



**Spring 2018 Charter School Application
Common Application Template**



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Common Application (Part 2)

Section I: School

Academic Model & Schedule

- (1) For all core content and mission-related subject areas:
 - a. Identify the program model or curricula that your school will use and your reasons for these choices, you may include as **Attachment 13** data or research supporting your academic model;
 - b. Identify the interim assessments you will use and how these align to the curricula;
 - c. Describe your professional development plans for teachers and how they connect to the curricula and assessments.
- (2) Where has each identified core instructional component, program model or curricula been used before? What have been the results, in particular with your intended student population?
 - a. If your schools is using an existing curricula, provide the curricula's Louisiana Department of Education Curricular Review Score (<http://www.louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS/curricular-resources-annotated-reviews>)
 - b. If the model or curricula has not been scored by LDE, what is the research and evidence base and/or logic model informing your curricular design choices? How will you ensure alignment between the curriculum and state standards, and how will you evaluate the effectiveness of its implementation?
- (3) Describe a day and year in the life of a student at your school. Include, as **Attachment 14**, a weekly student schedule and, as **Attachment 15**, a calendar of special events that will happen throughout the school's inaugural year.
- (4) Provide as **Attachment 16**, a copy of the school/organization's [Pupil Progression Plan](#). If your school does not yet have an adopted PPP, please attach a draft version.
- (5) Does the school intend to offer early childhood education, or Pre-Kindergarten classes? Describe the group's anticipated funding source(s) and model for early childhood education.

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

The academic model 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 integrate every child into a traditional general 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.

THE COMMUNITY SCHOOL uses an integrated health care model to best achieve this goal. The Substance Abuse and Mental Health Services Administration and the Health Resources and Services Administration (SAMHSA-HRSA) through its Center for Integrated Health Solutions (CIHS) promotes the development of integrated primary and behavioral health services to better address the needs of individuals with mental health and substance use conditions. This includes many of the issues that face the community that THE COMMUNITY SCHOOL aims to serve: 1) Trauma, 2) Anxiety, 3) Depression, 4) Suicide risks.

The computer based Periodic Wellness Survey (PWS) is a self-reporting tool that students can use to indicate areas where they may be experiencing challenges. All students at all participating/cooperating schools will participate in this screening. THE COMMUNITY SCHOOL staff will be responsible for initiating responses and actions to these surveys. This program allows students to self-report issues/concerns that may prove to be barriers to their educational



performance. The survey will take 5-10 minutes. The survey targets the most prevalent mental health and substance use problems found in our communities. This includes screening for trauma, anxiety depression and suicide risk. When a student completes the computer based screening, a color coded summary of results will be displayed for the student: Green- everything is fine with the student; Yellow- the student is experiencing a potential challenge or life altering event/episode and an administrator or clinician will follow-up with the student to address the need within 24 hours; Red- the student is self-reporting that he or she is in imminent danger/crisis or that someone close to them is in imminent danger/crisis and contact must be immediately established with this student. This computer based platform will prompt students to take the survey at intervals or allow the student to take the survey at any time he or she feels that their status has changed. THE COMMUNITY SCHOOL will monitor this system and have trained staff members available to assist students in need quickly.

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:Prosvecshenie 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 CECS 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 initial training package is delivered several times per year to accommodate new employees. The initial training package is a 16 hour program delivered by qualified professionals in the field of behavioral health and focuses primarily in the areas of social learning and T.I.C.P. In addition to social learning and T.I.C.P., initial training also incorporates ongoing professional development topics such as "Mindset", based on a literary review of the works of Carol S. Dweck, Ph.D. and related authors. Throughout the year, additional training is delivered through job-embedded professional development specific to each professional's assigned duties such as Non-violent Crisis Intervention, Restorative Justice and Applied Behavioral Analysis. THE COMMUNITY SCHOOL makes its catalogue of professional development open to education professionals, families and other members of the community who may benefit from the training. Specifically, education professionals at cooperating schools are encouraged to participate in professional development opportunities provided by THE COMMUNITY SCHOOL.

THE COMMUNITY SCHOOL aims to successfully integrate or re-integrate each student into a traditional general education environment with the tools needed to be successful in the general education environment. 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 the general education 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 IEP 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 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.

THE COMMUNITY SCHOOL will impact the culture of other schools in the city by reducing the number of students with chronic behavioral and mental health needs at each participating school. Further, those students who wish to return to their base school will return with skills and support provided by THE COMMUNITY SCHOOL to help the student successfully reintegrate and to help the staff manage the students reintegration plan or behavior intervention plan. This Community School staff member will become a part of the staff of the base school and



serves at the pleasure of that school's Principal. The Community School staff member(s) will serve to support the special education department, the school's M.T.S.S. process and any PBIS activities.

Every student at every participating/cooperating high school will participate in a computer based (Periodic Wellness Survey Program). This program allows students to self-report issues/concerns that may prove to be barriers to their educational performance. The survey will take 5-10 minutes. The survey targets the most prevalent mental health and substance use problems found in our communities. This includes screening for trauma, anxiety depression and suicide risk. When a student completes the computer based screening, a color coded summary of results will be displayed for the student: Green- everything is fine with the student; Yellow- the student is experiencing a potential challenge or life altering event/episode and an administrator or clinician will follow-up with the student to address the need within 24 hours; Red- the student is self-reporting that he or she is in imminent danger/crisis or that someone close to them is in imminent danger/crisis and contact must be immediately established with this student. This computer based platform will prompt students to take the survey at intervals or allow the student to take the survey at any time he or she feels that their status has changed. THE COMMUNITY SCHOOL will monitor this system and have trained staff members available to assist students in need quickly.

THE COMMUNITY SCHOOL has very simple driving principles:

- All students enrolled at THE COMMUNITY SCHOOL will participate in the general education program to the fullest extent possible.
- A student's potential is never underestimated based on their current condition.
- All students will be provided the program of study that is best suited to meet their post-secondary goals.
- All students will be provided the necessary therapeutic interventions to support their academic, social and post-secondary goals.

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 disability.

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 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 general education class 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 the general education environment for up to 20 hours per day 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.



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.

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 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.

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 Defektologii [Problems of defectology]* Moscow:Prosvecshenie Press, pp.114,167) and the tenets of Trauma Informed Practices and Environment.

Special Student Populations

All schools are obligated to provide services to students with identified disabilities and English language learners under Federal law, and state law and BESE policy also provide for (but do not mandate) services to students identified as gifted/talented.

- (1) Provide a detailed special education plan describing how you will ensure that all special education students succeed at your school. Describe plans for identifying, evaluating, and serving special education students. Include your staffing plan for special education.
 - a. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students’ access to the general education curriculum; and ensure academic success for students with exceptionalities,
 - b. Plans for promoting graduation for students with exceptionalities,
 - c. Plan to develop partnerships and connect students with disabilities and their families to outside agencies, and
 - d. Plan to discipline students with disabilities in an equitable and fair manner, in accordance with the IDEA.



- (2) Provide a detailed English Language Learner plan describing how you will ensure that all English Language Learners succeed. Describe plans for identifying, evaluating, and serving English Language Learners. Include your staffing plan for English Language Learners. Include specific instructional programs, practices and strategies the school will employ to ensure success both academically and socially, as well as equitable access to the core academic program for these students.
- (3) Describe plans for identifying, evaluating, and serving gifted and/or talented students. If the school will not provide gifted/talented instructional services as described in BESE Bulletins 126, 1508 and 1566 please indicate. If applicable describe the instructional programs, strategies, and supports that will be provided to ensure the success of intellectually gifted and/or talented students.
- (4) Provide as **Attachment 17** the relevant job description(s) and, if applicable, **Attachment 18**, resumes for individuals responsible for Special Education evaluations and/or service provision.

