Orleans Parish School Board

2016 Charter School Request For Applications

Part 2: Application and Supplementary Materials

For Charter Schools to open beginning in the 2017-18 school year

Orleans Parish School Board

2016 Charter School Application

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Letter to Prospective Applicants

Prospective Applicants,

We encourage and welcome your interest in operating a charter school with the Orleans Parish School Board.

Ten years ago, our board approved its first charter schools and now, a decade later, OPSB's 18 charter schools serve over 12,000 students and account for over three-fourths of the district's total enrollment. Among OPSB's charter schools are several of the highest-performing public schools in the state of Louisiana, and include a diverse array of offerings to meet the educational needs of every student, including language-immersion, Montessori, STEM, and arts-based education models.

Our charter schools are a central component to the mission of the Orleans Parish School Board - to be an exemplary portfolio school district that values excellence, choice, autonomy, accountability, and public engagement. The board, through its Portfolio office, is committed to upholding these values, as reflected throughout the charter application process. We share our strategic priorities and encourage you to present school models that not only enhance the quality of choices for students and families but, in particular, address student needs that are unique to New Orleans.

We believe that engaging community members throughout the process is key to the success of our schools. This means including Louisiana teachers as participants in the application process, recruiting New Orleans residents and parents of current students to serve on charter school boards, and gauging feedback from parents and teachers.

The 2016 OPSB Charter School RFA represents a rigorous application process, one designed to ensure that the applicants we approve are fully prepared for success. We look forward to your application, and partnering with you in serving the children, families, and communities of Orleans Parish.

Sincerely,

Mary Garton
Chief Portfolio Officer
Orleans Parish School Board

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Introduction

Across New Orleans, more than 90 percent of public school students currently attend charter schools. These schools have led to a dramatic increase in the number of students meeting academic proficiency standards and the performance gap between students in Orleans Parish and Louisiana as a whole has dramatically decreased over the last 10 years.

The 2016 charter school application process seeks proposals from highly qualified applicants to open new Type 1 charter schools and transform existing public schools into Type 3 charter schools. This process helps OPSB ensure that every student in New Orleans has equal access to high quality schools where their interests will come first, where they and their families will have choice, and where educators will have the tools and support they need to be successful.

Autonomy and Accountability

Charter schools that are authorized by OPSB have broad autonomy; as such, they must meet rigorous accountability measures. OPSB authorized Charter schools must meet rigorous standards and expectations set through district policy (available here) the OPSB Charter School Performance Framework (available here) and the Charter School Demonstrations Program Law. Please be aware that the Orleans Parish School Board recently adopted the above charter policies (Section H), linked above, that are applicable to elements of this application.

The Performance Framework directly corresponds with the components of a strong charter school application, as well as the key areas of responsibility outlined in charter contracts. These areas are guided by three fundamental questions, the answers of which are essential to a comprehensive evaluation of charter school performance:

- Is the educational program a success?
- Is the school financially viable?
- Is the organization effective and well run?

Charter schools are evaluated annually against standards in the following categories:
- *Academic Performance* – Charter schools are required to make demonstrable improvements in student performance over the term of the charter. Schools are required to administer all state standardized tests and to adhere to academic standards. Schools are required to serve students with exceptionalities.
- *Financial Performance* – Schools must demonstrate the proper use of public funds, as evidenced by annual balanced budgets, sound audit reports, and conforming to generally accepted accounting practices.
- *Organizational Performance* – A nonprofit corporation holds the charter school contract and is responsible for complying with both the terms in the contract and all applicable laws. The charter school board of directors is a public body and required to adhere to public meeting and public records laws.

Approved charter schools are granted a five-year charter, contingent upon results of the reporting requirements at the end of the third year. Schools unable to demonstrate academic progress or unable to comply with legal/contractual or financial requirements may face sanctions or charter revocation.

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In exchange for rigorous accountability, charter school operators experience substantial authority to make decisions related to personnel decisions, school management and operations, finance, curriculum, school day and calendar, and Education Service Provider (ESP) agreements.

2016 OPSB Charter School Application

The 2016 OPSB Charter School Application contains the following two components:

Part 1: OPSB Charter School RFA Notice of Intent & Eligibility		Part 2: Louisiana Common Charter Application and OPSB Supplemental Materials
Type 1: New Start Schools	Notice of Intent & Eligibility Documentation Deadline for all Type 1 charter schools are due by **12:00 p.m. CST on Friday, January 29, 2016**	Louisiana Common Charter Application & OPSB Supplemental Materials due, for both Type 1 New Start and Type 3 Conversion Schools by **12:00 p.m. CST on Friday, March 4, 2016**
Type 3: Conversion of an Existing Public Schools*	Notice of Intent & Eligibility Documentation Deadline for all Type 3 charter schools are due by **12:00 p.m. CST on Wednesday, January 20, 2016**	

Early Eligibility Review: The OPSB Portfolio Office will provide prospective applicants with a review of eligibility documentation prior to the final submission deadline. Applicants wishing to receive an Early Eligibility Review must submit documents via FluidReview by no later than **12:00 p.m. CST, Wednesday, January 20, 2016.**

This packet contains only Part 2: OPSB Supplemental Application materials. Part 1 materials, including the Notice of Intent and Eligibility Documentation, are posted to the Application page of the OPSB's Portfolio Office website: http://www.opsb.us/charter-schools/applications-3/ .

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2016 Full Application Timeline

The following timeline is tentative and subject to revision. All changes will be posted to the Applications page of the Charter School Office website, and notification will be provided to the application primary contact person.

2016 OPSB RFA Process Timeline	
MILESTONE/TASK	DATE (ALL TIMES CT)
RFA Release	December 10, 2015—Part 1 January 6, 2016—Part 2
Part 1: Eligibility Review Deadline	**Noon, January 20, 2016**
Part 1: Notice of Intent & Eligibility Documentation Deadline	**Type 3: Noon, January 20, 2016** **Type 1: Noon, January 29, 2016**
Type 3 Conversion – Demonstrated Support Procedures Administered	January 20-29, 2016
Type 1 & 3 Final Eligibility Determinations	February 2, 2016
Part 2: Type 1 and Type 3 – Complete Applications due	**Noon, March 4, 2016**
Final Completeness re-check	March 11, 2016
Requests for Clarification presented to applicants	April 1, 2016
Deadline for applicant responses to Request for Clarification	**Noon, April 11, 2016**
Capacity Interviews (TENTATIVE)	**April 18- 20, 2016**
Evaluator Recommendations presented to applicants and OPSB staff	May 2, 2016
Deadline for applicant response to evaluator recommendation	**5pm, May 4, 2016**
Public Hearing (OPSB Accountability Committee)	**May 12, 2016 (TENTATIVE)**
OPSB Board Business Meeting – Final Decisions	**May 17, 2016 (TENTATIVE)**

Proposal Evaluation Process

OPSB's quality criteria for charter application have been established in accordance with state statutes, consultations with local and national experts, and other best-practice research. All submissions will be evaluated by both an independent review team and the local school district.

OPSB has established strategic priorities to guide its charter authorization efforts, based on an assessment of the district's needs and future goals. Alignment with the district's strategic priorities will be considered as a primary factor for all applicants in the proposal evaluation process. The 2016 OPSB Charter Authorizing & Portfolio Strategic Priorities can be found here: http://opsb.us/wp-content/uploads/2015/12/2016-Strategic-Priorities.pdf

Independent review teams and the school district serve different roles in the charter evaluation process:

- Independent review teams provide recommendations on written charter submissions and practical interviews, performance tasks, and site visits. Recommendations provided by the independent review teams after each stage are based only on submitted application information, performance during the Interview stage of the application process, and objective information (such as past school performance data) collected by the school district.

- While the purpose of the independent review teams is to *recommend*, the responsibility of the local school board is to *decide* – and the local school district is responsible for considering all information in helping the local school board make the best informed decisions possible.

- In addition to the input and data considered by the independent review teams, the local school district's input to the local school board also considers external factors, such as an applicant's overall alignment with the school district's strategic priorities and the school district's interactions with applicants in other contexts.

