Red River Parish School Board
(RRPS)

TYPE 1
CHARTER SCHOOL
APPLICATION PAGES

LETTER OF INTENT DUE NO LATER THAN
JULY 1 OF APPROPRIATE YEAR

ELIGIBILITY DOCUMENTATION DUE NO LATER THAN
AUGUST 1 IN THE YEAR PRECEDING THE YEAR OF THE
PROPOSED OPENING

APPLICATIONS DUE SEPTEMBER 1 IN THE YEAR
PRECEDING THE YEAR OF THE PROPOSED OPENING
APPLICATION COVER SHEET – PAGE 1

Provide the name of the person that will serve as the primary contact for this Application. One person should serve as the contact for follow-up, interviews, and notices regarding this Application. Please note: contact name and information will be shared with external nonprofit boards and media, see Public Disclosure, page 18)

NAME OF CHARTER SCHOOL: * ________________________________

NAME OF NONPROFIT CORPORATION: ________________________________

PRESIDENT OF THE NONPROFIT BOARD: ________________________________

MAILING ADDRESS: ________________________________________________

______________________________________________________________

NAME OF CONTACT PERSON DESIGNATED BY NONPROFIT BOARD: ________________________________

TITLE/RELATIONSHIP TO NONPROFIT: ____________________________________________

MAILING ADDRESS: ________________________________________________

City, State Zip

TELEPHONE (day): ( ) _________________ CELL PHONE: ( ) _________________

EMAIL ADDRESS: ________________________________

ARE YOU APPLYING TO OPERATE MORE THAN ONE SCHOOL? _____ YES _____ NO

IF YES, HOW MANY? ____________

NAME OF MANAGEMENT COMPANY (if any): ________________________________

NAME OF PARTNER ORGANIZATION (if any): ________________________________

PRINCIPAL’S NAME (if selected): ____________________________________________

MAILING ADDRESS: ________________________________________________

TELEPHONE (day): ( ) _________________ CELL PHONE: ( ) _________________

EMAIL ADDRESS: ________________________________________________

Year 1 Grade Levels: _________________ Year 1 Projected Enrollment: __________

Grade Levels at Full Capacity: _________________ Projected Enrollment at Full Capacity: __________

Anticipated First-Year Operating Budget.

Revenue: $ _____________________ Expenses $ _____________________

*Attach certified copy of Corporation Charter, By Laws and Certification of good standing from Secretary of State.
IDENTIFY SCHOOL FACILITY

If applying as a Type 1 to utilize a school district owned facility, indicate the school name and address of the facility:

________________________________________________________________________

As applying as a Type 1 for a non-RSD or non-school district owned facility, provide the address and current or prior use:

________________________________________________________________________

Address of Back-Up Facility: (recommended, if submitting a non-school district owned facility)

________________________________________________________________________

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocations after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.

Signature of President of Nonprofit Corporation __________________________ Date __________

Printed Name of President of Nonprofit Corporation __________________________ Date __________

Attach Resolution of Corporation authorizing and President’s authority to act.
EXECUTIVE SUMMARY (three to five pages)

The Executive Summary is an overview that concisely and effectively illustrates the school plan.

1. Provide an Executive Summary (in three to five pages) for the proposed school that describes the following:

   a. A clear statement of the mission, academic philosophy and values;

   b. An overview of the school structure, leadership team and governance;

   c. A description of the school’s short- and long-term goals (academic and operational);

   d. An explanation of the research-base that demonstrates the school model will be effective in improving student achievement;

   e. An explanation of how this model is appropriate for all students and will lead to higher levels of academic achievement for the target population; and

   f. An explanation of the school’s core values about teaching and learning.
MISSION AND VISION (not to exceed 5 pages)

1. A clear statement of the mission, academic philosophy, and values.

2. Describe the community and students you wish to serve.

3. Complete the enrollment projection chart in Appendix E, providing enrollment for each grade level for years one through five. Provide an enrollment projection
EDUCATION PROGRAM (not to exceed 50 pages)

The Education Program is one of the most important and complex components of your application. The school’s educational program should meet or exceed the student performance standards set by RRPSB, see Framework for Evaluation of Charters in Appendix H. It is important to provide a detailed education program that provides more than just curricular topics but also the specific details regarding strategies, pedagogy, and professional standards that will be implemented.

GUIDANCE: In responding to questions about the proposed education program, applicants should craft their responses with a goal of describing how and why the education program will be successful at the school they are proposing to operate, rather than a general description of how program elements might be successful in any given school. The education program section should make a compelling case for how the operators will improve student performance in their specific school. The response should include explanation under current Curriculum Standards and address any changes in Curriculum Standards that may be anticipated for the first year of operation.

EDUCATIONAL PHILOSOPHY, CURRICULUM AND INSTRUCTION

4. Discuss the school’s educational philosophy and how it aligns with the mission.
   a. Describe the instructional methods to be used that support the educational philosophy.
   b. Provide evidence that this educational philosophy and/or approach are effective and will result in high academic achievement for the anticipated student population.