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

Because every student attending THE COMMUNITY SCHOOL participates in an individualized intake process that establishes an individual progress plan for each student. This includes a plan for students identified as English language learners, gifted and/or talented. Students are able to matriculate towards their individual goals at their own pace. This pairs well with the transitional bilingual program approach to teaching English language learners (ELL). Transitional bilingual programs build students' English skills and use native language instruction in the service of learning English. 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. An IEP team may consider services 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. The school's transitional bilingual program for English language learners (ELLs) is progressive. It allows for instruction in the native language to taper off as the student's English language skills increase and students can access English language instruction more easily. In transitional programs, students may receive native language instruction for as few as two ("early-exit") or as many as six ("late-exit") years alongside instruction in English. The proportion of language use can vary from 50-50 (students get 50% of their instruction



in English and 50% in their native language), to 60–40 or 70–30, depending on student progress reports and bilingual instructional best practices (Center on Instruction at RMC 2009).

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 base 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.

High School Specific Questions

OPSB requires additional information from applicants seeking to start, transform or convert a school serving grades 9-12 in Orleans Parish. Complete this section only if your application proposes such a school.

State and District Graduation Standards

- (1) Provide as **Attachment 19** an example of a daily schedule for a student attending your school as well as your school's academic calendar.
- (2) Detail each type of diploma your school will offer. Describe how your school will ensure every student is on a pathway to the diploma that best meets the individual student's interests and post-secondary plans. Describe how your school will implement the state's required Individual Graduation Plan, as well as the requirements of Act 833 relative to high school completion for students with identified disabilities.
- (3) Explain how the diploma pathways and credentialing offered by the school will ensure student readiness for postsecondary opportunities (college, trade school, military service, or entering the workforce).



Supporting Success for All Students – Truancy Prevention, Remediation and Intervention

- (1) Explain what systems and structures the school will implement for students in danger of dropping out and/or not meeting the proposed graduation requirements. Specifically describe any programs designed to support students who have fallen behind in credit accumulation or are at-risk of falling behind to encourage on-time graduation.
- (2) Describe any systems and interventions your school will employ to decrease truancy.

Ensuring College and Career Readiness

- (1) What features will your school implement to ensure all students not only graduate from high school, but graduate prepared for success in college and career? Specifically, how will your school ensure students meet the following, or articulate why your school may not offer these opportunities:
 - a. achieve a college going ACT score and/or career-ready WorkKeys score,
 - b. have opportunities to earn college credit during high school,
 - c. have opportunities to earn industry-based credentials (please provide information about the specific credentials students enrolled at your school will have the opportunity to earn)
 - d. have opportunities to engage in work-based learning experiences,
 - e. graduate with the knowledge, skills, competencies and experiences required to take ownership over individual post-secondary plans.
 - f. taking alternative assessments, with low incidence disabilities, are prepared to access to a variety of post-secondary options.

Strong Start – 9th Grade Transition Plan

- (1) How will your school ensure a successful transition into your school from 8th grade, and orient new students to your school?
- (2) How will your school use evidence based-strategies and interventions to support transitional 9th grade, and other students, who arrive 2 or more years behind? Please describe their path to graduation.

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

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

The academic course progression of THE COMMUNITY SCHOOL allows for the maximum amount of flexibility for the diverse groups of students it serves. Every student has the opportunity to earn traditional course credits as well as industry based credentials and certifications based on this course progression. The table below illustrates the typical course progression for a student attending THE COMMUNITY SCHOOL for all four years of high school. This course progression allows students who are transferring from other placements to be able to seamlessly move between placements



if necessary while continuing to have access to a rich and diverse offering of courses that support college and/or career preparation. Dual enrollment and other less restrictive placements are encouraged at appropriate points in each student’s individual learning plan. Students may take courses at partner schools, career and technical center, colleges and universities while enrolled at THE COMMUNITY SCHOOL.

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 THE COMMUNITY SCHOOL 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. 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.

THE COMMUNITY SCHOOL – 2018-2019 PROPOSED COURSE PROGRESSION

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Technical Math 165010	Geometry Foundations	Algebra II	(4 th math)
Algebra I ^{EOC/LEAP2025}	Geometry ^{EOC/LEAP2025}		
Technical Writing 120350	Speech I 051101	English III ^{EOC}	English IV
English I ^{EOC/LEAP2025}	English II ^{EOC/LEAP2025}		
World Geography	Civics	U.S. History ^{EOC}	World History
Physical Science	Chemistry 150401	Biology ^{EOC}	(4 th science)
* Career Success Skills 080407	(fine art requirement)	Education for Careers 080401	Advanced Career Readiness
**Introduction to Business	*Physical Education I/First Responder (090711)	Foreign Language I	Physical Education II and Health
Computer Applications 040401		Foreign Language II	*Media Arts II or Digital Media II
		*Media Arts I or Digital Media I	**Media Arts III or Digital Media III
Credentials To Be Earned Yr 1	Credentials to be Earned Yr 2	Credentials to be Earned Yr 3	Credentials to be Earned yr 4
*Customer Service and Sales	* First Responders	* ADOBE Certified Associate	*AutoDesk or AVID Pro Tools
**IC3			
Social Emotional Learning I Computer Science I 061102 or Principles of Engineering 110810 (ACT Prep and WorkKeys Soft Skills training as a part of Career Success Skills)	Social Emotional Learning II Computer Science II 061103 Or Intro to Engineering Design 110800 (ACT Prep and WorkKeys Soft Skills training as a part of Speech)	Social Emotional Learning III AP Computer Science A year- long or Engineering Design and Development in lieu of Media Arts, Digital Media or Ed for Careers. (ACT Prep and WorkKeys Soft Skills training as a part of Education for Careers)	Social Emotional Learning IV Computer Science Principles year-long in lieu of Media Arts/Digital Media (ACT Prep and WorkKeys Soft Skills training as a part of Advanced Career Readiness)

The chart above represents the course progression for the typical student. Changes will be made to meet the individual student’s need such as: IEP requirements, CLEP test credit and preparation, high school credit earned in middle school, advanced placement, dual enrollment, internships, Career Technical Center, and the needs of transfer students. Students



may also earn credit for Internships. EOC/LEAP 2025 students will take end-of-course assessments in these courses. They are required to pass at least one math, one English, and one of either biology or U.S. History in order to earn a diploma. Each student will select a focus area. We will continue to develop our course offerings as we develop partnerships with other high schools, colleges, universities and other service providers.

Students in Louisiana can pursue two types of high school diplomas, a JumpStart TOPS Tech Career Diploma or a TOPS University Diploma. Students can also earn an Academic Endorsement or a Career/Technical Endorsement. All THE COMMUNITY SCHOOL students will be required to enroll in at least one English & Math course each academic year.

THE COMMUNITY SCHOOL will consider early release on an individual basis as needed. Any student who has not earned the required Carnegie units and passed the required End of Course/LAA2 tests will not be allowed to participate in graduation.

UNIVERSITY DIPLOMA CURRICULUM

The TOPS University Pathway ensures students going to four-year colleges have taken a true college preparatory curriculum while in high school and have every chance possible to receive TOPS.

MINIMUM ACADEMIC REQUIREMENTS FOR UNIVERSITY DIPLOMA

4 Units	English	4 Units	Mathematics
4 Units	Science	4 Units	Social Studies
2 Units	Foreign Language	2 Units	Health/Physical Education
1 Unit	Art	3 Units	Electives
		24 Units	Total

JUMPSTART CAREER DIPLOMA CURRICULUM

JumpStart is Louisiana’s program for school districts, colleges, and businesses to collaborate in providing career courses and workplace experiences to high school students, certifying them for the career fields most likely to lead to high-wage jobs. JumpStart will be an elective path for students pursuing a university-preparatory diploma, and a required path for students pursuing a Career Diploma.

MINIMUM ACADEMIC REQUIREMENTS FOR CAREER DIPLOMA

4 Units	English	4 Units	Mathematics
2 Units	Science	2 Units	Social Studies
2 Units	Health/Physical Education	9 Units	JumpStart Career Electives
		23 Units	Total

GRADE LEVEL CURRICULUM

A grade level curriculum is available in all core courses. Emphasis is placed on preparing students for the demands of college, at a pace designed to meet the needs of most THE COMMUNITY SCHOOL students.

THE HONORS CURRICULUM

Honors sections are designed for the academically proficient student. Emphasis is placed on preparing the student to meet the demands of a rapidly expanding global society while continuing to provide a solid foundation in each skill area.