Because of the different roles independent experts and the local school district play, recommendations produced by independent review teams and the broader input provided by the local school district to the local school board may not result in identical recommendations.

Additional Resources

Embedded within this application are links and directions to various informational resources for new school applicants. The evaluation criteria may also serve as a resource to applicants. However, it is the applicant's responsibility to collect all the compliance and regulatory information necessary to open and operate a charter school in the state of Louisiana. The resource notations are for your assistance but are not comprehensive.

The Louisiana Department of Education and Louisiana Association of Public Charter Schools have a strong desire to see qualified charter applicants succeed in the charter application process. In addition to the resources compiled by the district to which an applicant applies, the following resources have been assembled to:

(a) Ensure that applicants recognize the choice option they are most qualified to provide; and

(b) Provide applicants with information and guidance that may be helpful in putting together a successful proposal.

Resource	Description	Location
Call to Action Toolbox	• Includes an interactive dashboard that visually guides applicants towards the geographic, demographic, and academic areas of greatest need	Link
Charter Applicant 101	Document that describes: • The Louisiana charter landscape • The differences among the different types of charter schools	Link
BESE Policies	Bulletin 126 spells out the rules and regulations that govern charter schools.	Link
Charter School Library	A library of resources, including: • Handouts and webinars from charter applicant workshops run by the Louisiana Association of Public Charter Schools • Sample budgets and guides to the different sources from which charter schools traditionally receive funding	Link
Louisiana Association of Public Charter Schools	The mission of the Louisiana Association of Public Charter Schools (LAPCS) is to support, promote and advocate for the Louisiana charter school movement, increasing student access to high quality public schools statewide. LAPCS provides tools and information on existing charters in Louisiana.	Link

Demonstrated Support Procedures

1. Any applicant proposing to convert a preexisting OPSB school to a Type 3 charter school must notify Mary Garton (mary_garton@opsb.us), and Colleston Morgan (colleston_morgan@opsb.us) by email as a part of the Proposal Overview no later than Noon, CST on Wednesday, January 20, 2016.

2. Upon confirmation of an applicant's eligibility to apply, the OPSB Portfolio Office will notify the district's Legal Counsel, who will supervise any demonstrated support procedures.

3. All voting will be conducted via ballot, using the Louisiana Department of Education's Model Ballots, which can be accessed via the state education department website:

   i. Parent ballot

   ii. Faculty/Staff ballot

4. Applicants may request that one or more individuals monitor the voting process on behalf of the applicant group. Applicants may also request that the voting be supervised by an independent third-party of OPSB's selection, with the applicant's approval.

5. Faculty & Staff voting will be conducted via secret ballot at a meeting called for this purpose

   i. Only BESE-certified faculty and staff employed by the school on the most recent October 1st count are eligible to vote in the election.

   ii. Each such staff member is entitled to a single vote.

   iii. Faculty & staff members may vote by absentee ballot; such ballots must be submitted in advance of the staff meeting date

6. Parent & Guardian voting will be conducted via take-home ballot, to be submitted at a designated and secured location at the school site.

   i. Only parents & legal guardians of students enrolled at the school as of the most recent October 1st count are eligible to vote in the election.

   ii. Each such enrolled **child** is entitled to a single vote, to be exercised by the child's parent or primary legal guardian. All ballots must identify the name of the student on whose behalf the ballot has been submitted, as well as provide at least one contact method to be used in the event that a ballot requires confirmation

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Applicant Code of Conduct

Members of OPSB are obligated to make decisions in the best interests of children, free from personal or political influences. Similarly, charter school applicants have the responsibility of respecting and upholding the integrity of the charter school application process.

Specifically, charter school applicants shall not:
- Initiate, or attempt to initiate, any activity with an Orleans Parish School Board member that is prohibited by the Code of Governmental Ethics;
- Direct any communications, including application documents, to an Orleans Parish School Board member at any point during the application submission and evaluation process.

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 OPSB are considered public records, pursuant to the Louisiana Public Records Law, LSA-R.S. 44:1 et seq., and are subject to public release. Type 3 Conversion: Demonstrated Support Procedures

Louisiana law (R.S. 17:3983) permits chartering entities to require applicants seeking to convert a preexisting school to demonstrate that their proposal is supported of a majority of parents and/or certificated faculty & staff. The Orleans Parish School Board may require demonstrated support from both parents and staff at any preexisting school proposed to be converted to a Type 3 charter school, *prior to consideration of the application by the district.*

NOTE: Pursuant to current state law and BESE policies, the Orleans Parish School Board is unable to accept proposals from applicants seeking to convert a school currently under the jurisdiction of the Recovery School District (RSD) to a Type 3 charter school.

District Primary Contact

For any questions or concerns regarding the 2016 OPSB Charter School RFA, please contact Sean Perkins, Executive Director of Portfolio Management, by email at sperkins@opsb.us. For any questions regarding the charter school application evaluation process, please contact Colleston Morgan, Jr., Executive Director of Policy, Performance, & Accountability at colleston_morgan@opsb.us.

2016 Charter School Application Part 2: Louisiana Common Charter Application and OPSB Supplemental Materials

Application Guidelines: OPSB Charter School Application – Part 2

The Orleans Parish School Board (OPSB) is pleased to invite applicants for new quality charter schools seeking to open in fall 2017 (or thereafter). Prior to submitting your application, please be sure to read this entire RFA. Please note that the OPSB Request for Applications incorporates the elements of the LDE Common Application for New Operators, and the Experienced Operator Addendum incorporates the elements of the LDOE Common Application for Experienced Operators. These items have been marked with an asterisk (*) in this document.

New/Existing Operator Application Tracks:

The OPSB Charter School Application process provides charter applicants with a choice of customized application tracks most relevant to their background and organizational capabilities:

- New Operator Application Track – appropriate for groups that have little to no experience running charter schools. This track will offer applicants an early assessment of whether or not their application is viable, avoiding unnecessary effort and costs.

- Experienced Operator Application Track – appropriate for experienced charter operators that have several successful schools in operation in Louisiana and / or nationwide. This track will immediately focus on the past performance of existing schools and the operational elements of the applicant's plan to expand operations in under-served communities in Louisiana.

Each application track will have requirements most appropriate for an applicant's background and proven capabilities. *Applicants should select the appropriate application track, using the following table for guidance.*

Track	Qualifications	Eligibility Criteria
New Operator Track	**Non-profit group:** • **has never operated a charter school** • **does not intend to employ an educational service provider _or_ intends to employ an educational service provider that has never operated a school**	• **The non-profit must submit a signed eligibility confirmation form, acknowledging that all eligibility requirements will be met at the appropriate time** • **Local school boards may require Type 3 takeover applicants to submit evidence of parent and teacher support per established policies. Applicants considering a Type 3 takeover should contact the local school district to determine what is required.**
Experienced Operator Track	**Non-profit group:** • **has operated one or more charter school(s) _or_ intends to employ an educational service provider that has operated one or more school(s)**	• **The non-profit must submit signed eligibility confirmation form acknowledging that all eligibility requirements will be met at the appropriate time (see the Letter of Intent)** • **Local school boards may require Type 3 takeover applicants to submit evidence of parent and teacher support per established policies. Applicants considering a Type 3 takeover should contact the local school district to determine what is required.**

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Eligibility Documentation Form

Components of Application:

The components of the application are described below. For several components, an OPSB-provided template is available. Applicants should use this template to answer. All templates can be found on the Fluid Review Portal.

- Proposal Coversheet & Enrollment Projection:
    - o Applicants will need to use the Proposal Coversheet & Enrollment Projection template to answer.

- Proposal Narrative: The Proposal Narrative is the formal application to OPSB, and is a comprehensive description of the school's educational, organizational, and financial plans.
    - o Applicants will need to use the Proposal Narrative template to answer.
    - o The Proposal Narrative consists of the following sections:
        - Enrollment Summary
        - Executive Summary
        - Education Plan
        - Organizational Plan
        - Financial Plan
        - Summary Reflection

- Attachments: Throughout the application, specific documents are requested in addition to narrative answers. Attachments may not contain additional narrative unless specified. A comprehensive list of the attachments is provided in these instructions.