5. If proposing to use the Louisiana Comprehensive Curriculum or National Core Standard, provide rationale for your selection; explain the methodology that will be used to implement the curriculum, and the anticipated professional development needs.

   If proposing an alternative curriculum, provide details regarding how it aligns with the state standards, rationale for your selection and the methodology that will be used to implement the curriculum.
   a. Provide an outline of the major curricular programs that the school has selected for use, including textbooks and literacy program (e.g., Harcourt Trophy Series, Open Court)
   b. Discuss what instructional method will be used to support the educational philosophy.
   c. Articulate how the curriculum aligns with the school’s mission.
d. Explain anticipated professional development needs.

e. Explain how the curriculum aligns with the class schedules and calendar.

<table>
<thead>
<tr>
<th>Subject Areas</th>
<th>Source</th>
<th>Curriculum Name</th>
<th>Reason for Choosing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: English/Language Arts</td>
<td>Example: Ohio State Literacy Collaborative</td>
<td>Example: Readers and Writers Workshop</td>
<td>Example: Balanced literacy approach utilizing shared inquiry practice</td>
</tr>
<tr>
<td>Math</td>
<td></td>
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<td></td>
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<tr>
<td>Science</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>English/Language Arts</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Social Science</td>
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</tbody>
</table>

6. Describe the school’s target population and provide evidence of the proposed curriculum’s effectiveness, rigor and relevance to the target population.

7. Discuss the school’s plan for meeting the requirement to serve an “At-Risk” student population, to include strategies for attracting and retaining a comparable or greater enrollment percentage of at-risk students when compared to the enrollment figures for such students in the school district in which the charter school will be located.

**GUIDANCE:** An “At-Risk Pupil” is defined as one who meets at least one of the following conditions:

- Is eligible to participate in the federal free or reduced lunch program by demonstrating that he meets the income requirements established for participation in the program, not necessarily by participating in the program.
- Is under the age of twenty and has been withdrawn from school prior to graduation for not less than one semester.
- Is under the age of twenty and has failed to achieve the required score on any portion of the examination required for high school graduation.
- Is in the eighth grade or below and is reading two or more grade levels below grade level as determined by one or more of the tests required pursuant to R.S. 17:24.4.
- Has been identified as an exceptional child as defined in R.S. 17:1943 not including gifted and talented.
- Is a mother or father of a child.
8. Provide a description of specific and measurable goals for student academic performance and operational management associated with the performance outcomes listed.

<table>
<thead>
<tr>
<th>PERFORMANCE OUTCOME</th>
<th>SCHOOL’S INTERNAL GOAL</th>
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<tbody>
<tr>
<td>Daily Attendance</td>
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<tr>
<td>State Tests</td>
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<tr>
<td>Diagnostic Tests</td>
<td></td>
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<tr>
<td>Matriculation</td>
<td></td>
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<tr>
<td>Graduation/Promotion</td>
<td></td>
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<tr>
<td>Teacher Retention</td>
<td></td>
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<tr>
<td>College Placement</td>
<td></td>
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<tr>
<td>Career &amp; Technical Ed.</td>
<td></td>
</tr>
<tr>
<td>Other; describe</td>
<td></td>
</tr>
</tbody>
</table>

9. Describe the school’s plan for monitoring and reporting the effectiveness of the curriculum, instructional methods and practices during the first school year, at year 3, and at year 5.

a. If the educational philosophy, curriculum or instruction differ from that of the RRPSB, describe and justify each difference.

**STUDENTS WITH EXCEPTIONALITIES**

Charter Schools are required to serve students with exceptionalities and any students with a special need including but not limited to physical, mental, emotional and social disability. Applicants should review state and federal laws regarding meeting the requirements of students with Individualized Education Plans (IEP). All schools must to comply with these requirements and thus responses to the questions below should not restate the law and compliance requirements. Your responses should articulate the school’s philosophy regarding educating these populations, including but not limited to strategies for recruitment, retention, and support.

10. Describe how the proposed school will provide students with disabilities access to a free, appropriate education in the least restrictive environment in compliance with all federal laws and regulations.

a. Explain the kinds and types of services and related services the school is likely to provide directly (as opposed to those that will be provided by a third-party contract).
b. Describe the personnel that the school will devote to serving students with disabilities (and the significant administrative responsibilities associated with special education).

c. Explain how the school will assess, review, revise and implement the IEP.

d. Describe the school’s plan to ensure parents of children with exceptionalities are informed of how their children are progressing on annual IEP goals and in the general curriculum.

e. Describe how the school will provide accommodations for students with disabilities who require extended school year services.

f. Include a description of the specific efforts to attract and retain a comparable or greater enrollment of students with disabilities when compared to the enrollment figures for such students in the school district in which the charter school will be located.

