

Jefferson Parish Schools



Charter School 2022 Common Application (New Operator)

For Schools Opening 2024-2025

CHARTER SCHOOL APPLICATION

INTRODUCTION

The Louisiana State Board of Elementary and Secondary Education (BESE) is the administrative body for all Louisiana public elementary and secondary schools; it also performs certain administrative functions for the state’s nonpublic elementary and secondary schools. BESE adopts regulations and enacts policies governing the operations of the schools under its jurisdiction and exercises budgetary oversight of their educational programs and services. Louisiana serves nearly 800,000 students, located within 169 Local Education Agencies (LEA). The students of Louisiana are diverse and thus, shall be provided with school choice options that best fit their individual needs. The graphics below provide more detail on the student demographics.

Local Education Agencies (LEAs)	169
Public and Nonpublic Schools	1,730
Public and Nonpublic Students	794,486
English Learners*	4.5%
Economically Disadvantaged*	71.9%
Students with Disabilities**	13.4%
Publicly-Funded Early Childhood Sites	1,690
Publicly-Funded Early Childhood Children	56,762

* *Public school students only*

** *Public school students as well as nonpublic school students served by an LEA but not enrolled in a Louisiana public school*

Public data as of February 2022. Nonpublic data as of Fall 2021.

CURRENT PORTFOLIO

The charter school law was enacted by the Louisiana Legislature to create a structure whereby city, parish, and other local public school boards and BESE can authorize the creation of innovative schools for students in Louisiana.

In Louisiana, the purposes of charter schools include providing opportunities for educators and others interested in educating pupils to form, operate, or be employed within a charter school, with each such school designed to accomplish one or more of the following objectives as cited in Bulletin 126, Section 105:

1. Improve pupil learning and, in general, the public school system;
2. Increase learning opportunities and access to quality education for pupils;
3. Increase educational opportunities for students in formerly failing schools;
4. Increase learning opportunity choices for parents and students;
5. Encourage the use of different and innovative teaching methods and a variety of governance, management, and administrative structures;
6. Require appropriate assessment and measurement of academic learning results;
7. Account better and more thoroughly for educational results;
8. Create new professional opportunities for teachers and other school employees, including the opportunity to be responsible for the learning program at the school site;
9. Provide competition within the public school system in order to stimulate continued improvement in all public schools; and/or
10. Expand the capacity of the public school system.

CHARTER TYPE	CREATION	AUTHORIZER	GOVERNANCE	TOTAL # OF SCHOOLS IN 2021-2022	STUDENTS SERVED IN 2021-2022
Type 1	New School	Local school board	Nonprofit Board of Directors	53	26,456
Type 2	New or Conversion School	BESE	Nonprofit Board of Directors	40	25,741
Type 3	Conversion School	Local school board	Nonprofit Board of Directors	14	11,748
Type 3B	Former Type 5 Charter School transferred from RSD back to local school system	Local school board	Nonprofit Board of Directors	41	21,009
Type 4	New or Conversion School	BESE	Local School Board	1	394
Type 5	Recovery School District School	BESE	Nonprofit Board of Directors	5	1,594

CHARTER TYPES

There are six types of charter schools in Louisiana, outlined in the table below. The oversight for Type 1, 3, and 3B charter schools lies with the local district by which the schools are authorized, while the Louisiana Department of Education (LDOE) is directly responsible for the oversight of Type 2, 4, and 5 charter schools.

BESE accepts applications for Type 2, Type 4, and Type 5 charter schools, and local charter authorizers accept applications for Type 1, Type 3, and Type 3b charter schools, each of which have specific pathways and requirements for submission:

CHARTER TYPE	DEFINITION
Type 1	Charter school is a new school operated as a result of and pursuant to a charter between the nonprofit corporation created to operate the school and a local school board.
Type 2	Charter school is a new school or a preexisting public school converted and operated as the result of and pursuant to a charter between the nonprofit corporation created to operate and BESE.
Type 3	Charter school is a preexisting public school converted and operated as the result of and pursuant to a charter between a nonprofit corporation and the local school board.
Type 3b	Charter school is a former Type 5 charter school transferred from the Recovery School District to the administration and management of the transferring local school system.
Type 4	Charter school is a preexisting public school converted and operated or a new school operated as the result of and pursuant to a charter between a local school board and BESE.
Type 5	Charter school is a preexisting public school transferred to the Recovery School District (RSD) as a school determined to be failing pursuant to state statute and operated as the result of and pursuant to a charter between a nonprofit corporation and BESE.

OPERATOR TRACKS

An applicant shall choose to be considered as one of the two operator tracks, based upon the requirements set forth.