THE GIFTED AND TALENTED CURRICULUM

Admission into Gifted and/or Talented classes is limited to those students who have been evaluated and meet the requirements for gifted as defined by the State of Louisiana. The gifted curriculum consists of offerings in English I and English II; THE COMMUNITY SCHOOL’s most advanced learners are encouraged to enroll in Advanced Placement courses, the most rigorous courses offered by the school. The talented curriculum offers intensive instruction in the areas of music, and the visual arts.

THE ADVANCED PLACEMENT CURRICULUM

Advanced Placement (AP) courses are currently offered in a variety of areas. These courses offer college-level instruction and exams; colleges may award credit to students for qualifying scores on the AP exams. All AP courses currently offered will be available for students to continue the natural progression of their individual graduation plans.

CONCURRENT & DUAL ENROLLMENT

THE COMMUNITY SCHOOL students are eligible to enroll in college-level courses with participating local colleges and universities. In addition, THE COMMUNITY SCHOOL students may apply to concurrently enroll at NOCCA. Eligibility to participate in these programs is dependent on the students’ ability to meet graduation requirements.

GRADE CLASSIFICATION

Freshman (9 th Grade)	0-6.5 Credits
Sophomore (10 th Grade)	7-12.5 Credits
Junior (11 th Grade)	13-18.5 Credits
Senior (12 th Grade)	19-24+ Credits

Standardized testing assignments are determined by grade classification, as defined in the above chart. All grade re-classifications will take place prior to the first day of the school year. Given the urgency of this matter, all grade re-classifications will be completed before the first summer intersession. During the transition period, THE COMMUNITY SCHOOL will adhere to the above grade classification without exception. Students must remain with their cohort or they will lose their seat and be referred to a school that has a seat at the appropriate grade level. No student will be penalized academically due to the transition.

In addition to the integrated, project based courses that are taught during the school day, all courses available at THE COMMUNITY SCHOOL will be available in 4 different delivery modes: 1) direct – traditional, 2) blended, 3) asynchronous distance learning and 4) virtual-independent study. Students will matriculate towards completing the same diploma and career pathways that they may have started in a less restrictive environment. This includes those eligible for ACT 833 participation. This will include any courses needed to complete a graduation pathway that a student may have started but did not complete successfully, dual enrollment courses, AP courses and CTE courses. Students may have the option to take concurrent classes in order to meet their individual graduation plans.

ACADEMIC GRADES

The following academic marks are issued on quarterly and final report cards for each course:

A	93-100	P	Passing
B	92-85	W	Withdrawal
C	84-75	N	No Mark
D	74-67	I	Incomplete



F 66 and below: Failing

Students repeating a course and taking the course online may receive a grade of “P” or “F” for the course when applicable. **Except for second semester senior grades, all grade appeals must be made in writing to the Director of Academics within 1 week of report card distribution.**

The following grade point average definitions are used in calculating GPAs:

Regular Courses		Honors Courses		Gifted/Talented		Advanced Placement	
A	4.0000	A	4.4000	A	4.4400	A	4.4800
B	3.0000	B	3.3000	B	3.3300	B	3.3600
C	2.0000	C	2.2000	C	2.2200	C	2.2400
D	1.0000	D	1.1000	D	1.1100	D	1.1200
F	0	F	0	F	0	F	0

Credit in AP courses is dependent on students taking the AP test. If the test is not taken, credit weight will be reduced to that of an honors course.

COURSE SEQUENCE

If a student fails to earn Carnegie credit for a course, the failed course is to be rescheduled before the student is scheduled into the next course in the sequence. Students failing to attend summer school will be rescheduled into the failed course and will not be able to take the next course in sequence until the following school year.

Special consideration will be given to students with special needs including English Language Learners, Gifted and Talented students. Maintaining compliance of all required documents and progress monitoring for these students will be coordinated by the school’s Special Education Coordinator and Lead Teacher for Student Services. In accordance with each student’s I.E.P., I.A.P. or any other required educational plan, students will be afforded the opportunity to be educated in the least restrictive environment. THE COMMUNITY SCHOOL utilizes a modified inclusion program to meet the needs of its students with special needs when appropriate and made a part of the student’s IEP. This program allows the staff the flexibility to respond to the needs of this population more quickly than more traditional inclusion programs. Students in this population will be afforded the same opportunities as their nondisabled peers.

Special consideration will also be given to nondisabled students who have demonstrated academic and behavioral challenges that threaten their progress in the general curriculum. This population of students includes: **1) students with poor attendance, 2) students failing 2 or more courses, and 3) students with chronic behavioral concerns.** Once identified, students who fall into either of the aforementioned categories will be staffed through the school’s Student Support Team. These students will be assigned to the appropriate tier of the school’s MTSS program. Each of these students will be assigned to a Lead Teacher who will develop an educational plan that will include weekly progress monitoring. Lead Teachers will have the autonomy to recommend creative options to support students in their cohorts. These options may include, but are not limited to, modified scheduling, alternate assessments, modified grading and blended instruction. The school’s Social Worker will also be included in the student’s educational plan. The school’s



Social Worker will provide counseling support and coordinate wrap around services with necessary service providers as well as introduce Functional Family Therapy (FFT) to the homes of students in these cohorts. The school-based clinic will play a significant role in providing behavioral and mental health support for students identified as at risk in any of these categories.

THE COMMUNITY SCHOOL endorses the use of Pearson Education Incorporated’s English, language arts curriculum, *My Perspectives* for use in grades 9-12 and The College Board’s (SpringBoard) mathematics curriculum *SpringBoard Algebra 1, Geometry, and Algebra 2*. Reviews of these products indicate that they are among the most complete programs available. Both provide a myriad of materials and activities that are well aligned to common core standards. In addition, teachers report that the materials provide the necessary rigor and relevance to keep students engaged in meaningful learning in a variety of settings. Further, teachers report that both products allow for the flexibility needed to differentiate the learning experience for diverse groups of learners.

In addition to these specific products, THE COMMUNITY SCHOOL endorses the implementation of the International Baccalaureate Diploma and Career Related Programs. The International Baccalaureate’s programs are whole-school programs that foster a community of academic excellence among students and the faculty. IB programs are self-contained. They include all necessary professional development, assessments, curriculum and related materials. Students who participate in IB programs grow physically, intellectually, emotionally and ethically. The IB Career Related Program aligns well with the states initiative to incorporate CATE courses into graduation pathways. Both IB programs are college preparatory and provide the opportunity for students to earn college credit while attending high school. Both programs help provide the structure and discipline necessary to matriculate successfully through college and beyond.

Attachments

- (1) Attachment 13: (Optional) Provide data or research supporting your academic model
- (2) Attachment 14: Weekly Student Schedule
- (3) Attachment 15: Calendar of Special Events
- (4) Attachment 16: Pupil Progression Plan
- (5) Attachment 17: Job Descriptions for staff performing Special Education evaluations and/or services
- (6) Attachment 18: (If Applicable) Redacted & Un-Redacted resumes for staff performing Special Education evaluations and/or services
- (7) Attachment 19: (High School applicants) Daily Schedule for high school students

Section II: People

Governing Board

- (1) How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional



- board members? If there will be a network-level board, identify any board development requirements relative to the organization’s proposed growth and governance needs.
- (2) Describe plans for increasing the capacity of the governing board. What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.
 - (3) Identify the stakeholders whose partnership you have determined is necessary to your school’s success. Describe what your board has done already to establish these relationships and explain what your board will do to deepen and sustain these relationships.

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

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 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. 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.

All Officers, including the Immediate Past President each shall serve for one-year terms beginning with the adjournment of the annual meeting at which the officer is elected. This meeting will occur in December. The Treasurer may hold office from the beginning of the calendar year following his/her election until the close of the calendar year in which a successor is elected, but no longer than three consecutive years. Committee Chairs shall be nominated by the President and submitted for approval by the Executive Committee biannually, and his/her term of office shall be no longer than three consecutive years. With the exception of the President and Immediate Past President, all other officers may succeed themselves in office. The President and Immediate Past President may be elected to any office after being out of office for at least one calendar year.