11. Explain how the proposed school will serve students with Limited English Proficiency (LEP). Provide details regarding how the school will:

   a. Identify LEP students;

   b. Ensure students are not tracked inappropriately, and

   c. Implement strategies to ensure academic success for students.

12. Articulate a plan for providing support and ensuring success for homeless students enrolled in the school. The plan should include steps that will be taken to ensure immediate enrollment, access to all activities, and additional support.

13. Explain how the school will identify and meet the needs of gifted/talented and academically advanced students.

   a. If the services for students with exceptionalities differ from that of the RRPSB, describe and justify each difference.

GUIDANCE: In responding to questions in this section, please tailor your responses to the student population at the identified school and the student population you are likely to serve there based on demographics.

STUDENT EVALUATION

14. All charter schools are required to administer state-standardized assessments (LEAP, iLEAP, etc.) In addition to these state-mandated tests indicate any additional assessments the proposed charter school will administer.

   a. Explain how chosen assessments will be used to support the selected curriculum.
b. Explain how data will be used to improve instruction.

c. Explain how the school will provide accommodations and modifications for students with exceptionalities.

d. Explain the plan for evaluation that is sufficiently frequent and detailed to determine whether students are making adequate progress.

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

15. Provide the school’s improvement plan for developing and implementing a corrective action plan, in the event student performance does not meet projected goals. Include in the response specific details regarding how the school will determine the need for corrective action and respond to the labels as assigned according to the State Accountability Program.

16. Provide the school’s policy and plan for reporting, at the end of each semester, student performance goals and attainment to parents, community, local school board, and SBSE.

17. Provide the school’s policy for promotion and graduation. If the school is serving 12th grade, please include details regarding high school graduation requirements.

a. If this policy differs from the RRPSB Policy describe and justify each difference.

**PROFESSIONAL DEVELOPMENT**

18. Describe the professional development standards and opportunities that will be offered to teachers and staff.

a. Indicate the lead person responsible for developing, implementing and evaluating professional development plans.

b. Provide a schedule for ongoing professional development and planning that will take place prior to school opening. Include teacher’s typical weekly schedule and opportunities for teacher collaboration.

c. Describe how the proposed professional development will include and support both general and special education teachers.

d. Explain how the professional development program is aligned with the school’s pedagogy and curriculum.

e. Articulate how the professional development program will be evaluated to assess its effectiveness and success.

f. If professional development differs from the RRPSB Policy describe and justify each difference.
STUDENT RECRUITMENT, ENROLLMENT AND ADMISSIONS

Louisiana state charter schools (Type I) are required to accept applications from all students who meet the eligibility requirements as provided by law.

19. Provide a summary of the school’s Enrollment Policy. Provide a detailed Enrollment Policy as an attachment. The policy should include the following:

a. Admission requirements, if any and detailed justification of each.

b. Tentative dates for application period (minimum one month; maximum three months)

c. Enrollment deadlines, lottery date(s) and procedures, waitlist and re-enrollment procedures

d. A marketing and recruitment timeline and plan

e. Sample enrollment forms and recruitment flyer

GUIDANCE: A Lottery is a random selection process by which applicants are admitted to a charter school. A charter school, under state and federal law, must use a lottery if more students apply for admission to the charter than can be admitted. A charter with fewer applicants than space available does not need to conduct a lottery.

Pursuant to LA-R.S. 17:3991(C) (1) (a), a charter school must accept an application from any pupil who is eligible under the residency requirements established in the charter.

SCHOOL CLIMATE AND CULTURE

20. Complete the chart below and provide a copy of the proposed school’s calendar in the first year of operation. Also include a sample daily schedule.

<table>
<thead>
<tr>
<th>First Day of School:</th>
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<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td>School Day End Time:</td>
<td></td>
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<tr>
<td>Hours in school day:</td>
<td></td>
</tr>
<tr>
<td>Number of Instructional Minutes per day:</td>
<td></td>
</tr>
<tr>
<td>Number of Instructional School Days per year:</td>
<td></td>
</tr>
<tr>
<td>Number of Before School hours devoted to academics:</td>
<td></td>
</tr>
<tr>
<td>Number of After School hours devoted to academics:</td>
<td></td>
</tr>
<tr>
<td>Number of days devoted to staff development during school year:</td>
<td></td>
</tr>
<tr>
<td>Number of days devoted to staff development prior to school opening:</td>
<td></td>
</tr>
</tbody>
</table>
21. Provide details regarding how the school will develop a climate and culture that is supportive and reinforces the school’s mission and philosophy.

   a. Describe any extra and co-curricular activities that will be implemented to enhance the school’s philosophy.

   GUIDANCE: In responding to this question, applicants should demonstrate knowledge of existing school programs (i.e., extra-curricular activities, sports, partnerships, etc.) at the school they are proposing to operate, as well as sensitivity to parent, student, and community interests in regards to such programs. The expectation is that operators will maintain such programming in the new charter school.

   b. If the charter school would implement a dress code policy, provide such policy, including a description of how the cost of any uniform would be covered for parents unable to afford them.