TRACK	REQUIREMENTS
New Operator	<ul style="list-style-type: none"> · Nonprofit organization whose primary members (founder and/or proposed school leader) do not have prior experience in leading or managing a public school; and · Who do not intend to employ an educational service provider (ESP) with prior experience in leading or managing public schools.
Experienced Operator	<ul style="list-style-type: none"> · Nonprofit organizations whose primary members (founder and/or proposed school leader) have prior experience in leading or managing a single public school; and/or · Nonprofit organizations which have operated more than one charter school; and/or · Nonprofit organizations which intend to employ an education service provider (ESP) which has operated more than one charter school.
Virtual School Operator	<ul style="list-style-type: none"> · Nonprofit organizations whose school proposal is for a primarily virtual setting for the long-term operation of the charter school

**Experience leading or managing public schools is defined as one complete academic year.*

CHARTER APPLICATION TIMELINE

September 07, 2022	JPS releases the Common Chart Application, Timeline and Processes for completion
September 14, 2022	JPS hosts an Informational Session on Application Process
September 21, 2022	Letter of Intent due no later than 3pm Follow the guidelines found here – Upload via website ***Applications for organizations who do submit a Letter of Intent by September 21, 2022 will not be accepted.
September 30, 2022	Eligibility Documentation Form due no later than 3pm – Upload via website
October 14, 2022	Background Checks for All New Operators and Experienced Operators not currently operating a charter school in Louisiana must submit Background Checks for each Board Member identified.
October 28, 2022	Applications due not later than 3pm Applicants should upload required written responses to the questions found in the application and the Overview Template. <i>*Incomplete applications will not be reviewed for approval.</i>
October 29, 2022 – November 11, 2022	Initial Application Review/Independent Application Evaluation
November 02, 2022	Public Hearing
November 14, 2022	Initial Memo from the Third-Party Evaluation Team to the Applicant(s) by 12 noon
November 18, 2022	Applicant(s) Written Response (limited to 5 pages) – via website upload by 3 pm
November 28, 2022 – December 02, 2022	Capacity Interviews
December 02-07, 2022	Final Evaluation Recommendations from Independent Evaluation
December 14, 2022,	Applicant(s) Written Response (limited to 2 pages) – via website upload
January 04, 2023	Jefferson Parish School Board considers applications

CHARTER SCHOOL APPLICATION COMPONENTS

LETTER OF INTENT

Any organization or individual interested in applying for the Charter Request for Proposal 2021 cycle shall submit a Letter of Intent via the website upload by **September 21, 2022**.

All applicants shall submit a Letter of Intent. The Letter of Intent should follow the JPS Letter of Intent Guidance provided on the JPS Website.

ELIGIBILITY DETERMINATION

Any organization or individual may become eligible to submit a Louisiana Charter Application by meeting specific eligibility requirements as outlined above and detailed in Bulletin 126, Chapter 5. To demonstrate the charter applicant has met all requirements to submit a full application, the eligibility determination forms must be submitted by **September 30, 2022**.

COMPLETENESS CHECK

The Department will conduct a completeness check upon receipt of submitted full applications to ensure all requirements for submission are met prior to sending the applications to the third-party evaluation team. The tool the Department will use is available to applicants prior to submission. Incomplete applications will not be moved forward in the evaluation process and the applicant will need to submit the application during the next published cycle.

INITIAL MEMO FROM THIRD-PARTY EVALUATION TEAM

Upon the completion of the third-party evaluation team's review of the submitted charter application, an initial draft recommendation shall be provided to the applicant. The initial draft recommendation is an opportunity for the applicant to respond to the initial assessment and questions from the third-party evaluator in writing.

The purpose of the initial draft recommendation is to provide applicants with feedback on each application area. These are organized according to the overall sections of the Louisiana Department of Education Charter Application. The evaluators review the evidence from all submitted application materials. Each standard is rated as met or unmet. The narrative for the unmet standards will indicate if there is a lack of evidence, a lack of clarity, or if the evidence provided was not acceptable or applicable. The Executive Summary provides a holistic overview of the strengths and areas for improvement.

APPLICANT 5-PAGE WRITTEN RESPONSE

Applicant Right to Response: Pursuant to policy, applicants are afforded the opportunity to respond to the results of the third-party evaluation prior to formal action. There is no formal template provided. Responses should be in narrative form, limited to 5 pages, and double-spaced. No new attachments can be considered at this stage.

