



## ORLEANS PARISH SCHOOL BOARD 2018 CHARTER SCHOOL RFC

### Request for Clarification

#### OVERVIEW

After completing a detailed review of the written application, the evaluation team has identified areas where clarification is required in order to fully evaluate the proposal. The Request for Clarification (RFC) is meant to ensure an applicant provides the best articulation of their plan. The RFC is an opportunity to provide **clarification** in writing, but is **not an opportunity to present new information**. Finally, it is not meant to offer an applicant an opportunity to revise their entire application or to replace the in-person interview.

The RFC may address the following issues, among others:

- Sections of the proposal are in contradiction with one another;
- Rubric section cannot be scored due to lack of information; or
- Financial forms have errors that prevent meaningful evaluation.

All responses to the Request for Clarification must be uploaded to Fluid Review by 12:00pm CT on Wednesday, October 3, 2018. The evaluation team will consider all elements of the application when developing their final recommendation reports.

**YOU MUST USE THIS FORM TO PREPARE YOUR RESPONSES.**

*Incorrectly formatted submissions, or submissions received after this deadline, will not be assessed by OPSB staff or the evaluation team or otherwise be considered in the application evaluation process. No opportunity to correct submissions will be given.*

#### HOW TO PREPARE YOUR RESPONSE

- 1 Carefully review the RFC from the evaluation team below and address each question listed for each applicable section in the corresponding box labeled "Applicant Response." You **may not** submit additional information beyond what is requested. Any additional information submitted will not be reviewed by the evaluation team. **NUMBER** your responses in accordance with the question numbers posed by the evaluation team.
- 2 All responses must be provided as a narrative in the correct box labeled "Applicant Response" with the following **two** exceptions:
  - a If you have added additional board members, or have identified a school leader since submitting your initial application, attach a current resume.
  - b If specific questions are asked about your budget workbook, you have the option of submitting an updated **Financial Plan Workbook** (Attachment 16). If you decide to submit an updated workbook, **ALL** sheets in the workbook must be included, regardless of whether or not they were updated. Additionally, you **MUST** clearly indicate in your narrative responses how the workbook has been updated to address the questions and concerns identified by the evaluation team.
- 3 When you have completed this form, save as a PDF using the naming convention "OPSB\_APPLICANT NAME\_RFC.pdf" and upload the document to Fluid Review.



- 4 Once you have compiled (if applicable) updated leadership team information, **save your documents as a SINGLE PDF file**, using the naming convention “OPSB\_APPLICANT NAME\_UPDATED Leadership.pdf” and upload the document to Fluid Review.
- 5 If you are submitting an updated Financial Plan workbook, save it as a MS Excel document (.xls or .xlsx ONLY), using the convention “OPSB\_APPLICANT NAME\_UPDATED Budget” and upload the document to Fluid Review.

## ORLEANS PARISH SCHOOL BOARD 2018 CHARTER SCHOOL RFA Request for Clarification

**Applicant Group:** Community Exceptional Children's Services Centers

**Proposed School Name:** The Community School

### Leadership Team Update

Have there been any changes to your leadership team (including additions or resignations from the governing board, school leader, etc.) since you filed your initial application?  YES  
 NO

If YES, please list each individual involved here and BRIEFLY explain the circumstances for the addition or departure of the individual. For each new member of the leadership team listed, attach a current resume. For new board members, also attach a completed, signed Board Member Information Form.

APPLICANT  
RESPONSE:

### PROPOSAL NARRATIVE

Application Section	Information Requested by Review Team
Section I: School	
<b>Enrollment Plans</b>	<ul style="list-style-type: none"><li>Please provide the estimated total number of students that could be served at The Community School.</li><li>Please list the school's enrollment procedures.</li></ul>
APPLICANT RESPONSE:	I. The estimated total number of students that could be served at THE COMMUNITY SCHOOL will average 90 students per grade level.  II. Enrollment Procedures  THE COMMUNITY SCHOOL is an open enrollment school. All students in the city are welcome to attend through the OneAPP process. Students with a demonstrated need for the unique services provided at THE COMMUNITY SCHOOL will be given priority based upon the severity, documentation of the duration, intensity and frequency of one or more of the characteristics of the disability category of emotional and behavioral disorders. Well documented evidence of these characteristics impeding the child's academic progress must be demonstrated before intake. Records from MTSS and SLC teams

coupled with an interview with the student and parent(s) are essential components of this process. Students with a recent request for evaluation may be given priority in this process. Many students who will be enrolled through this process may have been deemed chronically disruptive, truant, and/or over aged. This population will account for more than 10% of the school's population.

Students with existing IEPs may be referred by their base school or other placement through the Individualized Education Program (IEP) process. A member of the leadership team of THE COMMUNITY SCHOOL will attend all transfer and intake IEPs initiated from other schools, agencies and facilities. 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. Students coming from hospitals and residential facilities must have a medical treatment plan in place prior to initiating the intake process at THE COMMUNITY SCHOOL. Students with existing IEPs will account for 75% of the school's population.

Students who have been deemed chronic disruptions in their base schools, transitioning from judicial placements, homeschooled and homebound students may also be considered. This population will account for 10% of the school's population.

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.

