

Jefferson Parish Schools



Charter School FALL 2023 Common Application (New Operator)

For Schools Opening 2025-2026

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 170 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)	170
Public and Nonpublic Schools	1,730
Public and Nonpublic Students	794,486
English Learners*	4.7%
Economically Disadvantaged*	66.8%
Students with Disabilities**	13.2%
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 October 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 2022-2023	STUDENTS SERVED IN 2022-2023
Type 1	New School	Local School Board	Nonprofit Board of Directors	50	26,172
Type 2	New or Conversion School	BESE	Nonprofit Board of Directors	42	25,921
Type 3	Conversion School	Local School Board	Nonprofit Board of Directors	15	12,799
Type 3B	Former Type 5 Charter School transferred from RSD back to local school system	Local School Board	Nonprofit Board of Directors	31	20,795
Type 4	New or Conversion School	BESE	Local School Board	1	382
Type 5	Recovery School District School	BESE	Nonprofit Board of Directors	7	2,758

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 ADDENDUM	<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 05, 2023	JPS releases the Common Chart Application, Timeline and Processes for completion
SEPTEMBER 13, 2023	JPS hosts an Informational Session on Application Process
SEPTEMBER 21, 2023	Letter of Intent due no later than 3pm CST Follow the guidelines found here – Upload via website <i>***Applications for organizations who do submit a Letter of Intent by September 21, 2022 will not be accepted.</i>
SEPTEMBER 29, 2023	Eligibility Documentation Form due no later than 3pm – Upload via website
OCTOBER 23, 2023	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 27, 2023	Applications due no later than 3pm CST 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 28, 2023 – NOVEMBER 11, 2023	Initial Application Review/Independent Application Evaluation
NOVEMBER 01, 2023	Public Hearing
NOVEMBER 14, 2023	Initial Memo from the Third-Party Evaluation Team to the Applicant(s) by 12 noon CST
NOVEMBER 17, 2023	Applicant(s) Written Response (limited to 5 pages) – via website upload by 3 pm CST
NOVEMBER 27, 2023 – DECEMBER 01, 2023	Capacity Interviews
DECEMBER 04-11, 2023	Final Evaluation Recommendations from Independent Evaluation
DECEMBER 15, 2023	Applicant(s) Written Response (limited to 2 pages) – via website upload by 3pm CST
WEEK OF JANUARY 03, 2024	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 FALL 2023 cycle shall submit a Letter of Intent via the website upload by **September 21, 2023**.

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 29, 2023**.

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_10/27/2023
- ✓ 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_10/27/2023
 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_10/27/2023
- ✓ 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_10/23/2023
- ✓ Upon submission, applications may be reviewed for incidences of plagiarism. 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.

*Attachments and/or appendices should be included only if explicitly requested in the application question.

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. 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. If virtual, please see the addendum for additional questions.
4. Impact. Explain how the proposed program will positively impact student outcomes.
5. 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

6. 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;
 - 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. Explanations of any partnerships or contractual relationships central to the school's operations or mission; and
 - f. 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?
7. 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.
8. Provide a 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 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

9. 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.
 10. 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 description of how it aligns with state standards; and
 - b. Rationale for selecting the curriculum and a description of how it relates to the school model;
 - c. How it will meet the needs of the targeted student population?
 11. Describe any co-curricular or extracurricular programs and how they will be funded and delivered.
 12. Describe the basic learning environment, including class size and structure.
- *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.

ASSESSMENTS

13. Describe the primary diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:
 - a. Describe each assessment’s purpose, design, format, and rationale for its selection;
 - b. Describe how the assessments align with state standards and curricula;
 - 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 the alignment to special education assessments;
 - f. 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
 - g. Explain how the school will communicate with parents/guardians and students about academic achievement and progress.

SCHOOL CALENDAR AND STUDENT SCHEDULE

14. **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.
15. **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.
16. **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

17. 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. The process the school will use to evaluate the efficacy of the program; and
 - e. 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.
 - f. The school plan for providing trauma-informed care, administering mental health screeners, and providing other supports.
18. 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. The process for coordination between general education teachers and special education teachers or service providers;
 - d. The process that will be used to monitor the achievement and progress of students with exceptionalities;
 - e. 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
 - f. 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 subgroup.
19. 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 process that will be used to monitor the achievement and progress of ELs including exit criteria;
 - d. 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;
 - e. How the school will make all necessary materials available to parents of ELs in a language that they can understand.