CAPACITY INTERVIEWS

The capacity interview is an intentional time between the applicant team and third-party evaluator to further evaluate the capacity of the assembled team to operate, execute, and implement the charter application as proposed against the required standards. **The Charter board chair and school leader must be present at the interview.** Consultants, advisors, back-office service providers, community partners, or ESP representatives may not be present for any stage of the interview. **Board members who provide academic, financial, legal, or operational expertise should plan to be in attendance.** There is a maximum number of 8 individuals per applicant team that will be allowed in the interview. Individuals should be collectively prepared to speak in detail about all application elements, including the academic, organizational, and financial plans. Please note: The Charter Board members that are participants shall correspond with the names that were submitted in the charter application.

FINAL EVALUATION FROM THIRD-PARTY EVALUATION TEAM

Once the third-party evaluation team has completed its review of the application, the final report and recommendation from the team will be provided to the applicant. Applicant groups must meet **all** standards for the evaluator to advise that the Department recommend to BESE to approve a charter applicant group. The Department recommends to BESE whether to approve or deny each charter application.

APPLICANT 2-PAGE WRITTEN RESPONSE

Applicant Right to Response: Pursuant to policy, applicants are afforded the opportunity to respond to the results of the third-party evaluation prior to formal action. There is no formal template provided. Responses should be in narrative form, limited to 2 pages, and double-spaced. No new attachments can be considered at this stage.

CRITERIA FOR RECOMMENDING APPLICATIONS FOR APPROVAL

When Jefferson Parish Schools receives an application, it first determines whether the applicants meet the minimum eligibility requirements. Secondly, an applicant must submit a **fully** completed application that adheres to the application requirements by the published deadline. The third-party evaluation team will evaluate each application using the published evaluation standards. Only applicants that meet **100%** of the standards upon the issuance of the final recommendation from the third-party will receive a recommendation for approval by the third-party evaluation team.

FREQUENTLY ASKED QUESTIONS

How many JPS Type 1 and 3 charter application cycles are there in a year?

Jefferson Parish will hold one charter application cycle per year.

Do I need to identify a school leader?

New operators and experienced operators that have not yet operated two schools for at least three years each must identify a school leader in their application for all schools proposed to open.

How do I submit my proposal?

All applications, including the Eligibility Determination Forms, shall be submitted via upload at <https://www.jpschools.org/Page/3580>.

Is there a page limit?

All applications should be no more than 65 pages, single sided. The total application submission shall be 200- page maximum, which includes the required attachments. The Executive Summary shall be limited to 2 pages.

ADDITIONAL INFORMATION

It is the responsibility of the charter applicant to ensure proper citation and acknowledgement of any sources included within the application. Any charter application found to be plagiarized may be subject to disqualification. Charter school applicants found to be in violation of these requirements may be deemed ineligible for consideration of charter school approval.

PUBLIC DISCLOSURE

All charter school proposals submitted to Louisiana Department of Education are considered public records, pursuant to the Louisiana Public Records Law, LSA-R.S. 44:1 et seq., and are subject to public release. Redaction of personal information is an applicant responsibility. Applicants are requested to provide redacted submissions of any file that includes personal information. As such, applicants are required to submit both a redacted **and** an un-redacted copy of all documents that include personal information.

Please add "REDACTED" to the document title of the modified submission prior to submitting it. The un-redacted submission should just be titled with the document name.

Information to redact:	Information that should NOT be redacted:
<ul style="list-style-type: none">• Social Security Number• Home Address, excluding ZIP Code• Phone Number• Email Address	<ul style="list-style-type: none">• Contact Information (phone number and email address) for the application's primary contact person• ZIP code (serves as evidence of residency for charter board members)

PRIMARY CONTACT

For any questions or concerns regarding the charter application process, please contact semaj.allen-raymond@jpschools.org.

APPLICATION SUBMISSION DIRECTIONS

All applicants must carefully read each of the sections and associated questions.

Charter applications must demonstrate all of the following formatting requirements:

- ✓ Include the completed LDOE Overview Template, saved as an **excel document** using the following convention:
 - Non-Profit Name_Proposed School Name_Overview Template_JPS_Date of Submission;
Example: ABC_123 Charter School_OverviewTemplate_JPS_10/28/2022
- ✓ Typewritten in 11-point Arial or Times New Roman font;
- ✓ One-inch margins with a header showing the proposed charter school's name and a footer showing consecutive page numbers and date of submission to JPS;
- ✓ Does not exceed a maximum of 80 single-sided pages (no double-sided pages), not including attachments or appendices and other supporting documents (200-page maximum);
- ✓ Questions are answered in the order in which they appear in the application;
- ✓ Individually label all attachments, providing a coversheet before each attachment;
- ✓ There shall be two applications submitted:
 1. The **full application**, including all labelled attachments, shall be submitted as a **.pdf** using the following conventions:
 - Non-Profit Name_Proposed School Name_Full Application_JPS_Date of Submission;
Example: ABC_123 Charter School_FullApplication_JPS_10/28/2022
 2. The **full redacted application**, including all labelled attachment, shall be submitted as a .pdf using the following conventions:
 - Non-Profit Name_Proposed School Name_REDACTEDFull Application_JPS_Date of Submission;
Example: ABC_123 Charter School_REDACTEDFullApplication_JPS_10/28/2022
- ✓ All background checks shall be submitted as a single **.pdf** using the following conventions:
 - Non-Profit Name_Proposed School Name_Background Checks_JPS_Date of Submission;
Example: ABC_123 Charter School_BackgroundChecks_JPS_10/14/2022