- Addenda: Certain addenda are requested based on applicant circumstance.
    - o Applicants will need to use the Proposal Narrative template to answer.
    - o Addenda are requested of Experienced Operators, applicants with Corporate Partners, and Virtual programs.

In addition to the materials above, applicants may be asked to complete the following:

- Clarification Packet: If needed, the Evaluation Team will present applicants with a Request for Clarification. This Request provides applicants an opportunity to respond to questions from the Evaluation Team in writing, in advance of the capacity interview.

- Capacity Interview: Applicants will have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer specific questions about their proposal.

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Eligibility Documentation Form

Attachments

Attachments	Template	Required?
Attachment 1: Curriculum Plans	Curriculum Plan template	Required
Attachment 2: Academic Standards		Required
Attachment 3: School calendar & schedules		Required
Attachment 4: Discipline Policy		
Attachment 5: Evidence of community support		
Attachment 6: School Leader Documents		Required
Attachment 7: Leadership team Documents		Required
Attachment 8: Leadership evaluation tools		
Attachment 9: Organizational Charts		Required
Attachment 10: Board Documents		Required
Attachment 11: Board member information	Charter School Board Member Information template	Required
Attachment 12: School staffing chart	Staffing Chart template	Required
Attachment 13: Personnel policies		
Attachment 14: Teacher evaluation tool		
Attachment 15: Facility documentation		
Attachment 16: Start-up plan		Required
Attachment 17: Financial manager resume		
Attachment 18: Financial plan	Financial Plan Workbook template	Required
Attachment 19: Budget narrative		Required

Experienced Operators

Attachments	Template	Required?
Attachment EO-1: Annual reports		Required
Attachment EO-2: Track Record		Required
Attachment EO-3: Litigation documents		Required
Attachment EO-4: ESP contract		
Attachment EO-5: Financial statements		Required
Attachment EO-6: Network-level budget		Required
Portfolio Summary	Portfolio Summary template	Required

Corporate Partners

Attachments	Template	Required?
Attachment EO-1: Annual reports		Required
Attachment EO-2: Litigation documents		Required
Attachment EO-3: ESP contract		

Virtual programs

Attachments	Template	Required?
Attachment EO-1: Annual reports		Required

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Eligibility Documentation Form

Submitting your application via fluid review

1. Prepare your application **using the templates and online submission process established by OPSB. The log-in information to the online application portal will be provided once an applicant's eligibility has been confirmed.** In the interim, you may begin developing application content in MS Word format. Any such content can subsequently be pasted into the template documents and uploaded. You will upload each element of the application (cover sheet, narrative, attachments, etc.) separately.

2. Upload each of your documents to the online application system. **Be sure to upload the documents in the file format specified.** An overview of the online application system will be included in the orientation session for applicants.

3. You may SUBMIT your application after you have uploaded all required documents. Fluid Review will not allow you to SUBMIT your application until you have met these requirements.

4. Once the system has accepted your SUBMIT command, your application will be both submitted and locked. You will not be able to make additional revisions.

5. **Fluid Review will automatically shut down access to all applications at 12:00 p.m., CST on March 6, 2015.** Ensure you allow adequate time to upload all documents before the deadline. Applications not fully SUBMITTED, including applications that are partially uploaded, will not be accepted.

2015 OPSB Charter School Request for Applications: Instructions

Proposal Narrative

Please submit a Proposal Narrative that addresses the following items. There are no page limits for individual sections except for the School Summary and Addenda. The total narrative response may not exceed 60 pages (not including the requested attachments and addenda).

Please keep in mind that your application is a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to open.

NOTE: As required by law, the OPSB Charter School RFA incorporates the LDOE Common Charter Application for New Operators, and the Experienced Operator Addendum incorporates the LDOE Common Application for Experienced Operators. Asterisks (*) identify these items.

School Summary
Enrollment Summary

> **2 page limit**

Enrollment Plan: Complete the following table for **EACH** school proposed to open in Fall 2017 *(duplicate as needed).* Remove any rows for grades the school will not serve.

Grade Level	Number of Students					
	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__	Year 5 20__	Capacity 20__
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
PLANNED						
MAXIMUM						

Describe the characteristics of the student population that your school will serve. Include the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. The student population that you describe should be consistent with the enrollment projections that you provide in your proposal overview.*

Eligibility Documentation Form

Executive Summary

2 page limit

The Executive Summary should provide a concise summary of the following:

- The mission, and a vision for the school(s)*
- The targeted population and geographic location for the school(s)
- The problem that you are starting a school to address and why it needs to be addressed*
- The key components and unique elements of the educational model, including brief explanation of how it will drive success for the identified student population*
- The expected outcomes for the students both in the short run- after they graduate from your school- and in the long run, as adults*
- The qualifications and accomplishments of your school's leadership team, demonstrating capacity to open and manage a high quality school

Education Plan

Mission and Vision

The mission and vision statements, taken together, provide the foundation for the entire application. The mission is a statement of the fundamental purpose of the school describing why it exists. It should describe the values to which you will adhere while achieving that purpose. The vision outlines how the school will operate, and identifies what success looks like for students, for the school as a whole, and for any other entities that are critical to the mission.

1. Why do you want to start a school? Identify and describe in detail the problem that you are starting a school to address. *

2. State the mission of your non-profit and describe how it will be manifest in the school's daily activities.*

3. Describe the vision for the school, illustrating what success will look like in terms of both life outcomes for students and impact on community and/or society.*

Education Program Overview and Theory of Change

Summarize the education program for the school.

1. Identify your educational model. Describe the underlying theory that explains why your educational model will address the problem you have identified.*

2. Briefly outline the fundamental features of the educational model that will drive educational outcomes in the proposed school, including:*

   a. Programs (curriculum, PD, after school program, parent program, etc.)
   b. Principles (no excuses, individualized learning, learn at your own pace, etc.)
   c. Structures (blended learning, learning communities, class sizes, etc.)

3. Describe the mechanisms by which the features described above will dramatically influence student success.

Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the state/district standards.

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1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

2. Provide an overview of the planned curriculum, addressing alignment with state/district standards. Describe the evidence that these curricula will be appropriate and effective for the targeted students.

    a. If the curriculum is fully developed, summarize curricular choices, by subject, and the rationale for each by completing the Curriculum Summary Template provided by OPSB and including in **Attachment 1**.

    --OR--

    b. If the curriculum is not already developed, instead include with **Attachment 1** a curriculum development plan, including identification of individuals responsible and the timeline for development and completion.

3. Describe the primary instructional strategies that the school will expect to use for all core content and mission-related subject areas, and why they are well-suited for the anticipated student population. Identify who will teach the material (school staff or partner organization). Explain the methods and systems that teachers will have for providing differentiated instruction to meet the needs of all students. Identify any specialized PD required.*

4. For each partner with which you already have a preliminary written agreement, provide a list of the services that are specified in the agreement. Describe why the partners you have selected are the best-fit organizations to provide the services you have listed.*

Pupil Performance Standards
NOTE: Responses to the following items must be consistent with district/state standards.

1. Describe the pupil performance standards for the school as a whole.

2. If you do not plan to use Common Core State Standards, provide, in **Attachment 2**, a summary of the school's proposed learning standards for one grade in each division (elementary, middle, high school) the school will serve at capacity. Address the skills and knowledge each student will be expected to attain by the end of that grade. If the school will serve only one division, the exit standards provided in response to question 5 of this section will suffice. *DO NOT attach a copy of Common Core State Standards.*

3. If you plan to adopt or develop additional academic standards beyond state and district requirements, explain these standards (content areas, grade levels). Describe the adoption or development process that has taken place or will take place. Select one subject area for one grade level as an example, and explain how these additional standards exceed requirements.