**Only if planning to offer Gifted and Talented.*

20. Describe how your education program will identify and meet the needs of academically advanced students and include:
- a. How the school will identify advanced and/or gifted and talented students;
 - b. Strategies and programs the school will use within the general education classrooms and in other settings to accelerate learning; and
 - c. Specific programs, services, and supports for academically advanced students.

BEHAVIOR MANAGEMENT

21. Describe the school’s approach to student discipline, behavior intervention, and classroom management. Highlight key policies, systems, and structure related to these areas, including:
- 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.
 - h. The supervision plan for the alternate setting of suspended/expelled students.
22. Provide a draft of the [School Model Master Plan](#) (in accordance with [RS 17:252](#))

Appendix 5: Provide a Draft of the School’s 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.

Appendix 6: Provide a 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.
- a. How the proposed school will establish baseline data; and
 - b. Plan to establish student performance goals.

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.
 - a. If virtual, please see the addendum for additional questions.

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 table for each member that includes their name, proposed role, expertise, and bullet-point rationale.

PROFESSIONAL DEVELOPMENT

29. Describe the manner in which teachers, leaders, and other school employees will be supported through coaching and feedback systems, including how they will be evaluated.

CHARTER BOARD GOVERNANCE

30. Provide a board member roster including each person's role, brief description of major responsibilities, and expertise area (academics, finances, legal issues, management and operations, and/or community relations).
31. **Appendix 9:** *Provide the resume for every member of the charter board.*
32. 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, in accordance with the [Louisiana Board of Ethics' Ethics Code](#). If partnering with an ESP, specify 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 the proposed ESP or affiliated business entity.
33. Describe the process to effectively demonstrate that board members understand that a charter board is a governing board. Name the safeguards that will be in place to prevent the charter board from being too involved in the day-to-day management operations. 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.
34. List and provide a detailed description of the charter school's measurable organizational and financial goals for each of the first five years of operation.
35. 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.
36. Provide an explanation of how the board will evaluate the school leader/CEO, monitor progress toward renewal standards, and actions that will be employed if the school is trending towards not meeting renewal standards, 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.
37. 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 the financial health of the organization and ensure legal compliance with any requirements (including audits) and restrictions for the use of public funds, including:
 - a. Identify how the board will monitor the school's financial position; and
 - b. Describe what financial controls the organization will have in place at the central and school level to ensure long-term financial viability.
38. Describe the plan for the 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 by laws.*

SECTION 3: FINANCIAL PLAN AND CAPACITY

OPERATIONS

OPERATIONAL MANAGEMENT AND LEADERSHIP

41. 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. State specifically how transportation will be designed to meet the needs of the special population subgroup (economically disadvantaged students and students with disabilities). You may use a table if applicable.

STUDENT ENROLLMENT AND RECRUITMENT

42. 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;
 - Methods by which the school will guarantee the equity of access for all students;
 - Description of the admission policy for the school, including any preferences; and
 - Explanation of lottery procedures (if applicable).
43. Explain the plan for ensuring the school will specifically remain in compliance with the required economically disadvantaged and special education percentages.

FACILITY NEEDS

44. Describe the efforts to date to secure a facility for the school.
- If the applicants have identified a facility, include:
 - A description of the facility, including whether it is new construction, part of an existing public or private school building, or must be renovated for use;
 - Acquired location of the school facility;
 - How it meets the school's needs, including 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, and 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.
 - If the applicants have not identified a facility, include:
 - The plans for securing a suitable facility and preparing it for use by the time the school would open (including assurance that it meets specifications);
 - Any contingency planning, including the associated costs;

- iii. Desired or acquired location of the school facility;
 - iv. Unique features necessary to implement the school design and programming;
 - v. The number of classrooms required each year;
 - vi. Any additional spaces needed to support academic programming;
 - vii. Space requirements for administrative and operational functions; and
 - viii. A statement of the procedures to be followed and disposition of facilities and equipment should the charter be terminated or not renewed
- c. If virtual, please see the addendum for additional questions.

FINANCIAL PLAN

45. 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 11**.*
46. 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.
47. 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 12**.*
48. 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. For virtual, include the process for recruiting and hiring virtual staff and serving students who require in-person intervention and related services
49. **Appendix 13:** Provide a list of the types of insurance coverage the school will secure, a brief description of each, and describe the levels of coverage.