NEW OPERATOR CHARTER SCHOOL APPLICATION QUESTIONS

EXECUTIVE SUMMARY

The executive summary shall be no longer than two pages.

1. **Mission and Vision.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal. The mission and vision statement, taken together, should:
 - a. Identify the students and community to be served;
 - b. Illustrate what success will look like; and
 - c. Align with the purposes of the state charter school law (Louisiana R.S. 17:3972).
2. **Anticipated Student Population and Educational Need.** Describe the anticipated student population the school seeks to serve. Explain how the intended student population is representative of the demographics of the location. Provide rationale for seeking to serve this population.
3. **Education Plan.** Provide an overview of the education program of the proposed school, including major instructional methods. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population.
4. **Applicant groups that have submitted charter applications to the Louisiana Department of Education previously,** list the dates of previous submissions. Explain how you have taken the feedback from previous evaluations to reflect and revise the application. Address the deficiencies identified in the most recent evaluation and describe the changes made. Additionally, describe any changes to board leadership or school leadership since the most recent application.

SECTION 1: EDUCATIONAL PROGRAM AND CAPACITY

SCHOOL ESTABLISHMENT

5. Provide a narrative analysis of the community you seek to serve in the proposed school including:
 - a. A description of the community the school will locate, including proposed physical address (if known), and parish;
 - b. The applicant's rationale for selecting the community;
 - c. Performance of local schools in the community that serve a similar student population; and
 - d. How the proposed school would serve the community you seek to serve more effectively than the schools that are now serving the intended community.
 - e. Based on your outreach, research, and understanding of the community and students you seek to serve, what are the main challenges to the success of the students in the community you seek to serve? What does your proposed school intend to do to address these challenges?
6. Provide an overview of the student population you seek to serve in the proposed school, which includes:
 - a. Racial and socioeconomic demographics;
 - b. Percentage of special education students;
 - c. Percentage of English Learners; and
 - d. Percentage of homeless students.
7. Provide a narrative description of the way in which stakeholders in the intended community were engaged regarding the proposed charter school, including:
 - a. Description of the stakeholders engaged;
 - b. Strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;
 - c. The method and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted application; and
 - d. The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students.

Appendix 1: Provide a narrative description of support for the proposed school from community stakeholders, including a candid analysis of the depth of support and opposition to the school. Submit documents that provide evidence of community support (e.g. letters of support from community stakeholders, emails with evidence of support, engagement sign-in sheets, and/or survey results. Please refrain from submitting signed petitions.) Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number, and a brief description of the document.

ACADEMIC PLAN

8. Provide a clear and concise overview of the proposed school model, highlighting the key design elements of the school model critical to its success in serving the intended student population, including:
 - a. The key design elements that reflect the school’s mission and vision; and
 - b. A clear rationale for the school model and key design elements, citing research and evidence of success for improving academic achievement with similar student populations, or for innovative or untested models, a strong rationale for the likelihood of success.
9. In Louisiana, charter schools are able to purchase instructional materials that are best for their students. For core content areas (English language arts, mathematics, science, and social studies), identify the primary curricula your school will use, such as textbook selections and supporting materials by subject and/or grade level, including:
 - a. A summary of how the selection supports the intended student population;
 - b. Rationale for selecting the curriculum and a description of how it relates to the school model;
 - c. Identification of the Tier of the chosen curriculum as determined by the Louisiana Department of Education;
 - i. If the curriculum has not been rated, submit evidence of alignment with Louisiana state standards and evidence- based research as to the curriculum’s effectiveness in serving the identified student population.
 - d. Evidence of how this curriculum includes specific strategies for diverse learners; and
10. Describe the basic learning environment, including class size and structure.
11. Describe the instructional strategies, methods and techniques to be employed in the school, including:
 - a. Research or existing models that support the use of these instructional strategies, methods, and/or techniques; and
 - b. Evidence they are well suited for the intended student population.
12. Provide a detailed hybrid learning plan that includes the following:
 - a. Circumstances under which this plan would be implemented;
 - b. A plan to acquire and disseminate technology to students;
 - c. A plan to track and monitor attendance in a virtual setting;
 - d. Identification of the Learning Management System (LMS) to be employed;
 - e. A plan to provide training and technical support on the LMS to staff, families, and students; and
 - f. A plan to communicate with staff, families, and students virtually.
13. In addition to core content offerings and graduation requirements (for high schools), are there other classes or courses the proposed school will offer? If so, explain how these offerings align to the proposed school model and mission and how they will benefit the intended student population.