If a vacancy occurs in an office, the Executive Committee shall make an appointment for the remainder of the unexpired term; such appointment shall not affect the appointee’s eligibility for election.

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.

In addition, the Founder/CEO, Dr. Hearn, has earned the distinction of being a 2018 New School Creation Fellow. This fellowship provides targeted assessment and training for the Board.

One of the most significant tools used by THE COMMUNITY SCHOOL 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, 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 the agreed upon daily rate 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 Metropolitan Human Services District to provide supplemental counseling and support for students who may live closer to a MHSD site than the school. Finally, parameters for enrollment will be finalized with the district during months 0-3 of the startup plan.

THE COMMUNITY SCHOOL has planned a Teacher In Residence program to address the demand for recruiting and retention of highly qualified staff. The T.I.R. program is a professional development program for novice and aspiring teachers. This program is contingent upon partnership agreements with local universities and colleges that



offer teacher preparation programs. 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 T.I.R. participants will spend several hours per day co-teaching with veteran educators. This allows the T.I.R. 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 requirements for certification. This program, in addition to a collaborative incentive based program, will allow THE COMMUNITY SCHOOL to recruit, train and retain teachers who are best suited for the mission and vision.

In addition, THE COMMUNITY SCHOOL will implement a Special Education Professionals Fellowship Program (S.E.P.E.P.) that will solicit community partners to provide at least 50% of a teacher’s salary and benefits. Sponsors may also provide additional funding and incentives. Sponsoring a Fellowship will allow the sponsoring community partner the opportunity to directly incentivize teacher performance, invest in the education and preparation of their future workforce, introduce and advertise their products and services (when appropriate) through their participation in the teaching and learning process.

Staff

- (1) If your organization chart or job descriptions have changed since your original submission, please submit an updated school level organizational chart as **Attachment 20**. Include job descriptions that summarize the scope of work for all staff on the school leadership team as **Attachment 21**.
- (2) Describe the expectations for teachers. How you will clearly communicate these expectations and ensure that teachers stay on track towards meeting expectations? What instrument will be used for staff evaluation? Will the school seek a waiver from the state observation rubrics under COMPASS? If other than COMPASS attach any teacher evaluation tools to be used by the school as **Attachment 22**.
- (3) Describe your strategies for retaining high quality teachers, ensuring a stable teaching force, and your pathways to leadership for qualified staff members.
- (4) Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system.

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

PROPOSED SCHOOL’S SALARY RANGES AND EMPLOYMENT BENEFITS						
5 Year Staff and Salary Projection						
	yr 1	yr 2	yr 3	yr 4	yr 5	Avg salary
General Ed Teachers	2	6	12	10	20	\$55,000
Instructional Lead	1	1	2	2	2	\$60,000



SPED teachers	2	2	4	6	8	\$58,000
Academic Interventionists	2	4	6	8	10	\$46,000
Extracurricular Teachers	1	1	2	3	3	\$55,000
Total Cost	\$433,000	\$745,000	\$1,398,000	\$1,551,000	\$2,309,000	
# Student Support Staff						
Dean of Students	0	0	1	2	2	\$60,000
Social Workers and Therapists	2	4	6	8	10	\$65,000
School Psychologists	1	1	1	2	2	\$75,000
Counselor	1	2	3	3	3	\$60,000
Nurses	0	0	1	2	2	\$65,000
Total Cost	\$265,000	\$455,000	\$770,000	\$1,100,000	\$1,230,000	
# Admin Staff						
SPED Coordinator	0	1	1	1	1	\$70,000
Agency and Court Liaison	0	1	1	1	1	\$70,000
CEO/School Leader	1	1	1	1	1	\$125,000
Clinical Director	0	1	1	1	1	\$70,000
Director of Academics	0	1	1	1	1	\$70,000
Executive Asst	1	1	1	1	1	\$55,000
Office Manager	1	1	1	1	1	\$55,000
Business Manager	1	1	1	1	1	\$55,000
Operations Manager	1	1	1	1	1	\$55,000
Custodian	2	2	4	4	6	\$35,000
Total Cost	\$415,000	\$695,000	\$695,000	\$695,000	\$765,000	
Sum Total Cost Per Year	\$1,113,000	\$1,895,000	\$2,863,000	\$3,346,000	\$4,304,000	
Social Security/ Medicare/ Unemployment tax	\$91,822.50	\$156,337.50	\$236,197.50	\$276,045.00	\$355,080.00	

In addition to the State’s COMPASS evaluation, THE COMMUNITY SCHOOL intends to build a relationship with the National Institute for Excellence in Teaching to support instructional best practices. THE COMMUNITY SCHOOL will utilize tools such as **Torsh TALENT**, an easy to use video-based classroom observation tool and data management platform that gives educators an opportunity to Reflect, Collaborate, Measure and Coach:

- REFLECT on instructional practice
- COLLABORATE among peers and coaches
- MEASURE the effectiveness of classroom instruction
- Receive high quality COACHing at scale



Torsh provides THE COMMUNITY SCHOOL leadership with the tools necessary to develop teachers in a meaningful and authentic way that turns coaching into a collaborative process among peers. This tool will help to support any and all professional development including N.I.E.T.

To further its commitment to capacity building and sustainability, THE COMMUNITY SCHOOL intends to partner with **The Coalition for Community Schools**. The Coalition for Community Schools, housed at the Institute for Educational Leadership (IEL), is an alliance of national, state and local organizations in education K-12, youth development, community planning and development, higher education, family support, health and human services, government, and philanthropy as well as national, state, and local community school networks. The Coalition advocates for community schools as a strategy to leverage local resources and programs, changing the look and feel of the traditional school structure to best meet the needs of children and families of the 21st century.

The Institute for Student Achievement (ISA) is a second partnership aimed squarely at supporting capacity building and to support this whole school reform effort. ISA’s evidence-based Whole-school reform model is federally approved for evidence-based school improvement. ISA describes their whole school reform model as being, “...grounded in 7 research-based principles that are designed to work synergistically to help under-performing schools graduate all students ready for college and careers. The 7 principles serve as a framework to transform a school’s organizational and educational practices to a personalized and rigorous educational program that embodies the values and goals of the school community and produces a college-going culture.” ISA will provide job embedded coaching in the areas of: leadership, distributed counseling, content area inquiry-based standards-aligned instruction; literacy and numeric literacy in the content areas, curriculum embedded and performance assessments; and grade level and content area teams. ISA also provides ongoing monitoring and assessment of the whole school transformation process. Becoming an ISA school will make THE COMMUNITY SCHOOL a part of a national network of schools with access to a myriad of support and resources.

An additional strategic partner to help support this whole school reform effort is **Achievement Via Individual Determination (A.V.I.D.)**. AVID’s mission is to “train educators to use proven practices in order to prepare students for success in high school, college, and career, especially students traditionally underrepresented in higher education.” AVID brings research-based strategies and curriculum to educational institutions in elementary, secondary, and higher education. The AVID System annually provides 60,000+ educators with training and methodologies that develop students’ critical thinking, literacy, and math skills across all content areas throughout the entire campus, in what they call School wide AVID:

- Teaches skills and behaviors for academic success
- Provides intensive support with tutorials and strong student/teacher relationships
- Creates a positive peer group for students
- Develops a sense of hope for personal achievement gained through hard work and determination.

As a result, policymakers and educators now consider AVID's mission to be an essential strategy for closing the achievement gap, making college access and success available to all students.

School Leader Capacity

Note that the application should not refer to the experiences of an Educational Service Provider or another company (such as a back-office service provider) that will provide services to the school. Only the school leader OR a member of the school leadership team may respond to the prompts below. In addition to submitting their resume, the school leader must at least respond to prompts 1 & 2 or prompts 3 & 4.



- (1) Describe the school(s) or academic program(s) for which you, the proposed school leader, have been responsible. Describe your leadership role(s) and primary responsibilities at the relevant school(s) or academic program(s). The summary should describe the impact that these responsibilities had on the success of the relevant entity.
- (2) Provide multiple years of student performance data under your leadership. This data must include but is not limited to: proficiency and growth on either state or national standardized tests.
- (3) Describe a leadership position you have held in which you were responsible for the operations and/or finances of a program or organization. Describe your leadership role and primary responsibilities at the relevant program or organization. The summary should describe the impact that these responsibilities had on the success of the relevant entity.
- (4) Provide data or evidence that speaks to the organizational and/or financial viability of the program/organization for which you were responsible as a leader.