4. Explain the policies and standards for promoting students from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?

5. Provide, also in **Attachment 2**, the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

6. If your school will not serve tested grades by the time of its year three renewal review, please describe the nationally normed assessment instruments you will use to determine your students' academic success and progress. Describe the targeted performance thresholds you expect your students to meet by the third year of the school's operation.

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High School Graduation Requirements

NOTE: High schools are expected to meet or exceed state and district graduation standards.

1. If graduation requirements will exceed state and district standards, explain the additional requirements. Describe how the school will meet these requirements and all state and district standards. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered.

2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).

3. Discuss the systems and structures the school will implement for students at risk of dropping out or not meeting the proposed graduation requirements.

Special Populations

NOTE: Schools are responsible for hiring licensed and endorsed special educators pursuant to law. School personnel shall participate in developing Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate.

1. Describe the overall plan to serve students with exceptionalities, including, but not limited to, students with IEPs or Section 504 plans, English Language Learners (ELLs), students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve and the basis for those assumptions. Discuss how the curriculum, daily schedule, staffing plans, and support strategies/resources will meet or be adjusted for the diverse needs of students.

2. Explain how you will recruit and meet the social and academic needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following*:
   a. Methods for identifying students with exceptionalities (and avoiding misidentification)*,
   b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with exceptionalities.*
   c. Plans for monitoring and evaluating the progress and success of students with exceptionalities (including involvement of their families) to ensure the attainment of each student's goals as set forth in the IEP*,
   d. Plans for promoting graduation for students with exceptionalities, and
   e. Plans to have qualified staffing adequate for the anticipated exceptionalities.

3. Explain how the school will recruit and meet the needs of (ELL) students, including the following:*
   - Methods for identifying ELL students (and avoiding misidentification),*
   - Specific instructional programs, practices, and strategies the school will employ to ensure both academic and social success and equitable access to the core academic program for these students, *
   - Plans for monitoring and evaluating the progress and success of ELL students (including involvement of their families), as well as plans for exiting students from ELL services, and *
   - Means for providing qualified staffing for ELL students. *

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4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

5. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
   a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities,
   b. Plans for monitoring and evaluating the progress and success of intellectually gifted students, and
   c. Means for providing qualified staffing for intellectually gifted students.

School Structure: Calendar and Schedule

1. Discuss the annual academic calendar for the school, including the total number of days/hours of instruction. Explain how it reflects the needs of the educational program. In **Attachment 3**, provide the school's proposed calendar for the first year of operation.*

2. Describe the structure of the school day and week. Include the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why this daily and weekly schedule will be optimal for student learning. Discuss the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment 3,** a sample daily and weekly schedule for each division of the school, and a calendar of special events that will happen throughout the school's inaugural year.*

School Structure: Supplemental Programming

Describe the student-focused activities and programs that are integral to the educational plan.

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of students and the methods used to identify them. What are the anticipated resource and staffing needs for these programs, and how will they be funded?

2. Describe any extra- or co-curricular activities or programming the school will offer, how often they will occur, and how they will be funded.

3. Describe any programs or strategies to address student mental, emotional, and social development and health.

School Structure: Culture

1. Describe the values that will define your student culture. Also provide your plan for setting and maintaining positive student norms and behavior expectations.*

2. Explain the plan to create and implement this culture for students, teachers, administrators, and families starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

3. Explain how the school culture will take into account and serve students with exceptionalities, including students receiving special education services, ELLs, and any students at risk of academic failure.

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School Structure: Discipline

NOTE: OPSB charter schools are required EITHER to adopt the Orleans Parish Uniform Code of Conduct, (http://opsb.us/wp-content/uploads/2012/10/2014-2015-OPSB-Student-Code-of-Conduct.pdf) OR to adopt a school-specific discipline policy which conforms to the standards of the Uniform Code of Conduct. OPSB charter schools are required to participate in the city-wide common expulsion process.

1. Describe the school's approach to student discipline.

2. Provide the range of consequences that will be used to discipline children, and the process for assigning a consequence to an offense. This description should include a list, with definitions, of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.

4. Describe the practices the school will use to minimize the effect of disciplinary action on student achievement.

5. Explain how the school will take into account the rights of students with exceptionalities in disciplinary actions and proceedings.

6. Describe the procedures for due process when a student is suspended, including a description of the appeal process that the school will employ and the plan for providing services to students who are out of school for more than 10 days.

7. Explain how the school will allocate adequate and appropriate resources to effectively implement this discipline approach.

8. *If the school does not plan to use the Orleans Parish Uniform Code of Conduct, provide, as* **Attachment 4** *the school's proposed discipline policy*. *IF THE SCHOOL WILL EMPLOY THE ORLEANS PARISH UNIFORM CODE OF CONDUCT, DO NOT PROVIDE THIS ATTACHMENT. DO NOT UPLOAD A COPY OF THE ORLEANS PARISH UNIFORM CODE OF CONDUCT.*

Parent and Community Involvement

1. Describe the community in which your school will be located, including its greatest strengths and greatest challenges.*

2. Describe the student population the school will serve, including their needs and why those needs are not currently being met. *

3. Identify key relationships that your organization has established in this community. Briefly explain the mutually beneficial nature of these relationships.*

4. Describe any activities you have undertaken to date to assess and build parent and community support for the school. Explain the role to date of any parents and community members in developing this application or the school, as applicable.

5. Describe how you will engage parents in the life of the school (in addition to any proposed governance roles described below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any volunteer activities or commitments the school will seek from, offer to, or require of parents.

6. Provide, as **Attachment 5**, any evidence of support from the community including parents, community members, and partners (e.g. surveys, intent to apply lists, letters of commitment, MOUs, or contracts).*

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School Leadership

1. Describe the key tenets of the leadership philosophy that your leadership team will employ to drive success in the school.*

2. *If the principal/head of school candidate has been identified*, explain why this individual is well-qualified to lead the proposed school in achieving its mission.
    a. If the proposed leader has never run a school, describe any leadership training programs that (s)he is currently participating in or has completed.
    b. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. Discuss the evidence of the leader's ability to effectively serve the anticipated population.
    c. Describe significant achievements of the proposed school leader in organizations or schools that they have led. *
    d. Provide, in **Attachment 6**, the qualifications, resume, and professional biography for this individual. Include school-level performance data for all schools the individual has led, as well as classroom level data from his or her teaching career. *

3. *If no candidate has been identified to lead the school*, discuss the timeline, criteria, and recruiting and selection process for hiring the school leader; and instead provide as **Attachment 6** the job description, desired qualifications, and selection criteria for the position. *

4. Describe any leadership training and development that will be provided to the school leader prior to the school opening. Explain the skills that school leader will gain from these experiences.*

5. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school. If known, identify and summarize the qualifications of the individuals who will fill these positions and provide, as **Attachment 7**, the qualifications, resumes, background checks, and professional biographies for these individuals. For positions not yet filled, explain the timeline, criteria, and process for recruitment and hiring, and provide job descriptions, desired qualifications, and selection criteria for each in **Attachment 7.**

6. Explain how the school leader will be supported, developed, and evaluated annually. Provide, in **Attachment 8**, any leadership evaluation tool(s) that you have developed for use in addition to or instead of Louisiana's COMPASS evaluation tools. *DO NOT attach a copy of COMPASS*.

Organizational Plan

Organizational Charts

Submit, as **Attachment 9**, organization charts that show the school governance, management, and staffing structure in year one and at capacity.

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations (such as ESPs) or mission-critical partner organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school.*

Governing Board

1. Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups. Provide evidence of the board's readiness to leverage and sustain relationships with key stakeholders.*

2. Provide, as **Attachment 10**, the board's bylaws, code of ethics, and conflict of interest policy.

3. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school, ESP (if applicable) and any advisory bodies. How often will the board meet? Discuss the plans for any committee structure. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain the procedure by which board members have been and will be selected.

4. Explain how this governance structure and composition will help ensure that:
   a. The school will be an educational and operational success;
   b. The board will evaluate the success of the school and school leader; and
   c. There will be active and effective representation of key stakeholders, including parents.