ASSESSMENTS

14. Describe the primary diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:
 - a. Identify the tier of the chosen assessment, as determined by the Louisiana Department of Education. If the curriculum has not been rated, submit evidence of alignment with Louisiana state standards and evidence-based research as to the curriculum's effectiveness in serving the identified student population
 - b. Describe each assessment's purpose, design, format, and rationale for its selection;
 - c. Describe the alignment to LEAP 2025 and ACT (for high school applicants);
 - d. Describe how the school will collect and analyze assessment results;
 - e. Describe how instructional leaders and teachers will use the assessment data to inform programmatic and instructional planning decisions and adjust instruction, curricula, and professional development; and
 - f. Explain how the school will communicate with parents/guardians and students about academic achievement and progress.

SCHOOL CALENDAR AND STUDENT SCHEDULE

15. **Appendix 2:** *For each division of the school (e.g., lower elementary, upper elementary, middle, and high), provide a sample student schedule for a typical week.*
16. **Appendix 3:** *Provide a sample student schedule for a typical week for a student that is an English Learner. The Department recognizes that not all English Learners are alike and may vary widely in terms of English Language Proficiency and Development. For the purpose of providing this schedule, create a hypothetical EL student and provide the following information for the hypothetical student:*
 - a. *Grade level of the EL student*
 - b. *Proficiency Determination as defined by English Language Proficiency Test (Emerging or Progressing only)*
 - c. *Any other data or assumptions involved in creating the student schedule.*
17. **Appendix 4:** *Provide a sample student schedule for a typical week for a student with exceptionalities. The Department recognizes that not all Students with Exceptionalities are alike and may vary widely in terms of present level of academic and functional performance (PLAAFP). For the purpose of providing this schedule, create a hypothetical student and provide the following information about the student:*
 - a. *Grade level of the student*
 - b. *Student's Primary Exceptionality (may not use Speech/Language Impairment or Gifted/Talented)*
 - c. *The weekly services that the student receives, the number of minutes per service, and the setting in which each service is provided.*
 - d. *Any other data or assumptions involved in creating the student schedule.*

DIVERSE LEARNERS AND STUDENT SUPPORTS

18. Discuss the school's methods and strategies for identifying and serving students are struggling academically and at risk of academic failure, including:
 - a. How the school will determine and identify which students are struggling within the context of a Response to Intervention (RTI) program;
 - b. Clearly defined the term "struggling student" as it would be applied in the school;
 - c. The strategies, programs, supports, resources, and personnel the school will devote to assisting struggling students within the general education setting;
 - d. Any research or evidence that supports the appropriateness and effectiveness of the proposed approach;
 - e. The process the school will use to evaluate the efficacy of the program; and
 - f. The system the school will use to monitor the demographic data of the students identified as struggling students and the approach that will be taken if data suggests disproportionate or over-identification of any sub group.
 - g. The school plan for providing trauma-informed care, administering mental health screeners, and providing other supports.

19. Discuss the school's methods and strategies for identifying and serving students with exceptionalities in compliance with all federal laws and regulations without regurgitation of the law and include:
 - a. The process for identifying students with disabilities (child find), within the context of the school's RTI process;
 - b. The resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching ("CTT"), Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.);
 - c. Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;
 - d. The process for coordination between general education teachers and special education teachers or service providers;
 - e. The process that will be used to monitor the achievement and progress of students with disabilities;
 - f. Specific professional development for identifying, supporting, and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans ("BIPs") in the classroom;
 - g. The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and
 - h. The system the school will use to monitor the demographic data of the students identified as students with exceptionalities and the approach that will be taken if data suggests disproportionate or over-identification of any sub group.