Typically, all students entering THE COMMUNITY SCHOOL become fully enrolled. Depending on the student's plan of progression and/or IEP, a student may move between placements for dual enrollment, enrollment and extracurricular activities as deemed appropriate. In some cases, 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 screening. 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 a social/emotional learning curriculum that includes peer mediation and conflict management training. Students who

	<p>successfully complete the program will be trained Peer Mediators. They will receive a certificate of completion, a sports coat that identifies them as Peer Mediators and a Coach to keep track of their progress when they return to their bases schools. Students are expected to build Peer Mediation Programs at their base schools upon their return. In some cases, students attending the suspension abatement program may elect to transfer to THE COMMUNITY SCHOOL. All are welcome.</p> <p>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.</p>
<b>Special Student Populations</b>	<ul style="list-style-type: none"> <li>• Does the school plan to identify and/or provide gifted/talented services?</li> </ul>
APPLICANT RESPONSE:	THE COMMUNITY SCHOOL will provide a range of services to meet the needs of students. This includes identification of and services for gifted/talented students. Specifically, THE COMMUNITY SCHOOL will provide gifted/talented services in visual and performing arts in conjunction with its music and art therapy programming.
<b>Family &amp; Community Engagement</b>	<ul style="list-style-type: none"> <li>• Please list any parents involved in the development of the application or the school.</li> <li>• Please list the steps in the school's grievance process.</li> </ul>
APPLICANT RESPONSE:	<p>I. 127 parents, guardians and students participated in the generation of this application. Each participant completed a questionnaire identifying the needs of their community and the type of school they believed would best meet their needs.</p> <p>II. Grievance procedures under Section 504 and Title II of the American with Disabilities Act (ADA) are aligned with local, state and federal guidelines. Disability based harassment includes unwelcome conduct based on an individual's (e.g., student's) actual or perceived</p>

disability. Harassers can be students, school staff, or even someone visiting the school, such as a student or employee from another school. Disability harassment can take many forms, including slurs, taunts, stereotypes, or name-calling, as well as disability motivated physical threats, attacks, or other hateful conduct.

Grievances may be submitted by students, parents/guardians, and employees who allege disability based discriminatory action by an employees, students, and third parties. The following procedures apply to such grievances:

Grievances must be submitted to the appropriate “School Leader or Designee” within 180 days of the date the person filing the grievance becomes aware of the alleged discriminatory action.

The person filing the grievance (“complainant”) may appeal the decision of the School Leader or Designee by writing to the Chief Executive Officer within 15 days of receiving the School Leader’s decision. THE COMMUNITY SCHOOL assures that the appeal shall be conducted in an impartial manner by an impartial decision-maker. The CEO (or designee) shall issue a written decision in response to the appeal no later than 30 days after receiving the complainant’s appeal.

If the investigation yields a determination that discrimination has occurred, THE COMMUNITY SCHOOL shall take affirmative steps to prevent recurrence of such discrimination and appropriately address discriminatory effects, if any, on the complainant and others.

The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U. S. Department of Education, Office for Civil Rights (OCR).

Retaliation is prohibited against any person involved in the grievance or investigation process, including the complainant or any other participant.

THE COMMUNITY SCHOOL shall keep the complaint and the investigation confidential to the extent provided by applicable federal and Louisiana law.

The School Leader may request in writing an extension of decision time lines if received by the complainant within 20 days of the School Leader’s receipt of the complaint. The request must include reasons for the request. The extension request may not exceed 10 days.

The complainant may request in writing an extension of appeal time lines if received by the School Leader within 10 days of the complainant’s receipt of the School Leader’s decision. The request must include reasons for the request. The School Leader’s decision to grant the extension and, if granted, its duration is final.

	Once a complaint has been received by the School Leader, Winter/Christmas holiday break time shall not be included in the calculation of any grievance time line.
Section II: People	
<b>Governing Board</b>	<ul style="list-style-type: none"> <li>• Please clarify the desired governing board size and the desired experience and/or skill sets of potential governing board members.</li> </ul>
APPLICANT RESPONSE:	The desired governing board size is 11. This number will give the Board consistency as some offices reach term limits. We value a wealth of diversity on our Board. The experience and/or skill sets of potential governing board members include: finance, business management, political capital, health and human services, juvenile justice and education reform.
Section III: Operations	
<b>Facility</b>	<ul style="list-style-type: none"> <li>• Please clarify whether the school identified a facility, and if so, provide the address.</li> <li>• Please clarify whether the school is planning to purchase or lease a facility.</li> </ul>
APPLICANT RESPONSE:	<p>The facilities plan is dynamic. It allows for adequate planning to mitigate any potential threats to the success of the project. 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.</p> <p>Incubation period – Months 0-9  Projected cost for operation and maintenance of facilities services: \$139, 932.75 - \$208,055.00</p> <p>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 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</p>

	<p>these areas will produce revenue. During this time, a site will be selected for relocation based upon revenue projections and enrollment.</p> <p><b>Phase I – Months 9-12</b>  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 200 students and a staff of up to 50 personnel. This will be a single school site designed specifically to meet the 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.</p> <p><b>Phase II – Months 12-24</b>  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 300 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 300 students and a staff of up to 60 personnel will be finalized during this phase.</p> <p><b>Phase III – Months 24-36</b>  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.</p>
<b>Financial Readiness</b>	<ul style="list-style-type: none"> <li>• Please provide any agreement the school currently has with 4<sup>th</sup> Sector.</li> </ul>
<b>APPLICANT RESPONSE:</b>	Currently, we do not have a formal agreement with 4Ss. We have had preliminary conversations as we have been going through this charter process for more than a year now. We are poised to have a meeting no later than November 5, 2018 to enter into a formal agreement in anticipation of the authorization of a charter.