22. Attach the charter school's student discipline rules and procedures for regular and special education students. Provide your school’s plan for suspension or expulsion. Include the procedures and policies for implementing alternative instruction.

PARENT AND COMMUNITY ENGAGEMENT

23. Please describe how parents will be involved in the charter school, including, in particular, the governance and administration of the charter school. How does the school plan to build family-school partnerships that focus on strengthening support for learning and/or encouraging parental involvement in school operations? Describe any volunteer activities the school will request of parents.

24. Provide details and/or policies of the charter school for handling complaints from parents.

25. Discuss how often parents will be involved in student academic evaluation and planning. For example, how often will parent/teacher conferences occur?

26. Provide information regarding the manner in which community based organizations, businesses and/or postsecondary institutions will be involved in the charter school.

   GUIDANCE: SCHOOL CULTURE refers to what a school embodies; the values, environment, safety practices, and organizational structures and philosophies implemented in a school.

   SCHOOL CLIMATE refers to what the school embraces, the relationships, interactions, responses, proactive and reactive triggers of the school. Effective and successful schools are deliberate about establishing culture and climate to further the goals and achievements for the school.
**GUIDANCE (cont’d):** SCHOOL CALENDAR: Charter schools must provide at least as much instruction time during a school year as required of other public schools. Accordingly, the minimum school day for grades one through twelve must consist of 360 minutes of instructional time, exclusive of all recesses. The minimum school year must consist of no less than 177 days of instruction. The total number of instructional minutes per day and instructional days per year may be modified, as long as the total number of instructional minutes per year is 63,720.

**DISCIPLINE POLICY:** Your discipline policy must specify the following: (i) the substantive acts for which a child may be disciplined; (ii) the consequences (or range of consequences) resulting from committing each such act (including suspension or expulsion); (iii) the due process procedures that the school will follow in applying its discipline policy, and (iv) the individuals responsible for carrying out the discipline policy. In addition, you should indicate how the school staff will be educated about, and trained to implement, the policy. It is the experience of many charter schools that the creation and effective implementation of the school discipline policy is highly important to the success of the school. While you may adopt a model, be sure to build your discipline policy to reflect the needs of your proposed school. The freedom to shape the school’s discipline policy to match the educational vision of the school’s leadership team (so long as such policy provides for fundamental due process) is one of the important advantages given to charter schools. Rather than providing a discipline policy that contains only negative consequences for violations of the policy, some schools have integrated into their discipline policy a system of rewards for good conduct. If the proposed discipline policy differs from that of the RRPSB explain and justify each difference.
27. Provide details regarding the composition of nonprofit governing board or local school board.
   
a. Briefly summarize the skills and experiences of each board member.

b. Include a Charter School Roster of Key Contacts (see Appendix C) for the governing board and key administrative leaders for the school.

c. Attach resumes for each governing board member.

d. Describe the roles and responsibilities each of the following have played in the application design, development and implementation of the school for the following:
   - Board Officers
   - Individual Board Members
   - Committees
   - School Leader, if identified
   - Education Service Provider, if applicable

28. Describe the intended policies and procedures that will be used by the nonprofit governing board to govern the proposed school.
   
a. Provide as an attachment the board-approved set of by-laws for the nonprofit corporation, which includes the following:
      - Officer positions designated and the manner in which officers are selected and removed from office;
      - The manner in which members of the governing body are recruited and selected;
      - The manner in which vacancies on the governing body are filled;
      - The term for which members of the governing body serve; and
   By-laws should indicate the committees that the corporation would create, e.g., audit, finance, compensation, and delineate the functions and powers of those committees, and the proof of compliance with Louisiana Open Meetings Act.

b. Attach the proposed school’s policies and procedures for complying with the Louisiana Code of Ethics. The code of ethics and conflict of interest policy applies to board members, officers, and employees of the school. Provide details regarding how the school will handle Code of Ethics violations.

c. Attach the proposed school's policies and procedures for complying with the Louisiana Public Records Law, LA-R.S. 44:1 et seq., remembering that the nonprofit corporation must also comply when acting in their capacity as the governing board of the charter school.
d. Provide an acknowledgement that in the event of the dissolution of the charter school, the Operator will cooperate fully with LDOE and SBESE procedures for the transfer of students and student records and for the disposition of school assets.

e. Provide an annual schedule of Board meetings; include proposed dates, times and location of meetings. Also, include details regarding how notice for board meetings will comply with the Louisiana Open Meetings Act.

f. Provide a detailed schedule of Board meetings that will be held from present until the beginning of the second school year; indicate date, time, location and method of public notice in accordance with the Louisiana Open Meetings Act.

29. Describe nonprofit governing board training and development plans for the nonprofit Board of Directors and membership. The plan for training and development should be on-going including a timetable, specific topics to be addressed and requirements for participation.