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

Dr. Shawn A. Hearn is the proposed school leader for THE COMMUNITY SCHOOL. Dr. Hearn was chosen to lead this project because of his wealth of experience as a school leader, his commitment to the mission and vision of the organization. Dr. Hearn has more than twenty years of experience in education. During this time he has earned certifications in special education, general education, administration, Advanced Placement and International Baccalaureate.

Dr. Hearn has a proven history of being an integral part of successful transformational leadership teams. Recently, he served as the Assistant Principal at McDonogh 35 during a year of leadership transition. He was a significant part of the 2016-2017 leadership team that was able to restore the culture of the school to a point where teaching and learning was able to be the primary focus of the faculty and staff and not the school's culture. As the Academy Principal at McMinn High School during the 2017-2018 school year, Dr. Hearn was an integral part of transitioning McMinn from an Orleans Parish direct run school to a charter school. The culture of the school was set and ready for meaningful student engagement within three weeks of the school's opening. As a result of his leadership, students experienced academic growth during the year of transition. Double digit growth in State tested subjects such as Geometry may be directly attributed to his leadership and relationship building. He credits his ability to lead and manage transitions to his ability to "put the right people in the right places doing the right things."

Dr. Hearn's passion for this work is what makes him the ideal candidate to lead and manage THE COMMUNITY SCHOOL. Dr. Hearn also has meaningful existing relationships locally and nationally that will be instrumental in realizing the full potential of THE COMMUNITY SCHOOL. Dr. Hearn is prepared to bring in the necessary leaders and staff to support a successfully startup and to ensure the sustainability of THE COMMUNITY SCHOOL in perpetuity.

Attachments

- (1) Attachment 20 (Optional) Updated Organization chart
- (2) Attachment 21: (Optional) School leadership team job descriptions
- (3) Attachment 22: Teacher Evaluation tool



Section III: Operations

Facility

- (1) What is your plan for securing a facility?
- (2) What facility characteristics are required to serve your academic program?
- (3) How will the organization meet state, local, and OPSB standards¹ for facility safety and maintenance?
- (4) Please address how your school will plan to adhere to occupancy and fire/life safety codes and ADA standards.

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

The facilities plan is dynamic. It allows for adequate planning to mitigate any potential threats to the success of the project. THE COMMUNITY SCHOOL is a highly specialized school. It will require a very intentional and purposeful facility to maximize the program’s potential for success. Specialized areas for clinical and therapeutic activities in addition to standard academic activities will require a collaborative, multidisciplinary approach that must include community partners who may also be service providers. Finally, a strict adherence to local, state and federal law requires very specific facilities planning for such a unique school program that provides behavioral and mental health services.

Planning for non-traditional educational spaces that serve health and human services needs is a primary concern to address. For example, during the initial facilities planning, the decision making matrix yielded that the population that THE COMMUNITY SCHOOL aims to serve would benefit from having a space with several washers and dryers.

The facilities plan is a longitudinal plan that incorporates an incubation period followed by three distinct phases. Each phase is based on operational need and financial projection. The plan provides for 3 scenarios: 1) entering an agreement with the school district to renovate and occupy a vacant school building, 2) sharing a space temporarily with an existing, operating school and 3) renting a space adequate for year 1. Ideally, an agreement with the local school district to occupy a school that is currently vacant at 3301 Sullen Place is the primary facility plan. The building will require some initial renovations and repairs before it could be ready for business. District officials suggest that we plan at least 3 months for renovation.

Incubation period – Months 0-4

Projected cost for operation and maintenance of facilities services: \$139, 932.75 - \$208,055.00

THE COMMUNITY SCHOOL will operate a single campus during this period adequately situated to serve up to 150 students and a staff of up to 20 personnel. Ideally, this space will be shared with an existing school (agreement pending) or an office space. During this time, the school’s leadership will be able to focus on putting the necessary systems in place to support the academic model and testing those systems. During this time, the school’s leadership will be able to realistically project needs in all three areas of the school: General Academic Operations, Clinical Operations, and Suspension Abatement Program. Each of these areas will produce revenue. During this time, a site will be selected for relocation based upon revenue projections and enrollment.

Phase I – Months 4-12

Projected cost for operation and maintenance of facilities services: \$208,055.00 - \$303,660.00

THE COMMUNITY SCHOOL will operate a single campus during this period adequately situated to serve up to 400 students and a staff of up to 50 personnel. This will be a single school site designed specifically to meet the

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



unique needs of THE COMMUNITY SCHOOL. There are several sites to consider that belong to the local school district. Many of these sites will require moderate preparation before they are ready for occupancy. The school district will help to make the selected site ready for occupancy. Enrollment during this phase will not exceed 200 students in order to allow for any needed preparation of the building.

Phase II – Months 12-24

Projected cost for operation and maintenance of facilities services: \$208,055.00 - \$303,660.00

THE COMMUNITY SCHOOL will operate a single campus during this period adequately situated to serve up to 400 students and a staff of up to 60 personnel. Enrollment during this period will not exceed 300 students. All renovations and preparation needed to support up to 400 students and a staff of up to 60 personnel will be finalized during this phase.

Phase III – Months 24-36

Projected cost for operation and maintenance of facilities services: \$208,055.00 - \$303,660.00

THE COMMUNITY SCHOOL will operate a single campus during this period adequately situated to serve up to 400 students and a staff of up to 60 personnel. During this time, enrollment will not exceed 400 students. All equipment, renovations and preparations needed will be completed during this phase.

Financial Readiness

- (1) Include, as **Attachment 23**, your Financial Plan and Budget.
- (2) Include, as **Attachment 24**, your school's budget narrative. The narrative should not exceed 3 pages (and should not include the network-level budget if applicable as this is covered in the Experienced Operator section), and should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Include:
 - a. Per Pupil Revenue. Use the figures in the Budget Template in developing your budget assumptions.
 - b. Anticipated Funding Sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.
 - c. Describe the resources required to support they key elements of your program. What are the expected costs of key program elements (including staffing model)?
 - d. How will you finance these costs to keep the school sustainable?
 - e. Describe the resources required to support they key elements of your program. What are the expected costs of key program elements (including staffing model)?
 - f. How will you finance these costs to keep the school sustainable?
- (3) Describe your approach to budgeting, including an explanation of your approach to cutting costs if faced (as schools so often are) with a budget shortfall. Specifically describe the roles of the governing board, CMO/organizational leadership (if applicable), and the school site leadership in the budgeting process.
- (4) Describe the accounting and control systems you will install, including essential checks, balances, and segregation of duties. Please indicate how a culture of proper financial controls and reporting will become an essential component of your organizational culture.
- (5) Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school. Who will select the audit firm, and to whom will they report?



- (6) Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.
- (7) Describe your organization's process for awarding contracts including any processes to increase utilization of disadvantaged business enterprises.

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

The Board is committed to fiscal transparency. As written in the organization's entity creation documents, the Board will strictly adhere to local, state and federal standards, rules, policies and laws as they pertain to awarding contracts, internal and external audit procedures, accounting and non-discriminatory practices.

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.

(2) 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 therapeutic day school will generate approximately \$1,465,380 during the first year if the school meets its projected enrollment goal of 110 students.

State projection tools suggest that approximately \$9,397 per year will be allocated for each student attending THE COMMUNITY SCHOOL as full time students. It is estimated that the per pupil cost for a student to attend THE COMMUNITY SCHOOL is \$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 the effects of this projected deficit.

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 for approximately \$15,000 per student per year. This would generate an addition \$1,650,000 if the school meets its enrollment projection for year 1 of 110 students.

(3) Suspension Abatement Program will generate as much as \$150 per day per student. 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 school sponsored a 4 week program for 60 students in the fall and a second class of 60 in the spring.