20. Discuss the school's methods and strategies for identifying and serving English Learners in compliance with all federal laws and regulations without regurgitation of the law and include:
- a. The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special education needs;
 - b. The approach, resources, and personnel (including qualifications and associated administrative responsibilities) the school will use to meet the needs of ELs (both within general education classrooms and in other settings);
 - c. The research and evidence that supports the appropriateness of this approach;
 - d. The process for coordination between general education teachers and staff serving ELs and professional development for general education teachers serving ELs;
 - e. The process that will be used to monitor the achievement and progress of ELs including exit criteria;
 - f. The process that will be used to evaluate the efficacy of the program, instructors, and ensure that the needs of EL students are being met;
 - g. How the school will make all necessary materials available to parents of ELs in a language that they can understand; and
 - h. How the school will make after school and other extra-curricular programming accessible to ELs.
21. Describe how your education program will identify and meet the needs of academically advanced students and include:
- a. If the school will offer gifted/talented instruction;
 - b. How the school will identify advanced and/or gifted and talented students;
 - c. Strategies and programs the school will use within the general education classrooms and in other settings to accelerate learning; and
 - d. Specific programs, services, and supports for academically advanced students.

BEHAVIOR MANAGEMENT

22. Describe the school’s approach to student discipline, behavior intervention, and classroom management. Highlight key policies, systems, and structure related to these areas. Additionally, your response must include:
- a. Describe how the school will communicate its approach and related policies to students and families;
 - b. Describe your school’s approach to exclusionary discipline, including a list of offenses that may lead to suspension or expulsion;
 - c. Explain interventions and consequences the school will use as alternatives to exclusionary discipline;
 - d. Explain how the school will afford due process for all students;
 - e. Describe the appeals procedures that the school will employ for students facing possible expulsion;
 - f. Explain how the school will protect the rights of students with exceptionalities in disciplinary actions; and proceedings;
 - g. The system the school will use to monitor the suspension and expulsion and the approach that will be taken if data suggests disproportionate or over-identification of any sub group.

Appendix 5: Provide the school’s draft code of conduct, specifically highlighting the discipline policy.

PARENT AND COMMUNITY ENGAGEMENT

23. How will the school engage parents/guardians and the community once it’s open, include:
- a. How the school will build strong family-school partnerships to engage parents/guardians throughout the life of the charter;
 - b. Formalized mechanisms to ensure parent/guardians and the community are involved in decision making and have opportunities to provide regular feedback to the school leader and charter board;
 - c. Provide a plan for how parent/guardians, students, and community can submit or share a concern about a charter board decision, administrative procedure, or practice at the school; and

Appendix 6: Draft Grievance Policy

ACADEMIC GOALS

24. List and provide a detailed description of the charter school’s measurable academic goals aligned to LEAP 2025, ACT, and graduation rate (as applicable) reflecting where the school envisions itself academically for each of the first five years of operation.

SECTION 2: ORGANIZATIONAL PLAN AND CAPACITY

STAFFING

25. **Appendix 7:** *Provide organizational charts for the first and fifth year of operation clearly showing the reporting structures between the CEO, school leader(s), charter board, and all staff including instructional, operational, and financial staff. If the charter board intends to contract or partner with an entity for management or educational service provider, the organizational charts should also reflect that relationship.*
26. Provide a narrative explaining the organization's lines of reporting and accountability, the rationale of how this structure supports the proposed school model, and the roles of any management or partner organizations.
27. Describe plans to recruit and retain a diversified school leadership and staff to serve the intended student population including:
- The process and timeline to recruit and hire a diversified staff; and
 - Specific strategies for recruiting EL certified, special education and other high need teacher specialties.

SCHOOL LEADERSHIP TEAM CAPACITY

All responses in this section must speak specifically to the proposed school leadership team that includes instructional, operational, and financial leadership. Specifically, this should be the senior most individuals of the team in each of these areas. For new operators, a school leader must be identified. If other senior leadership roles have not yet been filled, provide a copy of the job description outlining the role and required experience.

28. **Appendix 8:** *Provide the resume for every member of the proposed school leadership team. Provide a cover sheet for each resume that includes the persons proposed role, justification for proposed role through evidence of student impact data for instructional leaders, justification for proposed role through evidence of organizational, operational or financial viability for other staff.*

PROFESSIONAL DEVELOPMENT

29. Describe the school's professional development approach for instructional staff and explain how it supports the effective implementation of the educational plan for the intended student population, including:
- Identification of the staff members or contractors responsible for leading professional development;
 - An overview of professional development topics and timeline to occur prior to school opening; and
 - The process by which additional professional development topics will be identified.
30. Explain the school's approach to professional development and training opportunities for operational and financial staff.
31. Describe the school's approach to ongoing individual teacher support through coaching and feedback systems.