30. Provide plan for recruitment and succession of nonprofit governing board members. Provide details regarding the types of expertise that is intended for the board, details regarding how individuals will be identified and selected, and who is responsible for recruitment.

31. Describe the relationship the nonprofit governing board will have with the key administrative leaders and/or any significant partner organizations.

**GUIDANCE:** It is the belief of SBESE that the capacity of a charter school’s governing board to conduct its oversight and fiduciary duties effectively is critical to the quality of that school. As such, the proposed governing board should have at least five members; be representative of the community in which the proposed charter school would serve; and have a diverse set of professional skills and practical work experience in the areas of education, public, non-profit, and/or for-profit administration or operations, community development, financial management, and law.

In drafting the proposed charter school’s by-laws, please review carefully all sections of the Louisiana Charter School Law, noting also the importance of the Louisiana Nonprofit Corporations Law. Please remember that charter schools, pursuant to LA-R.S. 17:3996(B), are subject to the Open Meetings Law, LA-R.S. 42:4.1 et seq. and the Code of Governmental Ethics LA. R.S. 42:1101 et seq. In addition, members of the nonprofit corporation’s board of directors are prohibited from receiving any compensation other than reimbursement of actual expenses incurred while fulfilling duties as a member of such a board. LA-R.S. 17:3991(A) (1) (b).

Please note that the Charter School Contract approved by the Red River Parish School Board provides that no more than one member of the same immediate family can be a member of a nonprofit corporation board that holds a charter. Members of the same immediate family are defined in R.S. 42:1102(13).
SCHOOL LEADERSHIP and PERSONNEL MANAGEMENT

32. Provide an organizational chart for the school and a narrative description of the chart.
The information supplied should indicate clearly the reporting structure of employees to the nonprofit board and staff to the school director(s). If the charter school would contract with a company for management services, also indicate the company's role in the organizational structure of the school. Include delineation of any Professional Partnership Organization.

33. Discuss any fee-based commitments for partnerships or other relationships with community organizations or individuals that would enrich the learning opportunities of students in the school. Programs and partnerships that are described elsewhere in the Application should be documented by providing evidence and intent of services to be provided to the school. Evidence of support may include letters of intent, memoranda of understanding, and/or contracts. Response should clearly indicate the purpose, scope of services, and how the partnership supports the overall mission, school philosophy and education program.

Note: Contact information (name, phone, e-mail address) for Education Management Organization, Service provider and/or school partners should be provided on Charter School Roster of Key Contacts found in Appendix C.

GUIDANCE: A charter school applicant must provide policies, programs and practices to ensure parental involvement. LA-R.S. 17:3991(B) (11). Only those entities that are committed to providing a substantial and tangible benefit to the proposed charter school should be referenced in this section. Indeed, in the eyes of the application reviewers, an applicant's credibility may suffer when the application provides a list of partners that add little or nothing to the proposed school. In other words, quality, not quantity, is the key. Please note the projected budget should reference the cost for services provided by partners, unless the responses indicate otherwise. Not every relationship that the school might have with community organizations requires that those organizations be identified formally as partners. For instance, if you plan on frequent field trips to local museums, those museums need not file an application in conjunction with you. It is sufficient to simply note for instance in your curriculum, that you will use the resources that those entities normally supply to schools. If the program or practices differ from the RRPSB Policy describe and justify each difference.

EMPLOYMENT

34. Provide a staffing chart for the school. The staffing chart should indicate Instructional and Non-Instructional personnel. Identify the number of classroom teachers, teaching aides or assistants, as well as any specialty teachers. Also, include details regarding the support and operational staff.

35. Provide qualifications, credentials and resume of principal candidate. If principal has not been selected, identify the qualifications and experience level sought for principal.
36. Specify plans for leadership and staff recruitment, selection, development and evaluation for the proposed charter school. Explain how the nonprofit governing board and school administration would handle unsatisfactory leadership/staff performance, as well as leadership/staff changes and turnover.

37. Attach a copy of the proposed school personnel policy regarding teachers. Include the school’s plan to ensure that teachers are state certified as provided by law and in compliance with highly qualified personnel under NCLB. Also include:

   a. the procedures for hiring and dismissing school personnel;
   b. the school’s policy for hiring and evaluation of teachers, key school administrators and other employees;
   c. a complete job description and responsibilities for all staff members;
   d. the procedure regarding the implementation of LA-R.S. 15:587.1 and SBESE Policy for Charter Schools Relative To Criminal Offenses;
   e. any employment benefits, including retirement, offered;
   f. salary ranges for all employees; and
   g. plans for collective bargaining; and
   h. Method of compliance with faculty and staff employment in accordance with the orders in United State of America vs. RRPSB.