5. Describe the steps the board will take to ensure that the school leader keeps the school on track to achieve its vision. Specifically, describe:*

   - The information the board will collect;

   - The systems by which the board will collect information;

   - The standards the board will use to evaluate information it collects; and,

   - The process (es) by which the board will evaluate information and make decisions.

6. Complete the following table to list all currently identified Board members for the school. *Note that OPSB requires 5 board members at the time that a charter school is approved by the Board. State law requires 7 board members in order to execute an operating agreement, and at all points during the school's operation. Add rows as needed.*

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Name	Current Employer, Job Title	Board Position, Area of Expertise

7. Summarize the above listed members' interests in and qualifications for serving on the school's board, and the role that each board member will play on the board. Provide, in **Attachment 11**, a background check, a resume and a completed and signed Board Member Information Sheet for EVERY identified board member.*
   If a board member's resume is attached elsewhere in this application, state so on the Information Sheet.

8. If the current applicant team does not include the initial governing board of the school, explain how and when the transition to the formal governing board will take place.

9. *If this application is being submitted by an existing nonprofit organization, respond to the following:*
   a. Will the existing nonprofit board govern the new school, or will the school be governed by a new nonprofit corporation with a separate board?
   b. *If the nonprofit's current board will govern the charter school,* what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
   c. If a new board has been or will be formed, describe what its ongoing relationship to the existing nonprofit's board will be.

10. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest, in accordance with law and policy, including by not limited to the La. Code of Governmental Ethics (La. RS 42:1101 et. seq).

11. Identify any existing relationships that could pose actual or perceived conflicts of interest if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. *

12. Describe plans for increasing the capacity of the governing board.
    a. How will the board expand and develop over time?
       i. Is the board, as currently composed, in compliance with the requirement that 50 percent of its members reside in the community, defined as Orleans Parish? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members?
    b. What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and any participation requirements.

Advisory Bodies

Describe any advisory bodies or councils to be formed, including the roles and duties of each body. Describe the planned composition, the strategy for achieving that composition; the role of parents, students, and teachers, as applicable; and the reporting structure as it relates to the school's governing body and leadership.

Grievance Process

Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

Staff: Structure

1. Provide, as **Attachment 12**, a completed staffing chart for the school *(prepared using the template provided by OPSB)*.
2. Describe the staffing structure of the school. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.
3. Explain how the relationship between the school's leadership team and the rest of the staff will be managed.

Staff: Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. *If already developed,* provide, as **Attachment 13**, any personnel policies or an employee manual.

2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers. Explain the school's plan for ensuring all compensation and evaluation policies will be compliant with applicable state statutes and BESE policies.

3. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school's plan for ensuring all instructional staff have attained the required educational credentials under state law (LA R.S. 17:3983). In addition, to the extent the school anticipates receiving Title I funding, describe the school's strategy for hiring "Highly Qualified" staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to the school design. *

4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

5. Explain how teachers will be supported, developed, and evaluated each school year. Does the school intend to seek a waiver from the state observation rubrics under COMPASS? *If already developed, p*rovide, as **Attachment 14**, any teacher evaluation tool(s) for use with or instead of Louisiana's COMPASS evaluation tools. *Do NOT attach a copy of COMPASS*. *

6. Define the norms that will shape the interactions between administrators and teachers and among teachers, the reason each norm is important, and the steps that you will take to teach and reinforce these norms.*

7. Explain how the school will handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Staff: Professional Development

Describe the school's professional development expectations and opportunities.

1. Identify the individual or position responsible for professional development.

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2. Describe the steps that you will take to invest staff in the vision and to sustain their investment. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.*

3. Provide a schedule for and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum or instructional methods, as applicable.

4. Describe the expected number of days/hours for professional development throughout the school year, and demonstrate how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and explain how such time will typically be used.

Performance Management

NOTE: OPSB will evaluate the performance of every charter school annually and for renewal purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement. Applicants may propose to supplement these performance standards with school-specific academic or organizational goals.

1. Describe the performance goals the school will achieve to put students on the path towards achieving your vision. Provide the baseline data used in establishing all performance goals. Include the goals the school will reach both in year one and in year five, at the end of your first charter contract. State goals clearly in terms of the measures or assessments to be used. *

2. Describe any mission-specific educational goals and targets that the school will have.

3. Describe any mission-specific organizational goals and targets that the school will have.

4. Describe the metrics to be used in measuring progress towards these goals, including the mechanisms for collecting data to measure progress.*

   a. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract.

   b. In addition to mandated assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and state standards.

   c. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.

   d. Identify the person(s), position(s), and/or entities that will be responsible for and involved in the collection and analysis of assessment data.

5. Who will be responsible for managing performance data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?

6. Explain the training and support that the school leadership team and teachers will receive in analyzing and interpreting performance data and using the findings to improve student learning.

7. Identify the greatest obstacles to achievement of these performance targets. Discuss the plan to overcome those obstacles.* Describe the corrective actions the school will take if it falls short of student academic

achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Recruitment/Enrollment

NOTE: ALLOPSB-authorized charter schools are required to participate in the city-wide common enrollment (OneApp) process. Schools may establish mission-specific admissions criteria, provided such criteria are compliant with state law and OPSB policy.

1. Describe your recruitment strategy and provide your recruitment plan.*

2. Discuss the approach to recruitment that ensures that your school will enroll a diverse group of students, including students with exceptionalities, ELLs, and at-risk students (in quantities compliant with state law). If applicable, provide this specific information as well, clearly indicating how these preferences and requirements will be aligned with OneApp:

    a. Geographic boundaries within which applicants will be given preference

    b. Admissions requirements consistent with your charter school's mission

Facility

NOTE: Type 1 charter schools are required to secure a suitable school facility prior to executing an Operating Agreement with the district. OPSB cannot guarantee the availability of a district facility, and cannot assign a school to any RSD-controlled facilities.
Type 3 charter schools are permitted to retain the existing school facility upon conversion.

1. Discuss the school's facility needs based on the educational program and anticipated enrollment.
2. If a facility has been identified:
    a. Provide the location. Describe the facility including, at a minimum, the number and size of the classrooms, common areas, administrative areas, recreational space, any community facilities, and any residential facilities. Explain how the facility will meet the needs of students and describe the plan to ensure that it will be fully accessible to students with physical disabilities and ADA-compliant.
    b. If this facility is secured, (i.e. the school has negotiated or established specific lease or purchase terms) discuss the proposed terms and provide, also in **Attachment 15,** the draft agreement or other proof of commitment. You may provide up to 10 pages of supporting documentation about the facility, such as floor plans and photographs, in **Attachment 15.**
    c. To the extent that the facility will require renovation or describe those plans including anticipated timing and cost.
3. If a facility has not been secured, identify, including location, any buildings that are under consideration and discuss the process and time line for selecting, acquiring, renovating (if applicable), and taking occupancy of an identified or other facility that meets the description of needs above. Provide specific evidence supporting the rationale for all assumptions regarding acquisition and renovation costs.
    a. Describe locations you have explored. Describe each facility and explain how the facility will meet the needs of students. Describe the plan to ensure each facility will be made fully accessible to students with physical disabilities and ADA-compliant.
    b. Outline your current process, criteria, and timeline for selecting a location.
    c. Detail expected costs you will incur to secure a location. Describe how your current budget proposal will address these costs.

Startup Plan

1. Provide, as **Attachment 16**, a detailed start-up plan for the school. Specify tasks, and key milestones, timelines for completion, and the individuals or positions responsible for each.

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2. Describe how the school will meet all legal obligations relative to student transportation arrangements In addition to daily transportation needs, describe how the school will meet transportation needs for field trips and athletic events.

3. Outline the school's plan for safety and security for students, the facility, and school property; including but not limited to types of security personnel, technology/equipment, and policies that the school will employ.