Finally, THE COMMUNITY SCHOOL is designed to leverage diversified funding streams that will allow THE COMMUNITY SCHOOL to leverage district dollars as much as 3:1. THE COMMUNITY SCHOOL will increase and sustain capacity through diversified financial support from community partners with similar goals and objectives in health and human services, industry and higher education. This mix of public and private sector partners expands financial, technical and political capacity.

The diversified funding and investment strategy used by THE COMMUNITY SCHOOL will allow THE COMMUNITY SCHOOL to better deal with the ebb and flow of grant funding and budget fluctuations by developing various sources of support. Including permanent funding streams such as Medicaid and Title I are instrumental to the success of this strategy. Multiple-source funding strategies are also likely to increase the variety of site-level activities and connect initiatives to a wide range of technical assistance, evaluation, training and other operational support. Partners that share a common purpose and agree on results have an incentive to harness existing resources and reach across funding silos to support THE COMMUNITY SCHOOL. They know that their resources will be efficiently directed toward groups of children and families who need them, and their impact will be maximized when the same children and families receive complementary services and supports from other partners (Coalition for Community Schools, 2010).

THE COMMUNITY SCHOOL will also solicit professional fund raising support and grant writing as well as petition local, state and federal agencies for additional support. The Children's Aid Society (CAS), a national and global leader of a community school model, provides technical assistance and guidance to emerging and existing community school initiatives. They view sustainability comprehensively, in accordance with a conceptual framework developed by The Finance Project. The CAS funding framework, or structure, involves fund-raising as part of strategic and sustainability planning for their community schools. CAS community schools integrate three influences through a partnership approach that addresses outcomes for students, families, school, community, and education policy: (1) Comprehensiveness: Its full-service approach is designed to address the multiple needs of children and families; (2) Coherence: Joint planning and decision-making involve the major partners (school, CAS and parents) and intentionally seek to integrate all aspects of the community school, particularly the school day academic program and all of the extended-day programs offered (before- and after-school enrichment; holiday and



summer programs); (3) Commitment: CAS and its partner schools make a long-term commitment to work together with and on behalf of students and their families. Nearly all federal programs that serve children, youth, families, and communities can be aligned to finance community schools. To follow are a number of funding opportunities that align with the community school model:

U.S. Department of Education

Title I of the Elementary and Secondary Education Act provides grants to local education agencies (LEAs) with high percentages of poor children. Title I can provide support for a variety of components of a community school model in a school operating a school wide program.

21st Century Community Learning Centers are dedicated to out-of-school time programming to provide learning opportunities for academic enrichment, including program activities in the arts, music, recreation, drug and violence prevention, and youth development activities.

School Improvement Fund grants are awarded to the lowest-performing Title I schools. Community schools can use these funds to support a variety of programs and activities.

Full Service Community Schools program funding encourages coordination of education, developmental, family, health, and other services through partnerships between schools and community-based organizations and public-private ventures to provide comprehensive education, social, and health services for students, families, and communities.

Promise Neighborhoods provides funds to improve educational and developmental opportunities for children in neighborhoods with high poverty levels. Community schools are at the center of each Promise Neighborhood. Safe and Drug-Free Schools and Communities provides support for programs that feature programming to prevent violence in and around schools. It also supports activities that seek to prevent the use of illegal use of drugs, tobacco, and alcohol; and foster a safe learning environment for youth.

Parent Information and Resource Centers (PIRC) fund school-based and school-linked centers that utilize effective parental involvement strategies that help improve student achievement.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) provides funds for programs at secondary schools to prepare students for postsecondary education.

Student Financial Assistance—Work Study Program provides college students with stipends to work in schools. Some community schools have developed a partnership with local universities who use work-study funds as part of the partnership.

The Small, Rural School Grant Program and the Rural and Low-Income School Program help fund rural LEAs that have trouble competing for other grants and to supplement other grants.

Title VII-B of the McKinney-Vento Homeless Assistance Act supports the coordination of the education of homeless children and youth in each state and the gathering of data and barriers they must overcome to attend school.

Carol M. White Physical Education Program funds LEAs and community based organizations to provide physical education programs that are aligned with state standards.



U.S. Department of Health and Human Services (HHS)

Administration on Children, Youth and Families

Child Care and Development Block Grant (CCDBG) funding may provide for comprehensive consumer education to parents and the public, increase parental choice, and improve quality and availability of child care. Grants can provide for after and before school programs.

Community Services Block Grant (CSBG) funding flows from state to local or regional community action agencies (CAAs or CAPs) serving low-income families. Partnerships with CAP agencies can help support community schools.

Center for Medicare and Medicaid Services

Community Health Centers expansion in health care reform offers potential resources for the establishment of school-based health centers

Medicaid and SCHIP augment medical costs for low-income families. School-based health centers can get reimbursed from these programs.

Substance Abuse and Mental Health Services Administration (SAMHSA)

Centers for Disease Control and Prevention

U.S. Department of Justice (DOJ)

Weed and Seed is a community-based strategy that combines law enforcement that “weeds” out violent criminals with community-based organizations that “seed” community revitalization by providing human services.

Community Prevention Grants Program funds comprehensive, research-based, and community controlled approaches to delinquency prevention.

Juvenile Mentoring Grants Program funds national and community-based organizations that provide mentoring services for at-risk youth.

U.S. Department of Housing and Urban Development (HUD)

HOPE VI provides funds for physical and management improvements in public housing and for community and support services.

Choice Neighborhoods emphasize local community planning for improving education, housing, services, transportation, and access to jobs.

Community Development Block Grants (CDBG) support economic and community development efforts at the local level. Examples of use of funds include improvement of the physical infrastructure of facilities or broader community improvement efforts, which may include youth development activities.

Youthbuild funds organizations to train youth to construct or rehabilitate affordable homes.

Corporation for National and Community Service



Volunteers in Service to America (VISTA), AmeriCorps, Senior Corps, and Experience Corps volunteers can coordinate community school activities and partnerships with community agencies. n

Educational Service Providers

*An Educational Service Provider is defined as an entity that is providing primary education services for a school even though the entity is not the governing board that holds the charter. If your non-profit plans to use an Educational Service Provider (ESP), please complete this section and provide as **Attachment 25** a copy of the ESP contract that your nonprofit board will sign with the Educational Service Provider that you have selected. Additionally, please provide an independent audit of the ESP as **Attachment 26**.*

- (1) Personnel: Who (which positions) will be employed directly by the charter governing board? Whom from the ESP is accountable to the governing board? (teachers) building instructional leader (principal), CEO/Exec Dir or equivalent, and Qualified Business Professional?
- (2) Finances/Operations:
 - a. Who is responsible for the preparation of the annual budget?
 - b. How will governmental funds allocated to the school be accounted for and held?
 - c. What steps will be taken to maintain accurate records regarding assets purchased in whole or in part with governmental funds?
- (3) Who is responsible for the annual audit? To whom (or what entity) will the audit be submitted?
- (4) Termination: What recourse does the governing board have if there is a breach of the ESP agreement?
 - a. Under what circumstances/terms can the agreement be terminated, and by which parties? How much time is required?
 - b. What financial penalties or consequences are incurred?
 - c. How will the security of student information (data) be maintained, and which records will be transferred to the governing board? How will the ESP comply with the provisions of R.S. 17:3913 and R.S. 17:3914 with respect to maintaining the privacy of personally-identifiable student information?
- (5) How will public assets (those purchased in whole or in part with governmental funds) be transferred to the nonprofit governing board? Who will employ the school's instructional staff

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

During years 1-3, THE COMMUNITY SCHOOL will CECSO will contract with a fiscal manager. The proposed fiscal manager is 4th Sector Solutions, a private, public, non-profit to provide many of the schools budget and finance operations. These services include: financial management and oversight, annual audit, Human Resources and data and compliance monitoring. THE COMMUNITY SCHOOL will have a certified Business Manager to manage the daily business of the school and to provide oversight. The CEO will meet with the Business Manager and the client representative from 4th Sector Solutions at least monthly to review the school's budget. The CEO, who will serve as the school's fiscal agent, will work with the Business Manager and fiscal manager to compile a financial report for the Board of CECSO. The Finance Committee will review the CEO's reports in advance of the Board's meeting and raise any concerns. The CEO's report will be accepted into the minutes of the Board's meeting only by recommendation of the Chair of the Finance Committee. The Finance Committee will prepare any reports that need to be forwarded outside of the organization and arrange for checks and balances through external periodic audits.