**OPERATIONAL MANAGEMENT**

38. Describe the applicant’s start-up plan and timeline, being sure to address the process for securing strong school leadership and for effectively engaging the school’s stakeholders (parents, the community, and teachers) and garnering their meaningful support for the school. Also, provide a chart that describes the start-up plan and timeline that identifies responsible parties and activities that will be required to implement this school plan from approval to opening (January 2011- August 2011)

39. Provide the cost structure for the services listed below and the company and/or organization providing service; indicate service provider’s relative experience in service delivery and relevant qualifications.

   a. Describe the school’s plan for transportation and cost thereof.
   b. Discuss the school’s plan for food service and cost thereof.
   c. Indicate the accessibility and types of health services that will be provided.
   d. Discuss how the school will handle accounting, payroll, and associated back office support.
   e. Describe the school’s plan for special educational services and the cost thereof.
40. Provide an insurance quote/letter of intent that describes the level of insurance coverage that will be obtained. (See Appendix I for more information). Provide a detailed plan for safety and security for students, school facility, and equipment. Include information regarding the type of personnel, technology and/or equipment and policies that will be utilized to ensure a safe environment for students and staff.

**PERFORMANCE OF OPERATING ENTITIES AND/OR ENTITIES PROPOSING TO CONTRACT WITH AN EDUCATION SERVICE PROVIDER**

Applicants proposing to enter into a contract with a management organization or education service provider that operates a charter school(s) (collectively referred to below as “ESP”), applicants affiliated with an organization that seek to use the school model advanced by the affiliated organization (referred to below as “affiliated organization”), and applicants currently operating a charter school(s) (referred to below as “existing operator”) should respond to questions 41 through 50. Questions relating specifically to a management contract or relationship will be so indicated and such questions do not require a response from an affiliated organization or existing operator. An applicant proposing to enter into a contract with an ESP must respond to all questions, even if the ESP is not currently operating a charter school(s); such should be indicated in the response to each question, as applicable. Please also note that the Louisiana Charter Operator Contract Compliance section of this application will focus on schools operated in Louisiana and responses to questions 41 through 50 may be referenced or duplicated by an existing operator, as applicable. Depending upon the responses provided, RRPSB may seek additional information from applicants at any time during the review process, including the possibility of site visits.

**Note:** For all types of school data requested below, provide data only for charter schools currently operated by any proposed ESP, an affiliated organization, or an existing operator that serve student populations *demographically similar* to the expected population of the parish that the applicant seeks to serve, and provide data for all such schools (referred to below as “similar schools”).

41. If the proposed school is contracting with an ESP, provide information and background regarding how and why the management company was selected and how the contractual arrangement will be structured; include in your response the following:

   a. Please explain in detail how and why the for-profit entity or not-for-profit management organization or ESP was selected.

   b. Describe the services to be provided by the ESP. If the ESP will be providing such services, please provide evidence of its successful management of non-academic school functions (e.g., back office services, school operations, and extracurricular programs).

   c. Describe the relationship the nonprofit governing board will have with the ESP, how the governing board will monitor and evaluate the performance of the ESP, and how the governing board will ensure quality service.

   d. Provide an organizational chart showing the relationship among all business entities being operated by or affiliated with the ESP.

   e. Provide a draft management agreement for the proposed school detailing scope of services, roles and responsibilities, fees to be paid by the nonprofit governing board, annual review process and terms for contract renewal and termination, and other key terms.
f. Provide a detailed explanation of experience in working with the proposed target population.

**GUIDANCE:** At a minimum, applicants are expected to assess the financial viability, organizational capacity, and educational results obtained from other schools with similar student populations by the ESP. Evaluators will be particularly interested in the specific steps taken by the applicant in arriving at a decision to engage an ESP. Include in the response a description of the due-diligence conducted regarding the ESP. Boilerplate, unsupported statements to the effect that the management partner selected was the best candidate will not allow the application reviewers to effectively evaluate your response.

42. Provide a list of all charter schools currently operated by any proposed ESP, affiliated organization, or an existing operator that serve student populations demographically similar to the expected population in the parish in which the organization seeks to operate a charter school.

43. Provide demographic and socioeconomic data (particularly free/reduced-price lunch status, racial background, and special education) for these “similar schools.”

44. Provide a description or summary report(s) of student achievement results in schools managed by the ESP, especially highlighting achievement of similar student populations to those anticipated to attend the proposed charter school.

45. For all similar schools, provide data on student attendance, retention & attrition, drop-out, and graduation data (if proposing a high-school).

46. Explain how the proposed ESP, affiliated organization, or existing operator will support and ensure quality in the school proposed in this application, as well as to other schools it operates or envisions operating in Louisiana in the future.

47. Provide the existing operator, proposed ESP, or affiliated organization’s annual report for the last two years.

48. Provide evidence of sound fiscal performance for the proposed ESP, affiliated organization, or existing operator. Such evidence should include the last three years of financial audits for the proposed ESP, affiliated organization, or existing operator.

49. Provide information on any management contract terminations as well as any charter revocations, non-renewals or withdrawals/non-openings that the proposed ESP, affiliated organization, or existing operator has experienced.