CHARTER BOARD GOVERNANCE

32. Provide a board member roster including each person's role, brief description of major responsibilities, and expertise area. Identify if there are any areas of expertise or experience the current board seeks to fill? If so, explain the area and rationale for need on the board, as well as the recruitment plan, to fill that position.
33. **Appendix 9:** *Provide the resume for every member of the charter board. Provide a cover sheet for each resume that includes the person's role, brief description of major responsibilities, expertise area, and a brief justification for board membership.*
34. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.
35. Describe the governance structure and duties of the charter board. Describe any committees, advisory bodies, or councils and their roles and responsibilities. Explain how the proposed structure will ensure accessibility to staff, community and families. Describe how the board will interact with the CEO/School Leader/ESP.
36. Explain how the board will monitor the academic, organizational and financial goals stated within the application, including actions that will be employed if the school is trending toward not meeting goals. Include an explanation of how the board will monitor progress toward renewal standards and actions that will be employed if the school is trending towards not meeting renewal standards.

37. Describe the role of the board in evaluating the school leader/CEO and holding them accountable for school performance, including:
- a. The information the board will collect;
 - b. The specific measures and metrics to be used; and
 - c. The timeline and frequency of evaluation.
38. Describe plans for increasing the capacity of the charter board. Include the plan for training and development of new members and continuing members.
39. Specify how frequently the board plans to meet. Describe the procedures that will be in place to ensure compliance with the Open Meetings Laws and Open Records Act.
40. **Appendix 10:** *Provide a draft of the proposed charter board's governing bylaws.*

ORGANIZATIONAL GOALS

41. List and provide a detailed description of the charter school's measurable organizational goals for each of the first five years of operation.

SECTION 3: FINANCIAL PLAN AND CAPACITY

OPERATIONS

OPERATIONAL MANAGEMENT AND LEADERSHIP

42. Describe how the school will manage its non-academic services once it opens and who will be responsible for overseeing which operational aspects of the school, including transportation, food services, facilities, purchasing processes, student records and school safety.

STUDENT ENROLLMENT AND RECRUITMENT

43. Describe the strategy to recruit and enroll the intended student population including;
- Process, timeline, and requirements for parents and students to apply;
 - Identification of potential barriers to access to the school and explain how the school mitigate the barriers;
 - Description of the admission policy for the school, including any preferences; and
 - Explanation of lottery procedures (if applicable).
44. Explain the plan for ensuring the school will specifically remain in compliance with the required economically disadvantaged and special education percentages.

FACILITY NEEDS

45. Describe the facility needs of the proposed school including:
- Desired or acquired location of the school facility;
 - Unique features necessary to implement the school design and programming;
 - The number of classrooms required each year;
 - Any additional spaces needed to support academic programming;
 - Space requirements for administrative and operational functions; and
 - A statement of the procedures to be followed and disposition of facilities and equipment should the charter be terminated or not renewed.

46. Describe the efforts to date to secure a facility for the school including:
- a. If the applicants have identified a facility, a description of the facility and how it meets the school's needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use; or
 - b. If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets specifications). Also, explain any contingency planning including the associated costs.
 - c. If the charter school education corporation, ESP, CMO, or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts.

FOOD AND NUTRITION

47. Describe the plans for food services the charter school will provide.

TRANSPORTATION

48. Describe how the school will meet the transportation needs of all its students, including students with exceptionalities, and those in temporary living situations.

INSURANCE PLAN

49. **Appendix 11:** Provide a list of the types of insurance coverage the school will secure, a brief description of each, and describe the levels of coverage.

FINANCIAL PLAN

50. Provide a detailed explanation for all revenue sources outside of state and federal funds such as philanthropy, student fees, grants, etc., and specify what is committed or anticipated revenue. Provide evidence of anticipated fundraising contributions, if claimed in the application, as **Appendix 12**.
51. Provide a narrative describing a contingency plan in the event that the actual revenues are lower or expenses are higher than anticipated in the financial model.
52. Do you plan to use a financial manager or back office service provider? If the entity that will provide your financial services has been chosen, provide the name and a description of services. If it is an individual financial manager, provide the resume as **Appendix 13**.

53. Explain the process the school will use to develop its annual budget including:
- a. Who will be involved;
 - b. How needs will be identified and weighed;
 - c. Internal budget approval processes; and
 - d. Procedures for monitoring and modifying budgets and on what interval.

INTERNAL CONTROLS AND PROCEDURES

54. Describe the existing or proposed policies and procedures that the school and board will use for financial planning, accounting, purchasing, and payroll. Explain how these plans will sustain financial health of the organization and ensure legal compliance with any requirements and restrictions for the use of public funds. Include the following information in your response:
- a. Identify how the board will monitor the school's financial position;
 - b. Identify who is responsible for directly managing and overseeing the school's budget and a description of how they will do so;
 - c. Describe the school's plan to comply with submission of an annual audit of school finances conducted by an outside, independent auditor; and
 - d. Describe what financial controls the organization will have in place at the central and school level to ensure long- term financial viability.