Attachments

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



Experienced Operator Addendum

Experienced operators, as well as any new start or Type 3 conversion applicants with more than one full year in school leadership² are required to complete the Experienced Operator Addendum. 15 page limit.

Past School Performance

- (1) In your proposal overview you provided performance data on the schools your organization currently operates or has previously operated. If necessary, provide a brief accompanying narrative that describes your organization’s success educating a similar demographic population to the population you intend to educate in Louisiana. Please note that the OPSB may contact your other authorizers. In addition, describe the causes that led to and the current status of:
 - a. Any performance deficiencies or compliance violations that have led to authorizer intervention;
 - b. Any litigation involving your organization or a school that you operate; and,
 - c. Any material audit findings for your organization or a school that you operate.

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

Growth Plan

- (1) Describe the specific student population that your proposed school(s) will serve. Identify the needs of your intended student population.
- (2) (Applicable to groups applying for multiple sites). Describe the number of schools that you plan to open in every year for at least the next five years, the year in which each school will open, and how the organization will adapt to meet changing community needs. If your network operates multiple models, identify the model that you will open in each location.
- (3) Does the organization have any approved or pending charters (not yet in operation) in any jurisdiction? If so, include the name of the authorizer(s) and include as **Attachment EO-1**, the official record of decision/approval from the authorizing authority.

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

Scale Strategy & Risk Mitigation

- (1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the parent organization and the new school(s).

² Experience leading or managing public schools is defined as one complete academic year in which one of the following is true: the individual held final building-level oversight of the instructional and operational performance of a public school (e.g., Head of School or Principal), or the individual served in a system-level role with direct supervisory responsibilities and accountability for the performance of a building leader (e.g., Chief Academic Officer, Area Superintendent, Supervisor of Principals)



- (2) If your organization operates schools in other jurisdictions, compare your efforts to scale operations in Orleans to past scale efforts.
- (3) Identify the greatest new threats to your success and the steps you will take to minimize the possibility that the threats you identified will prevent you from achieving your targeted outcomes.
- (4) If your organization currently operates fewer than three schools, please clearly identify your plans for ensuring the continued success of your current school, should the proposed charter be approved.
 - a. Which staff members (instructional and administrative) will transition to the proposed school and what is your organization’s plan for replacing these individuals?
 - b. Which functions will become centralized?
 - c. How will you ensure success at both the existing and proposed (new) school?
- (5) Discuss the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. a. What is your Start-up and Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening?

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

Model & Key Staff

- (1) Provide as **Attachment EO-2** a CMO-level org chart (at least two layers out from the CEO), as envisioned at scale and clearly indicating which positions are currently filled, which are vacant, and which are new additions, AND
- (2) The job description and EITHER the redacted and unredacted resume of the current occupant, AND/OR the recruitment plan for the following “key” people:
 - a. As **Attachment EO-3**: The CEO or overall organizational leader (Agency Head, as defined in state statutes and for purposes of the organization’s annual audit)
 - b. As **Attachment EO-4**: The CAO or lead instructional person accountable for the implementation of the academic model, including curriculum and instructional practices (if this is different from #1) – this is usually also the person responsible for direct day-to-day supervision of building principals, if that’s not the CEO.
 - c. As **Attachment EO-5**: The organizational lead for special education services (Director of Special Education, or equivalent position, if this is different from #2)
 - d. As **Attachment EO-6**: The CFO and/or COO, or the lead person(s) in the finance and operations areas
 - e. As **Attachment EO-7**: The organization’s Qualified and Competent Business Professional, accountable for the accuracy of the organization’s financial statements as required by the LAUGH Guide
- (3) The succession plan(s) in place for each of the above-named key positions, including any internal development pipelines and/or external recruitment plans to identify and evaluate candidates (this may include, but doesn’t have to identify, specific names)

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



For Experienced Operators with Fewer than 3 Schools

- (4) A narrative (2 pages max) summarizing the intended “CMO” or Network Model:
 - a. Which functions will be centralized at the network level, both academically (curriculum/instruction) and operationally (including finances)?
 - b. Which functions will remain site-based?
 - c. What are the core elements of the network educational program or model?
 - d. Will the organization seek to expand by replicating its existing school(s), or by operating substantially new or different school models/designs at successive campuses? (e.g., if School 1 is a language-immersion model, will all other schools operated by the organization also be language-immersion?)
 - e. What will be the organization’s “non-negotiables”?
 - f. What are the degrees of freedom in key areas that are not “non-negotiables”?
- (5) CMO or Network Level Financial Model:
 - a. What is the budget and how is the initial stand-up of the CMO/network office being funded? How will its continuing operations be funded? Include CMO-level budget as **Attachment EO-8**.
 - b. Is there a structural deficit or gap projected at either the school or network level, and if so, how will this be closed?
 - c. How much will each school “pay” to the network office for services?
 - d. Who sets and who approves school-level budgets and expenditures?
 - e. Is there a standard staffing model or required positions, or is this at the schools’ discretion?

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

Attachments

- (1) Attachment EO-1: (if applicable) Authorizer approvals (for non-OPSB charters awarded, but not in operation)
- (2) Attachment EO-2: CMO-level Organization Chart
- (3) Attachment EO-3: CEO: Job Description and either Resume or Recruitment Plan
- (4) Attachment EO-4: CAO: Job Description and either Resume or Recruitment Plan
- (5) Attachment EO-5: Director of Special Education: Job Description and either Resume or Recruitment Plan
- (6) Attachment EO-6: CFO and/or COO: Job Description and either Resume or Recruitment Plan
- (7) Attachment EO-7: Qualified Business Professional: Job Description and either Resume or Recruitment Plan
- (8) Attachment EO-8: Network-level budget
- (9) Attachment EO-9: Audited Financial statements (most recent)
- (10) Attachment EO-10: Annual Report (most recent)
- (11) Attachment EO-11: (If applicable) Litigation documentation
- (12) Attachment EO-12: (If applicable) ESP contract



Transformation Addendum

Applicants seeking or potentially willing to seek a match to operate an existing Orleans public charter school or school facility, which is subject to nonrenewal, revocation, or voluntary relinquishment by the existing chartering organization should complete the Transformation Addendum. Complete this section only if your application proposes such a school. 15 page limit

Transformation Overview

- (1) Please identify the type(s) of transformation (e.g., full takeovers, reconfigurations) that your organization is prepared to undertake.
- (2) Will all currently enrolled students be able to re-enroll next year? If your proposal does not provide for all currently-enrolled students to remain at the school, please provide a rationale for this decision, and explain how your organization will work to communicate with families in order to ensure that all impacted students are able to access high-quality schools.
- (3) How has your organization operated a transformation school previously? If applicable, what lessons have you learned, and how have they informed changes in your practice and in this proposal.

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

Educational Program

- (1) What are the key tenets of your transformation model? Please identify the research base or other rationale supporting each identified tenet.
- (2) How will your transformation model support equitable achievement for all students? Please specifically identify how your model will support the learning of students with disabilities, English language learners, and other “at-risk” student populations (as this is defined in state law). Discuss any potential conflicts of interest between the corporate partner and the school.
- (3) How will your organization ensure a successful transition period and first year of operation? What steps will you take to ensure sufficient enrollment (by retaining existing students and/or recruiting new families), create a positive school climate and culture, and establish high expectations for students, teachers, and staff?

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

School Operations

- (1) Provide a brief addition to your staffing plan, explaining what additional steps you will take to recruit and retain highly-effective teachers and non-classroom staff.
- (2) Provide a brief addition to your budget and budget narrative, explaining any additional financial resources you have received or anticipate receiving to support transformation efforts. Has your school applied for LDE School Redesign Funding, or does your organization intend to apply?



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

Metrics and Goals

- (1) How will your organization use data to set goals, and inform decision-making? How will you measure progress in your transformation efforts, and what steps have you taken to mitigate risks? What will you do if your transformation effort is off-track?