50. Identify the individuals and organizations that will provide technical assistance, professional development, and resources integral to launching and supporting an additional school. If applicable, specify the resources the existing operator, any proposed ESP or affiliated organization is prepared to commit to the school.
LOUISIANA CHARTER OPERATOR CONTRACT COMPLIANCE

Applicants currently operating one or more schools in Louisiana are required to respond to the following questions. Depending upon the responses provided, RRPSB may seek additional information from the applicants at any time during the review process, including possible site visits.

In reviewing the application of existing Louisiana charter operators, reviewers and/or evaluators will perform an analysis, including one or more site visits to the school(s), to determine if the school(s) exhibits a successful academic program, organizational and financial viability, and compliance with the terms of its existing charter(s). The review of existing Louisiana charter operators may include inquiries to the charter operator’s authorizer in reference to compliance with the terms of its existing charter(s). The demonstration of appropriate student achievement and effective and successful charter school management will be a significant factor in the evaluation of an existing Louisiana charter operator’s application for a new school.

The following questions (number 51 through number 54) only require a response from charter applicants that currently operate a Louisiana charter school(s). If any of the responses to these questions are duplicative of responses to questions 41 through 50, such responses may be referenced in response to questions 51 through 54.

51. Academic Program. Provide evidence to demonstrate that the existing Louisiana charter school(s) is/are meeting or making substantial progress toward student performance standards set forth in the Framework for the Evaluation of Charter Schools, Appendix K.

52. Financial Viability. Describe or provide evidence related to the following:
   • The existing Louisiana charter school’s financial management systems and staffing arrangement for financial management.
   • The existing Louisiana charter school’s success in achieving a balanced budget since its existence.
   • The annual financial report and independent audit submitted to the Department of Education during the previous three (3) years of the charter school’s existence.

53. Organizational Viability. Describe or provide evidence related to the following:
   • The governance of the school, both on the policy and management level, demonstrating that the school’s governance structure has been responsible and effective in providing appropriate academic, organizational, and financial oversight and has handled organizational challenges competently.
   • The schedule of nonprofit board meetings during the previous two (2) years of the charter school’s existence and the minutes of each meeting.
   • That the school’s administration and professional staff have performed capably and have met or made significant progress toward meeting performance goals. Include a discussion of teacher and staff evaluation, Board evaluation of the school leader, staff turnover, leadership changes, and other areas dealing with staffing at the school.
School Demand. Describe the history of the charter school’s enrollment during the term of its charter. This response should comprehensively document demand and turnover, with a clear explanation of any information regarding reasons for turnover. It should call attention to any significant trends in enrollment (such as increases or decreases in demand, increases or decreases in turnover) and provide evidence that helps explain such trends.

54. Compliance with Terms of Existing Charter. Describe or provide evidence related to the following:
- How the charter school has made reasonable progress toward the stated objectives and goals in the school’s charter contract/charter application.
- How the charter school’s programs and operations have been consistent with the terms of its charter contract/charter application. This description should include how the school’s is fulfilling its mission and implementing the programmatic elements described in its charter application.

In addition to the above responses, existing charter operators may submit additional supporting information, including but not limited to governance, operations, or instructional reviews conducted by third-party reviewers. Such information will be considered when in the review of this section of the application.
55. If you desire to operate in an existing school facility, please describe any special plans that you have for the use of classrooms, administrative areas, common areas, athletic facilities, etc. Please include costs for facility maintenance in the budget.

56. Describe how the identified school site will accommodate the school at full capacity for a five-year period. If the identified site will not accommodate the school at full capacity for a five year period, describe plans to meet full capacity space needs.

57. If the identified site is not a local school board-owned facility, provide the following details regarding the proposed facility:
   a. The facility’s physical address;
   b. The layout, including its square footage;
   c. The number and size of the classrooms, common areas, recreational space, restrooms, any community facilities, and any other facilities;
   d. Evidence that the proposed facility can be secured (i.e., letter of intent, memorandum of understanding and/or contract); and
   e. Describe the potential renovation needs to ensure compliance with applicable building and/or occupancy codes and to make the facility ready for school operations. Include a budget that identifies the estimated cost of such renovations and revenues that will be used. Also, include a project timeline and person(s) responsible for overseeing the renovations.

58. Complete items 1 thru 4 listed below for the proposed school. Budget forms are included in Excel format at [www.louisianaschools.net](http://www.louisianaschools.net). Detailed assumptions of the calculations used to estimate revenues and expenditures must be included for each line item. A budget without a full set of stated assumptions is not meaningful. Personnel, equipment, and construction costs that are identified in other sections of this application should be included in the budget forms.