4. List of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.

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Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

   a. Do you plan to use a financial manager or a back-office service provider?* If a vendor has been selected, identify and briefly describe the rationale for selection. What are the anticipated costs for services? If that entity is an individual financial manager, also provide his/her resume as **Attachment 17***. To whom does this service provider report: the school leader or the board?*

   b. Describe the accounting and control systems you will install, including essential checks and balances. Please indicate how a culture of proper financial controls and reporting will become an essential component of your organizational culture.*

2. Define the respective roles and responsibilities of the school's administration and governing board for school finances.

3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.

4. Describe how the school will ensure financial transparency to OPSB and the public, including its plans for public adoption of its budget and public dissemination of the audit and an annual financial report.

5. Describe your approach to budgeting, including an explanation of your approach to cutting costs if faced with a budget shortfall.*

6. Submit the completed Financial Plan Workbook as **Attachment 18**. In developing your budget, use the following per-pupil MFP revenue projection: **$9,750.** *Prepare your submission using the template provided by OPSB. Complete ALL sheets in the workbook. Applicants for multiple schools should complete all sheets in the workbook for all schools opening in year one.*

7. Budget Narrative: As **Attachment 19**, present a detailed description of assumptions, calculations, and revenue estimates. The narrative should include, at minimum, the basis for revenue projections, staffing levels, and costs. Provide specific evidence supporting assumptions and/or describe the source of estimated amounts wherever possible.

   a. Describe all anticipated funding sources. Clearly address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include in **Attachment 19** evidence of commitment for any funds on which the school's core operation depends.

   b. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

   c. Explain the year one cash flow contingency plan, in the event that revenue projections are not met.

Addenda

The following addenda should be completed as applicable by each applicant. Included in the outline below is a list of attachments for each addendum.

1. For EXPERIENCED OPERATOR applicants

   - Attachment EO-1: Annual report

   - Attachment EO-2: Track Record

   - Attachment EO-3: Litigation documents

   - Attachment EO-4: ESP contract

   - Attachment EO-5: Financial statements

   - Attachment EO-6: Network-level budget

2. For applicants applying with a corporate partner

   - Attachment CP-1: Annual report

   - Attachment CP-2: Financial statements

   - Attachment CP-3: Partnership MOU

Experienced Operator Addendum

20 page limit

This addendum is required of EVERY applicant seeking ANY of the following:

- Approval for multiple schools, regardless of opening year
- Replication of existing schools or school models
- Governance of multiple schools by a single board of directors
- School operation/management via contract with a third-party education service provider (ESP) or charter management organization (CMO)

An ESP is any third-party entity, whether nonprofit or for-profit, that provides comprehensive education management services to a school via contract with the school's governing board.

Complete each section as applicable (new operators, refer to page 4 of this RFA). All applicable sections of this addendum MUST be completed in order for the application as a whole to be determined complete. If an applicant believes that a particular question in this section is not applicable to their proposal, the applicant should so state AND explain why the applicant believes the particular question does not apply. If a question has been thoroughly answered earlier in the narrative proposal, the applicant should so state AND reference the section, question number and page number. If an applicant is unsure as to whether or not a particular section is required, it is the responsibility of the applicant to contact OPSB for guidance.

NOTE: The term "organization" as used throughout this addendum applies to any applicant or partnership among groups, or individual group within such a partnership, for example, an existing school or group of schools proposing to replicate; an existing school network or CMO applying directly for a charter; a governing board proposing to contract with an ESP; applicants for Type 3 charters; or other entities and arrangements.

Overview

2 page limit

1. **Organization Mission.** Provide the mission of the organization and explain how creation of the proposed school(s) serves this mission.
2. **Organization Strategic Vision and Growth Plan.** Summarize the organization's strategic vision including outcomes to be achieved, five-year growth plan, key components of the scale plan, rationale for expansion, and your approach to mitigating the threats most likely to hinder your success. Briefly describe the communities where the organization is seeking approval to expand and explain how each proposed school would meet identified needs in its respective community.*
3. **Anticipated Population and Educational Need.** Compare the anticipated student population and educational need for EACH proposed school to the student populations and educational needs served by any existing schools operated by the organization.* Describe your organizations' success educating a similar demographic population to the population you intend to educate in Orleans Parish.*
4. **Educational Plan and School Design.** Provide an overview of the education program proposed for replication, including key non-negotiables of the model. Briefly explain how and why the program was selected for replication, as well as the evidence that demonstrates this model will be successful in improving academic achievement for the anticipated student population.

Curriculum and Instructional Design Supplement

1. Describe the curriculum and basic learning environment, including class size and structure for all divisions to be served. Specifically explain any differences among the schools being proposed.

2. Explain the organization's approach to replicating and implementing the school model, including curriculum and instructional design, among multiple schools.

3. Clearly explain any key educational features that *differ* from the organization's existing portfolio of schools or schools proposed for replication. Explain the rationale for the variation in approach and identify any new resources the variation would require.

Network Vision, Growth Plan, & Scale Strategy

1. Describe the organization's strategic vision, desired impact, and five-year growth plan for developing new schools in Orleans Parish, Louisiana, and/or other states as applicable. Include the following information, regardless of school location*:
   a. Number and types of schools (divisions, grade levels served);
   b. Proposed opening years;
   c. Demographic characteristics of the students to be served by each school; and
   d. Projected enrollments.
   Discuss all currently targeted markets/communities and the criteria used for selection.

2. If you are simultaneously opening new schools in other states or have submitted applications to open schools in new states, provide a list including the name and location of each school, the authorizer and application status for each application, and the number of students served by each proposed school.*

3. If the existing portfolio or growth plan includes schools in other states, explain specifically how growth in Orleans Parish fits into the overall growth plan. Describe the vision for your organization after the five-year growth plan has been implemented. In what way will your growth in Orleans Parish contribute to that vision?*

4. Provide evidence of organizational capacity to open and operate high-quality schools in Orleans Parish and elsewhere as described. Outline specific timelines for building or deploying organizational capacity to support all proposed schools.

5. Discuss the results of past replication efforts and lessons learned – including particular challenges encountered, how each was addressed, and the plan to mitigate such challenges for the schools proposed in this application. Organizations that operate only one school should address challenges encountered while growing that school.*

6. List all schools that were previously approved by this or another authorizer but which failed to open or did not open on time, and explain the reasons for failure or delay.

7. Similar to the previous discussion about school-level risks in the Summary Reflection above, discuss the greatest anticipated risks and challenges to achieving the overall organization's desired outcomes in Orleans Parish over the next five years. Explain how the organization will meet these challenges and mitigate risks.

8. Provide, as **Attachment EO-1**, the organization's annual reports for the last two years and any current business plan for the organization.

9. Describe the steps planned to scale the model to new sites, including the individuals/positions involved and the resources contributed both by the organization and individual new schools.*
   a. If the organization operates schools in other states, compare past scale efforts in other states to planned scaling in Orleans Parish and Louisiana as a whole.

    b. Describe plan for embedding the fundamental features of the model described into the planned schools.*

10. Describe all changes to the leadership personnel and/or leadership structure of the organization in the previous two years. *

Network Management

1. Identify the organization's leadership team and their specific roles and responsibilities.

2. Explain any shared or centralized support services the organization will provide to schools in Orleans Parish. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and identify specific service goals. How will the organization measure successful delivery of these services? In the case of a governing board proposing to contract with a management organization, service goals should be consistent with those outlined in the term sheet and draft contract provided below in **Attachment EO-3**.

3. Complete the table below, summarizing school- and organization-level decision-making responsibilities.

Function	Network/Management Organization Decision-Making	School Level Decision-Making
Performance Goals		
Curriculum		
Professional Development		
Data Management and Interim Assessments		
Promotion Criteria		
Culture		
Budgeting, Finance, and Accounting		
Student Recruitment		
School Staff Recruitment and Hiring		
HR Services (payroll, benefits, etc.)		
Development/ Fundraising		
Community Relations		
IT		
Facilities Management		
Vendor Management / Procurement		
Other operational services		

4. Provide, in **Attachment 9** above, the following additional organization charts:
   a. Year one organization as a whole (including both organization management and individual schools)
   b. Year three organization as a whole
   c. Year five organization as a whole

These organization charts should clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the board intends to contract with a CMO or ESP, clearly show the provider's role in the organizational structure of the school(s).