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

Community Engagement

- (1) Describe the specific strategies you will use for engaging the following stakeholders in the transformation effort: a) parents/guardians/families, b) residents of the community surrounding the school. What is the role of parents in your schools' decision-making processes, and what venues will be established to articulate and elevate parent and community voice?

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



Corporate Partnerships Addendum

If your school intends to participate in a corporate partnership in accordance with LA R.S. 17:3991 please complete this addendum. In order for a business to be considered a school's Corporate Partner, it must individually, or as part of a consortium of businesses, donate one or more of the following to the school in an amount equivalent to at least 50% of the per pupil allocation: land, building space, renovations to existing school building, and/or technology. Complete this section only if your application proposes such a school. 15 page limit

Corporate Partnership Formation

- (1) Explain how and why the corporate partnership was developed.
(2) Describe the nature of any donation(s), regardless of type that the corporate partner will make to the charter school and how they meet the requirements laid out in RS: 17 3991.1.

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

[Empty response box]

Corporate Partner Track Record

- (1) Explain the corporate partner's past experience, if any, in serving student populations similar to the target population of the school, including any educational programming offered by the organization.
(2) Provide, as Attachment CP-1, the most recent annual report of the corporate partner.
(3) Nonprofit organizations:
a. Provide, as Attachment CP-2 your most recent audited financial statements; and
b. Discuss any material audit findings for your organization or any school that you operate.
--OR--
For-profit organizations:
a. Provide as Attachment CP-2 your most recent financial statements to be reviewed confidentially; and
b. Discuss any material audit findings for your organization or any school that you operate.

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

[Empty response box]

Legal Relationships

- (1) Discuss any potential conflicts of interest between the corporate partner and the school.
(2) Provide, as Attachment CP-3, the draft Memorandum of Understanding (MOU) between the board and the corporate partner, as well as the approved minutes of the board meeting at which the draft MOU was accepted by both the corporate partner and the board of the proposed school.
(3) Explain the process for the required annual renewal of the corporate partner MOU. Describe the conditions that both the corporate partner and the school must satisfy for the MOU to be renewed. Describe the procedures for determining whether the MOU will be renewed. On what grounds can the corporate partner



or the board terminate the MOU for cause (including provisions for notice to the other party)? What are any conditions under which either party may terminate the MOU without cause? List any indemnification provisions in the event of default or breach by either party.

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

Organizational Structure

- (1) Describe the methods by which the corporate partner will support the charter school, including but not limited to any internships for students, career counseling, academic tutoring, or enrichment activities.
- (2) Describe the plan for the operation of the school in the case that the MOU is terminated or not renewed.
- (3) Specifically describe any proposed enrollment set-asides for this corporate partner. (These enrollment set-asides must align with provisions of and requirements of the Enrollment process and are subject to separate approval)

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

Attachments

- (1) Attachment CP-1: Annual Report (most recent)
- (2) Attachment CP-2: Audited Financial Statements (most recent)
- (3) Attachment CP-3: Draft MOU between the Nonprofit board and corporate partner



Orleans Parish School Board

Fall 2018 Charter School Application

Virtual School Addendum

Applicants whose primary instructional environment is computer-based or virtual (defined as more than 40% of instructional delivery via technology) must complete the Virtual School Addendum. Please complete this section only if your application proposes such a school. 15 page limit.

Location

- (1) Facility: If students will be required to regularly or periodically attend a brick and mortar facility, specify such requirements and describe the facility.
- (2) Louisiana Office: Provide the address of and describe the Louisiana-based administrative office of the virtual charter school, including its size and staffing.

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

Educational Program

- (1) Describe the level of participation in instructional activities students will be required to meet to receive credit for successfully completing a course and receive a satisfactory grade for that course. The level of participation may include the amount of time students will be engaged in both online and other instructional activities in order to receive credit for a course. Please note the amount of time for the online and offline work by grade level and course.
- (2) Can a student enrolled in the virtual charter school program be enrolled in other instructional activities elsewhere and/or earn Carnegie units from another institution? If so, please identify the other institution(s).
- (3) Describe procedures to ensure the integrity and authenticity of student work product and assessment scores, including the use of an academic honesty and computer acceptable use policy.
- (4) Describe the intervention procedures the virtual charter school will take when students fail to provide authentic work product or assessment responses.
- (5) Describe what role parents/guardians will have in promoting accountability.

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

Instructional Staff

- (1) Describe what, if any, additional responsibilities will be required of teachers in the virtual environment (e.g. course development/design, research, website maintenance) and describe how the virtual charter school will communicate these responsibilities to teachers.

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



State and Federally Mandated Services

- (1) Describe how the virtual charter school will provide services to all enrolled students with exceptionalities, regardless of where the student resides.
- (2) Describe the virtual charter school's procedures for Individual Education Plan (IEP) meetings, including determining where such meetings will occur.
- (3) Describe how the virtual charter school will implement ADA and Rehabilitation Act standards for accessibility to web-based curricula.

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

Evaluation and Assessment

- (1) Discuss the virtual charter school's plan and method for the administration of all required state assessments (iLEAP, LEAP, GEE) and other assessments set forth in the school's charter. The plan should address, test taking location(s), who will administer the tests, and test security procedures.

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

School Operations

- (1) Describe how the virtual charter school will ensure or facilitate student attendance at any in-person school activities.
- (2) Identify any non-teacher faculty members (paraprofessionals, guidance counselors, parent instructional coaches) and describe their roles and how they will function in the virtual charter school.
- (3) Describe the virtual charter school's policies regarding truancy, absence, withdrawal, issuing of Carnegie units, repeat/delete, credit recovery, and AP/dual enrollment.
- (4) Describe the intervention procedures the virtual charter school will take when students are not logging in and/or completing coursework as required.
- (5) Describe all technological equipment and services that the virtual charter school will provide, including hardware, software, connectivity, and media storage devices, and property controls and equipment tagging that will be in place. Specify any equipment or technological support that students and families will be responsible for purchasing or obtaining.
- (6) Describe the scope of technical support that will be provided, including where support staff will be located, and the hours (including weekends and holidays) and manner in which the support will be accessible to students and school employees.
- (7) Describe the virtual charter school's data retention, security, and confidentiality procedures.



- (8) Describe procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired. Specify who will pay for Internet connectivity and address minimum bandwidth and a course of action for areas of the state that do not have the minimum bandwidth.
- (9) Describe data protection and recovery procedures in event of catastrophic system failure (include offsite back-up).
- (10) Describe how the virtual charter school will provide for the health and safety of students and staff both in online and offline activities.
- (11) Describe how the virtual charter school will address the nutritional needs of students when appropriate.
- (12) Describe how the virtual school will administer the required Title 28, Chapter 11, §1119 Health Screening as part of enrollment and the ongoing functioning of the school.
- (13) Describe the school’s plan for delivering instruction in the event of technical and other course delivery problems which prevent normal course delivery.
- (14) Provide a summary of data protection and recovery procedures in the event of catastrophic system failure.
- (15) Describe how the school will provide professional development appropriate to the delivery method used and the acceptable use and electronic communication policies.

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

Parent and Community Involvement

- (1) Indicate the nature, frequency, and location of all required in-person meetings between parents and virtual charter school faculty/administration, such as parent/teacher conferences, parent-teacher meetings, field trips, etc.
- (2) Indicate the nature and frequency of all optional opportunities for in-person meetings and interactions, such as open houses and school community meetings.
- (3) Describe the procedures for parents to contact virtual charter school faculty and administrators with concerns of any nature and the procedures and required timelines for prompt and helpful responsiveness to such communications.
- (4) Explain how virtual charter school administration will communicate with non-English speaking parents/guardians.
- (5) Describe how the school will provide adequate, timely, and appropriate technical support to students, teachers, facilitators, and instructional coaches.
- (6) What is the role of the parents/guardians?
- (7) Are opportunities for parent/guardian training available?
- (8) How do parents access student grades and understand student progress?



- (9) Provide a plan for orientations to enrolled students, their parents, and their instructional coaches on the course delivery model prior to the beginning of the class.

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