Food Solutions has dozens of clients in several states, including California and Louisiana.

4 th Sector Solutions will provide a liaison that will provide support and attend leadership meetings. This liaison will provided oversight of all financial operations, while the school’s Business Manager will manage the day to day operations of the school. The Business Manager and liaison will report to the School Leader.

The publication, *Financing Community Schools: Leveraging Resources to Support Student Success*, written by Coalition for Community Schools in 2010, details significant research to support the financial advantage of community schools. The Coalition asserts that, “Community schools are one of the only school reform strategies specifically designed to address both academic and non-academic issues by integrating and leveraging funds, working across silos, and partnering with local organizations to maximize resources (iii).” To follow are some of the finding from the Coalition’s research:

- * The bulk of resource go directly to assist schools in meeting their core instructional mission, while also strengthening the health and well-being of students, families and neighborhoods.
 - community schools dedicate approximately 57% of their expenditures to support learning.



- * Community schools leverage diversified funding streams. For example, community schools leverage district dollars 3:1.
- * A mix of public and private sector partners expands financial, as well as technical and political capacity.

While funding to support the community school strategy has been emerging in the Department of Education's guidelines and programs, such as the inclusion of community schools as an authorized use of Title I funds in the American Recovery and Reinvestment Act (ARRA) and the implementation of the Full Service Community Schools (FSCS) program (\$10 million) through Congressional appropriations, it remains vital for each community school to leverage its funding and partnerships to maximize its impact on the community it serves. Each component of the school will generate revenue.

(1) Clinical operations will generate revenue as a certified community based mental and behavioral health clinic. Revenue streams for the clinical operations include: federal, state and local grants specifically for mental health, Medicaid billing and services provided on a sliding fee scale based on a client's ability to pay. Projection models indicate that the clinic would generate approximately \$176,519 in Medicaid billing alone during the first year if the school met its projected enrollment goal of 110 students. In addition, working with community partners to share staffing is projected to leverage clinical staffing revenue at a rate of nearly 1:6.

(2) Day treatment and therapeutic day school operations will generate revenue based on the state's per pupil allocation, Titles I, II, III, IDEA Part B, Carl Perkins and the federal child nutrition program. Projection models suggest that the school will generate approximately \$1,465,380 during the first year if the school meets its projected enrollment goal of 110 students. This is another area where THE COMMUNITY SCHOOL is able to leverage staffing revenue by sharing the cost of staffing to provide treatment, therapy and other related services with service providers in the community. Sharing the cost to provide services after school, at home, weekends and during times when school is not in session, THE COMMUNITY SCHOOL is able to leverage revenue for staffing and student services at a rate of nearly 1:3.

State projection tools suggest that approximately \$9,397 per year will be allocated for each student attending THE COMMUNITY SCHOOL. It is estimated that the per pupil cost for a student to attend THE COMMUNITY SCHOOL as a full time student receiving the maximum level of services is \$20,000 - \$25,000 per year. THE COMMUNITY SCHOOL plans to utilize the state's High Cost Services allocation and the city's Citywide Exceptional Needs Fund for Students with Disabilities to help mitigate any projected financial deficits in this area.

The Citywide Exceptional Needs Fund for Students with Disabilities (CENF) is a special purpose fund created through a partnership between the Recovery School District (RSD) and Orleans Parish School Board (OPSB) to help all public schools in New Orleans meet the needs of their students with IEPs, especially those who are not adequately funded through the state's High Cost Services allocation (HCS). The primary goal in creating this fund is to ensure that all public schools in New Orleans receive sufficient funding to cover the costs associated with serving students with significant disabilities.

In order for a student to qualify for funds, the following eligibility requirements must be met:

- The student lives in New Orleans and is enrolled in a public school in Orleans Parish
- The cost to educate and provide services to the student exceeds \$23,470, and causes a negative financial impact on the budget of the school



- All services and supports listed in the application are included in the student’s IEP, evaluation, health plan, and/or behavior plan
- The school applied first to the state High Cost Services (HCS) allocation if the student met the eligibility requirements

The Citywide Exceptional Needs Fund is not intended to replace any existing state, federal or local special education funds. These funds are student-specific and cannot be used to support other students. Initial per pupil allocations are capped at \$100,000 annually. If additional funds remain after meeting all student needs, allocations above the student cap may be considered. The following is a list of items eligible for funding:

- One-to-one nursing services and paraprofessional support
- Special transportation and/or special transportation aide
- Related services, such as occupational therapy, physical therapy, speech-language pathology, etc.
- Specialized equipment or training such as wheelchairs, assistive technology, or specialized equipment

THE COMMUNITY SCHOOL will apply to HCS and CENF when appropriate to meet individual student service needs. It is estimated that this cost will be approximately \$3,000 - \$10,000 per student per year.

(3) Suspension Abatement Program will generate an agreed upon daily per student rate of approximately \$150. Agreements with local high schools will stipulate a minimum of 10 students per year to remain eligible for the program. The program runs from 4 to 6 weeks. Presently, 6 high schools are prepared to enter into agreements. This program will generate approximately \$360,000 during the first year if THE COMMUNITY SCHOOL sponsored a 4 week program for 60 students in the fall and a second class of 60 in the spring.

In addition to private and corporate revenue opportunities, THE COMMUNITY SCHOOL will actively pursue major federal funding opportunities. Nearly all federal programs that serve children, youth, families, and communities can be aligned to finance community schools. Here are just a few of the major federal funding opportunities that THE COMMUNITY SCHOOL is prepared to pursue pending the authorization of a local charter:

- * Title I of the Elementary and Secondary Education Act
- * 21st Century Community Learning Centers
- * School Improvement Fund
- * Full Service Community Schools
- * Promise Neighborhoods
- * Safe and Drug-Free Schools and Communities
- * Parent Information and Resource Centers
- * Title VII-B of the McKinney-Vento Homeless Assistance Act
- * Child Care and Development Block Grant
- * Weed and Seed (Dept. of Justice)
- * Community Prevention Grants Programs
- * Hope VI



- * Choice Neighborhoods
- * Community Development Block Grants

THE COMMUNITY SCHOOL will also solicit professional fund raising support and grant writing as well as petition local agencies for additional support.

Attachments

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