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. 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 with the proposed school model and mission and how they will benefit the intended student population.
2. What diploma pathways, Jump Start 2.0 pathways, IB, and Cambridge Courses will the proposed school offer? Additionally:
 - a. Describe the plan to ensure that all students can meet the requirements of the given college preparatory program in four years or less (five for Transitional 9th-grade students);
 - b. Describe the reasoning for choosing the college preparatory program or curricula for your proposed school, including resulting post-secondary opportunities available to participating students, additional teacher training/certification requirements, and the degree to which the chosen program will realistically result in post-secondary readiness and success;
 - c. Provide a description of the process by which students will select their desired diploma pathway;
 - d. What supports will be offered to students in their selection process; and
 - e. Methods by which the school will guarantee equity of access for all students.
3. **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.
4. 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.
5. **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.
6. What Industry-Based Certificate assessments will be offered to students on a Jump Start 2.0 pathway and provide a rationale for these selections. Additionally:
 - a. Describe the reasoning for those selections;
 - b. How those selections will result in career opportunities for the proposed student population;
 - c. The use of community resources (if applicable); and
 - d. How the budget will support the additional trainings and/or certifications needed.
7. **Appendix 16:** List the Industry-Based Credentials students will have the opportunity to earn aligned to the CTE course offerings.
8. 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).

Appendix 17: Provide a Letter of Intent of the intended partner organization.

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 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); and
 - 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.

5. **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.
6. **Appendix 19:** Provide the Draft ESP MOU or Contract.

VIRTUAL OPERATOR ADDENDUM (IF APPLICABLE)

1. Identify the Learning Management System that will be used.
2. Provide a detailed plan that includes the following:
 - a. A plan to acquire and disseminate technology to students;
 - b. A plan to ensure internet safety and filtering practices;
 - c. A plan to ensure that the loss of instructional time will be minimized in the event of unforeseen technical difficulties;
 - d. A plan to provide training and technical support on the LMS to families, and students;
 - e. A staff/teacher acceptable use policy for technology that complies with [R.S. 17:3996\(21\)](#); and
 - f. A school electronic communication policy that complies with the federal [Child Internet Protection Act](#) and [R.S. 17:100.7](#), including information on school Internet safety and filtering practices and policies.
3. Describe the process of how the proposed school will ensure the following, given the various locations of families:
 - a. How training and support would consistently be provided;
 - b. A plan for providing orientations to enrolled students, their parents, and their instructional coaches on the course delivery model prior to the beginning of the class;
 - c. A plan outlining the nature, frequency, and location of all required and optional in-person meetings and interactions between parents and school faculty, including but not limited to parent/teacher conferences, open houses, and school community meetings; and
 - d. A plan for complying with Title 28, Chapter 11, §1119, Health Screening as part of enrollment and the ongoing functioning of the school.
4. Explain the process to track and monitor attendance in a virtual setting, including systems and practices set forth to monitor student engagement, daily attendance, and truancy.
5. Explain the plan for administering state assessments that meets the requirements in Bulletin 118 §317.
6. Describe plans to recruit, retain, and train a diversified school leadership and staff to serve within a virtual setting, including:
 - a. The process and timeline to recruit and hire a diversified staff, including how the statewide staffing model will impact hiring (if applicable);
 - b. Specific strategies for recruiting and training EL-certified, special education and related services, and other high-need teacher specialties;
 - c. A process on how the school will service those students requiring related services;
 - d. A plan for providing professional development appropriate to the delivery method used and the acceptable use and electronic communication policies; and
 - e. A plan for providing adequate, timely, and appropriate technical support to students, teachers, facilitators, and instructional coaches.
7. Describe the efforts to date to secure a facility for the school to serve “struggling students” that require in-person instruction, including:
 - a. If the applicants have identified a facility, provide a description of the facility and how it meets the school’s needs including its location, 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 assurance that it meets specifications). Also, explain any contingency planning including the associated costs;
 - c. A statement of the procedures to be followed and disposition of facilities and equipment should the charter be terminated or not renewed; and
 - d. A plan to provide at least 20% of instruction to struggling students in-person.
8. Describe how the school will meet the transportation needs of its students requiring in-person instruction.
 9. Provide a summary of data protection and recovery procedures in the event of a catastrophic system failure.