Network Governance and Legal Status

1. Explain what entity will hold the charter for each of the proposed schools.

2. Describe the governance structure at both the network and individual school levels and the plan for satisfying all applicable statutory and authorizer requirements for composition of charter school governing boards. Explain whether each school/campus will have an independent governing board, there will be a single board governing multiple schools, or both a network-level board and boards at individual schools. If there will be both a network-level board and boards at each school, describe the organizational relationship between them, the legal status of each, and the scope of authority of each. If each school will have an independent governing board but there will be no network-level board, explain how the network will be governed and how decisions that affect the network as a whole will be made.

3. If an existing board will govern the proposed school(s), discuss the plan to transform that board's membership, mission and bylaws to support the expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties. If a new board will be formed, describe how and when the new board will be created and what, its ongoing relationship to the existing nonprofit's board will be.

4. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.

5. Explain how the interests of individual schools will be balanced with organization interests and how key stakeholders will be represented.

6. Explain how this governance structure and composition will help ensure that the school(s) will be educationally and operationally successful, and that the board will evaluate the success of the school(s) and school leader(s).

Network Leadership Pipeline

1. Describe the current or planned process for sourcing and training potential school leaders for schools opening in subsequent years. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

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Network-wide Staffing

1. Complete the following table indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serve the network 50 percent or more. *Change or add functions and titles as needed to reflect organizational plans. Add or delete rows as needed.*

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Number of elementary schools					
Number of high schools					
Total schools					
Student enrollment					
Management Organization Positions					
[specify]					
[specify]					
[specify]					
[specify]					
Total back-office FTEs					
Elementary School Staff					
Principals					
Assistant Principals					
Add'l School Leadership Position 1 [specify]					
Add'l School Leadership Position 2 [specify]					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized School Staff 1 [specify]					
Specialized School Staff 2 [specify]					
Teacher Aides and Assistants					
School Operations Support Staff					
Total FTEs at elementary schools					
High School Staff					
Principals					
Assistant Principals					
Deans					
Add'l School Leadership Position 1 [specify]					
Add'l School Leadership Position 2 [specify]					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized School Staff 1 [specify]					

Specialized School Staff 2 [specify]					
Teacher Aides and Assistants					
School Operations Support Staff					
Total FTEs at high schools					
Total network FTEs					

School Staff Structure

1. Explain how the relationship between each school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.

2. Complete the table(s) below outlining the school staffing rollout plan for a "typical" elementary school and/or a "typical" high school. *Adjust or add functions and titles as needed. Modify the tables, as needed, to reflect variations in school models.*

3. If the proposed schools will use a staffing model that diverges from the operator's norm, please explain. *Add or delete rows from the tables as needed.*

Typical New Elementary School Staffing Model and Rollout

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Principal						
Assistant Principal						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [specify: i.e., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs						

Typical New High School Staffing Model and Rollout

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Principal						
Assistant Principal(s)						
Dean(s)						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [specify: e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs						

Network Performance Management

1. Describe the organization's approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.

2. Describe the organization's plans to monitor performance of the portfolio as a whole. What actions will you take if the network as a whole fails to meet goals? Explain how the organization assesses readiness to grow and under what circumstances the organization would delay or modify its growth plan.

Performance Record

NOTE: OPSB will use the information provided in this section as well as the information provided in the Portfolio Summary to assess the academic, organizational, and financial performance record of the organization and its schools or the school model that the organization proposes to replicate. The applicant must provide all of the requested information for all of its schools. The Portfolio Summary is due on March 4.

1. Please complete **Attachment EO-2** and provide your organization's track record for schools that it currently operates.*
2. Discuss the primary reasons for your network's achievements.*
   a. Discuss any notable challenges that any schools have overcome to achieve these results.
   b. Identify any ways in which this/these school's successes have informed or affected how other schools in the portfolio perform. Explain how effective practices, structures, or strategies were identified and how they were implemented in other schools.

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3. Discuss a school with relatively low or unsatisfactory performance. Be specific about the results which provide the basis for judgment that performance is unsatisfactory. Include student status, growth, absolute, and comparative academic results, as available.*
   a. Describe the primary causes of the school's problems.
   b. Explain the specific strategies that being employed to improve performance.
   c. How will you know when performance is satisfactory?
   d. What are the expectations for satisfactory performance in terms of performance levels and timing?

4. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."

5. List and explain any material audit findings for your organization or a school that you operate.*

6. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization, and explain the causes of each occurrence.

7. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and explain how such deficiencies or violations were/are being resolved.*

8. Identify all current or past litigation, including arbitration proceedings, by school, involving the organization or any schools it operates. If applicable, provide as **Attachment EO-3** (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.*

ESP Selection

1. Explain why the applicant plans to contract with an ESP rather than operate the school(s) directly.

2. Explain how and why the ESP was selected, providing specific evidence to support the rationale for this decision. When and how did the applicant learn of the ESP? What other ESPs were considered? Why this ESP was selected? What due diligence was conducted? Summarize the findings of reference checks conducted by the applicant, identifying the source of each reference.

3. Explain and provide evidence of the ESP's success in serving student populations similar to the target population of the school(s) proposed in this application. What evidence demonstrates the ESP's academic, management, and operational track record?

ESP Legal Relationship

1. Provide evidence that the board is independent from the ESP and self-governing, including evidence of independent legal representation and arm's-length negotiating.

2. List all subsidiaries and/or related entities that are affiliated with or owned in whole or in part by the ESP, and identify the nature of each entity's business activities. Explain whether the school(s) will have any relationship with or receive any services from any of those entities.

3. Explain any existing or potential conflicts of interest between the governing board, proposed school employees, proposed ESP, affiliated business entities, and any other partners in this application, and how such conflicts will be addressed in accordance with applicable law and policy including, but not limited to the La. Code of Governmental Ethics (La. RS 42:1101 et.seq)

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4. Explain the supervisory responsibilities of the ESP, including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the charter school board will oversee the ESP's supervisory responsibilities.

5. If the school's governing board intends to execute promissory notes or other negotiable instruments; or enter into a lease, lease-purchase agreement, or any other facility or financing relationships with the ESP, provide evidence that such agreements are separately documented (i.e. not part of or incorporated in the school management contract). *NOTE: Any facility or financing agreements must be consistent with the school governing board's authority and practical ability to terminate the management agreement and continue operation of the school.*

6. Describe and provide documentation of any loans, grants, or investments made between the ESP and the school, including an explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the school.

ESP Management Plan

1. Provide a detailed description of the roles and responsibilities of the ESP.

2. Explain the scope of services to be provided by the ESP. Identify all resources to be provided by the ESP and clearly describe the related costs.

3. Describe the compensation structure and payment schedule, including clear identification of all fees, bonuses, and any other compensation to be paid to the ESP. For each year included in the budget template, clearly identify the ratio or percentage of total projected expenditures to be paid to the ESP for management services.

4. Discuss the oversight and evaluation methods that the Board will use to monitor the ESP. What are the school-wide and student achievement results that the ESP is responsible for achieving, and how and where are they codified in the management agreement? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals? Will an external evaluator to assess the ESP's performance? What are the conditions, standards, and procedures for board intervention, if the management organization's performance is deemed unsatisfactory?

5. Describe the respective financial responsibilities of the board and ESP. Who will own property purchased with public funds? What operating and/or capital expenditures will each party be responsible for? What types of spending decisions can the ESP make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?

6. Summarize the terms of the proposed management agreement. What is the term (duration) of the management agreement? Explain the conditions and procedures (including timeframes, notice, and decision-making procedures) for renewal and termination of the contract. How often will the management agreement be renewed? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the school terminate the management agreement for cause, and without cause? List any indemnification provisions in the event of default or breach by either party. Provide, as **Attachment EO-4,** a draft of the proposed management agreement with the ESP*. Does the document attached include negotiated elements specific to this application, or is it a template contract that has not yet been modified?