FINANCIAL GOALS

55. List and provide a detailed description of the charter school's measurable financial goals for each of the first five years of operation.

HIGH SCHOOL ADDENDUM (IF APPLICABLE)

For applicants proposing high school grades, the following questions must be completed. The high school addendum must not exceed 5 pages and (excluding appendices).

1. What diploma pathways, Jump Start 2.0 pathways, IB, and Cambridge Courses will the proposed school offer? Additionally:
 - a. provide a description of the process by which students will select their desired diploma pathway;
 - b. what supports will be offered to students in their selection process; and
 - c. methods by which the school will guarantee equity of access for all students.

Appendix 14: *Provide an outline of course offerings by diploma type(s) offered at the proposed school by grade level for the first five years of operation.*

2. Identify the Advanced Placement Course Offerings, Dual Enrollment, ACT preparation and Career and Technical Education Courses you will offer to students, as well as a rationale for choosing these programs/curricula.

Appendix 15: *Using a table, identify by grade level and first five years of operation, Advanced Placement Course Offerings, Dual Enrollment, ACT preparation, and Career and Technical Education Courses you will offer to students.*

3. What Industry-Based Certificate assessments will be offered to students on a Jump Start 2.0 pathway and provide a rationale for these selections.

Appendix 16: *List the Industry-Based Credentials students will have the opportunity to earn aligned to the CTE course offerings.*

4. Explain what systems and structures the school will implement for students at risk of dropping out.

CORPORATE PARTNERSHIPS ADDENDUM (IF APPLICABLE)

For all applicants proposing a corporate partnership, the following must be completed. The page limit for the Corporate Partnerships Addendum is 3 pages (excluding appendices).

1. Identify the partner organization as defined in Bulletin 126, Chapter 39, selected to assist in the implementation of the school model and describe the terms of the partnership.
2. Appendix 17: Provide a draft copy of the MOU/Contract.

EDUCATIONAL SERVICE PROVIDER (IF APPLICABLE)

For all applicants proposing a corporate partnership, the following must be completed. The page limit for the Educational Services Provider Addendum is 5 pages (excluding appendices).

1. Provide rationale for consideration of an ESP not already partnered with the non-profit organization, including:
 - a. List of all companies/organizations considered;
 - b. Evaluation of all companies/organizations considered; and
 - c. Rationale for selected provider.
 - d. Provide evidence of the service provider's success in serving the intended student population, including demonstrated academic achievement, fiscal responsibility, and organizational effectiveness.
2. Clearly specify the decisions and services the organization or provider will be responsible for.
3. Provide a detailed plan outlining the mechanisms by which the charter board will oversee and hold the ESP accountable to the agreed upon terms. Explain the conditions under which the contractual relationship may be terminated.
4. Describe the role of the board in evaluating the ESP and holding them accountable for academic, organizational, and financial outcomes including:
 - a. The information the board will collect;
 - b. The specific measures and metrics to be used; and
 - c. The timeline and frequency of evaluation.
5. Explain how the board will identify any perceived conflicts of interest between the board and the proposed ESP or affiliated business entity, and the steps that the board will take to mitigate the perceived conflict. Disclose and explain any existing or perceived conflicts of interest between the board and proposed ESP or affiliated business entity.
6. Describe the causes that led to and current status of:
 - a. Any performance deficiencies or compliance violations;
 - b. Any litigation of any Louisiana school; and
 - c. Any material audit findings for a school or the organization.
7. Describe the ESP (if applicable) history including:
 - a. List any current or past litigation, including arbitration proceedings, that has involved the organization.
 - b. Discuss the outcomes and/or any demands identified as part of the arbitration or litigation.
 - c. Cite any instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer.

- d. Describe all instances in which the ESP has exited a contract or partnership with a school, including instances where a school has terminated its agreement with the ESP.
- e. Please explain the circumstance surrounding these incidents. Discuss any non-openings that the organization has experienced (i.e., a school received approval but did not successfully open).
- f. Describe the circumstances surrounding these incidents.

Note: Based on the severity of issues, deficiencies or litigation, additional information may be requested and reviewed as part of this application and included in the school's final evaluation. Failure to disclose requested information shall result in immediate disqualification from the application process.

- 8. **Appendix 18:** *Provide an independent audit of the ESP. An acceptable submission includes the full ESP independent audit or an independent audit focused only on the charter operations of the ESP.*
- 9. **Appendix 19:** *Draft ESP MOU or Contract.*