7. Please identify the Board's independent counsel that will assist in negotiation of the contract and advise regarding the Board's relationship with the ESP.

Orleans Parish School Board

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8. Explain the board's plan for operating the school in the event of termination of the management agreement.

Business Plan

1. Nonprofit organizations:
   a. Provide, as **Attachment EO-5** your most recent audited financial statements; and
   b. Discuss any material audit findings for your organization or any school that you operate.

   --OR--

   For-profit organizations:

   a. Provide, as **Attachment EO-5**: your most recent financial statements to be reviewed confidentially; and
   b. Discuss any material audit findings for your organization or any school that you operate.

NOTE: For multi-site operators or networks, OPSB requires individual school- and network-level financial budgeting, reporting, and annual audits. Each school's finances must thus be transparent and distinct from the network level.

2. Describe the systems and processes for managing accounting, purchasing, payroll, and audits. Specify any administrative services to be outsourced, and describe the criteria and procedures for the selection of contractors. Include evidence that the organization will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools.
3. Describe how the organization will provide and publish an independent annual audit of both organization-level and school-level financial and administrative operations.
4. Include, with **Attachment 19** above, a clearly labeled budget narrative for network level budgets, including detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which budgets will rely on variable income (e.g., grants, donations, fundraising) and how the organization will meet fundraising goals. Include the following:
   a. Anticipated Funding Sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.
   b. Discuss contingency plans to meet financial needs if anticipated revenues are not received or are lower than estimated.
   c. Year one cash flow contingency, in the event that revenue projections are not met in advance of opening.
5. Submit as **Attachment EO-6** a detailed budget for the network level *(no template is provided)*. Include the following, in individual sheets:
   a. Startup Budget: The start-up budget should list all anticipated revenue and expenditures for the network in the period leading up to the first fiscal year in which the school(s) listed in this proposal would open. In other words, this budget demonstrates how the organization will support pre-opening activities until the first school(s) proposed in this application open.
   b. Year one budget
   c. Startup/year one monthly cash flow projection
   d. Five year budget projections

Corporate Partnership Addendum

Louisiana law allows for the establishment of Corporate Partnership, as defined in RS: 17 3991.1. Complete this addendum only if your school intends to establish such a partnership.
          10 page limit

Corporate Partnership Formation

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

Corporate Partner Track Record

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

                                                  --OR--

    For-profit organizations:

    c. Provide as **Attachment CP-2** your most recent financial statements to be reviewed confidentially; and
    d. Discuss any material audit findings for your organization or any school that you operate.

Legal Relationships

1. Discuss any potential conflicts of interest between the corporate partner and the school.
2. Provide, as **Attachment CP-3,** the draft Memorandum of Understanding (MOU) between the board and the corporate partner, as well as the approved minutes of the board meeting at which the draft MOU was accepted by the board of the proposed school.
3. Explain the process for the required annual renewal of the corporate partner MOU. Describe the conditions that both the corporate partner and the school must satisfy for the MOU to be renewed. Describe the procedures for determining whether the MOU will be renewed. On what grounds can the corporate partner or the board terminate the MOU for cause (including provisions for notice to the other party)? What are any conditions under which either party may terminate the MOU without cause? List any indemnification provisions in the event of default or breach by either party.

Organizational Structure

1. Describe the methods by which the corporate partner will support the charter school, including but not limited to any internships for students, career counseling, academic tutoring, or enrichment activities.
2. Describe the plan for the operation of the school in the case that the MOU is terminated or not renewed.

Virtual School Addendum

OPSB requires additional information from schools whose primary instructional environment is computer-based or virtual (defined as more than 40% of instructional delivery via technology). Complete this section only if your application proposes such a school
    15 page limit

1. Facility: If students will be required to regularly or periodically attend a brick and mortar facility, specify such requirements and describe the facility.

2. Louisiana Office: Provide the address of and describe the Louisiana-based administrative office of the virtual charter school, including its size and staffing.

3. Educational Program

    a. Describe the level of participation in instructional activities students will be required to meet to receive credit for successfully completing a course and receive a satisfactory grade for that course. The level of participation may include the amount of time students will be engaged in both online and other instructional activities in order to receive credit for a course. Please note the amount of time for the online and offline work by grade level and course.

    b. Can a student enrolled in the virtual charter school program be enrolled in other instructional activities elsewhere and/or earn Carnegie units from another institution? If so, please identify the other institution(s).

    c. Describe procedures to ensure the integrity and authenticity of student work product and assessment scores, including the use of an academic honesty and computer acceptable use policy.

    d. Describe the intervention procedures the virtual charter school will take when students fail to provide authentic work product or assessment responses.

    e. Describe what role parents/guardians will have in promoting accountability.

4. Instructional Staff

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

5. State and Federally Mandated Services

    a. Describe how the virtual charter school will provide services to all enrolled students with exceptionalities, regardless of where the student resides.

    b. Describe the virtual charter school's procedures for Individual Education Plan (IEP) meetings, including determining where such meetings will occur.

    c. Describe how the virtual charter school will implement ADA and Rehabilitation Act standards for accessibility to web-based curricula.

6. Evaluation and Assessment

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

7. School Operations

   a. Describe how the virtual charter school will ensure or facilitate student attendance at any in-person school activities.

   b. Identify any non-teacher faculty members (paraprofessionals, guidance counselors, parent instructional coaches) and describe their roles and how they will function in the virtual charter school.

   c. Describe the virtual charter school's policies regarding truancy, absence, withdrawal, issuing of Carnegie units, repeat/delete, credit recovery, and AP/dual enrollment.

   d. Describe the intervention procedures the virtual charter school will take when students are not logging in and/or completing coursework as required.

   e. Describe all technological equipment and services that the virtual charter school will provide, including hardware, software, connectivity, and media storage devices, and property controls and equipment tagging that will be in place. Specify any equipment or technological support that students and families will be responsible for purchasing or obtaining.

   f. Describe the scope of technical support that will be provided, including where support staff will be located, and the hours (including weekends and holidays) and manner in which the support will be accessible to students and school employees.

   g. Describe the virtual charter school's data retention, security, and confidentiality procedures.

   h. Describe procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired. Specify who will pay for Internet connectivity and address minimum bandwidth and a course of action for areas of the state that do not have the minimum bandwidth.

   i. Describe data protection and recovery procedures in event of catastrophic system failure (include offsite back-up).

   j. Describe how the virtual charter school will provide for the health and safety of students and staff both in online and offline activities.

   k. Describe how the virtual charter school will address the nutritional needs of students when appropriate.

   l. Describe how the virtual school will administer the required Title 28, Chapter 11, §1119 Health Screening as part of enrollment and the ongoing functioning of the school.

   m. Describe the school's plan for delivering instruction in the event of technical and other course delivery problems which prevent normal course delivery.

   n. Provide a summary of data protection and recovery procedures in the event of catastrophic system failure.

o. Describe how the school will provide professional development appropriate to the delivery method used and the acceptable use and electronic communication policies.

8. Parent and Community Involvement

a. Indicate the nature, frequency, and location of all required in-person meetings between parents and virtual charter school faculty/administration, such as parent/teacher conferences, parent-teacher meetings, field trips, etc.

b. Indicate the nature and frequency of all optional opportunities for in-person meetings and interactions, such as open houses and school community meetings.

c. Describe the procedures for parents to contact virtual charter school faculty and administrators with concerns of any nature and the procedures and required timelines for prompt and helpful responsiveness to such communications.

d. Explain how virtual charter school administration will communicate with non-English speaking parents/guardians.

e. Describe how the school will provide adequate, timely, and appropriate technical support to students, teachers, facilitators, and instructional coaches.

f. What is the role of the parents/guardians?

g. Are opportunities for parent/guardian training available?

h. How do parents access student grades and understand student progress?

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