Provide documentation for any resources in the school budget that are provided by an outside source; indicate the amount and source of the 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. Include a letter of commitment detailing the amount and uses for the funding if possible. Due to the inherent delay in receiving initial grant payments, a line of credit may be necessary to resolve cash flow issues during the first months of the fiscal year.
1) Budget Form 1: Start-up Budget with Assumptions
2) Budget Form 2: First Year Budget with Assumptions
3) Budget Form 3: First Year Monthly Cash Flow Projection with Assumptions
   for monthly changes
4) Budget Form 4: Five Year Budget Plan with Assumptions for yearly changes

GUIDANCE: To assist the applicants in preparing these budgets, the Department of
Education has created sample budgets. These budget formats are not all-inclusive and
may need to be tailored to meet the needs of the school. The sample budgets are
provided as a guide to ensure the required level of detail is provided. It may be helpful to
refer to the definitions for revenues and expenditures detailed in Bulletin 1929, Louisiana
Accounting and Uniform Governmental Handbook. This document may be found at the
Department of Education website, www.louisianaschools.net.

59. Describe details regarding how the charter school will comply with the requirement for
the performance of fiscal audits.

   a) Describe the accounting system/practices that will be utilized including the
      number and title of financial positions employed.
   b) Describe any services that will be obtained from an independent Certified Public
      Accountant.
   c) Explain how the financial and accounting plan will be sufficient to:
      • provide an accurate accounting of all finances including property;
      • provide sufficient information/records for audit purposes;
      • be in accordance with generally accepted standards, and
      • be in a format such that financial data may be reported accurately in the
        Annual Financial Report required to be submitted to the Department
        annually.

60. Provide supporting evidence that the budget plans are sound and that the entity is
financially viable.

GUIDANCE: Charter School Law requires an applicant to develop and implement a
fiscal plan for the school that is sound. Applicants are required to use accurate revenue
projections in preparing application budget forms. The Charter School Office can assist
applicants who want to confirm MFP or grant projections for their school. The Charter
School Office can be reached at (225) 342-3640 or by e-mail atacharters@la.gov.

Some applicants choose to have their financial plan reviewed by an independent certified
public accountant, certified financial advisor, or other qualified professional in order to
assert the soundness of the fiscal plan. An alternative would be to request assistance in
evaluating the fiscal plan through the Small Business Development Center, located at the
LSU Baton Rouge campus. The Center can be contacted at (225) 578-4842, Monday
through Friday, 9:00 a.m. until 5:00 p.m. A “Request for Counseling” form must be
completed in order to receive services from the center.
| GUIDANCE (cont’d): | Applicants should provide details regarding the steps taken to ensure the fiscal plan is sound and to provide evidence of the financial viability of the entity. For instance, provide evidence that conservative amounts were estimated for revenues and expenditures, that the budgets contain an adequate fund balance through the years, that all revenues are non-contingent or if contingent, discounted, etc. Discuss ways in which the budget accounts for contingencies in staffing, cost overruns, etc. |
APPENDICES
TO RED RIVER
PARISH SCHOOL BOARD CHARTER SCHOOL APPLICATION
CHARTER SCHOOL APPLICATION

LIST OF APPENDICES

ADDITIONAL MANDATORY SUBMISSION INSTRUCTIONS and DOCUMENTS

A. Letter of Intent Requirements
B. Eligibility Review Requirements
C. Charter School Roster of Key Contacts
D. Biographical Affidavit and Assurance Form
E. Enrollment Projection Table

APPLICANT RESOURCES

F. Pre-submission Support Activities (Intentionally omitted)
G. Frequently Asked Questions

CHARTER COMPLIANCE

H. Framework for the Evaluation of Louisiana Charter Schools
I. Insurance Requirements
J. Health Requirements
APPENDIX A

LETTER OF INTENT
LETTER OF INTENT INSTRUCTIONS

Charter applicants are required to submit a Letter of Intent to apply for a charter to the RRPSB no later than July 1 of appropriate year. Letters should follow the format below and may be submitted by written letter or by fax to (318) 549-5004.

SAMPLE LETTER OF INTENT

Date

Red River Parish School Board
Attention: Superintendent
P. O. Box 1369
Coushatta, LA 71019

RE: Letter of Intent

In accordance with application guidelines, please accept our letter of intent to submit a proposal to operate a Type 1 charter school, referred to as
__________________ Charter School in ________________ Parish.
Our vision for ______________________ (school name) is ____________________.
The mission of ______________________ (school name) is ____________________.
__________________ (school name) proposes to open for the _____-____ school year, serving _________(number) students in grades_______________.

* We recognize that eligibility documentation must be received by RRPSB no later than August 1 in the year preceding the year of the proposed opening and the complete application must be received by RRPSB no later than 3:00 p.m. CDT September 1 in the year preceding the year of the proposed opening.

We look forward to working with you towards the completion of our proposal and the successful start of our school year.

Sincerely,
APPENDIX B

ELIGIBILITY REVIEW
ELIGIBILITY REVIEW INSTRUCTIONS

The Eligibility Review is a mandatory process required of any nonprofit corporation seeking to submit an application to operate a RRPSB-approved charter school. **For the purposes of this RFA, only those applicants who are invited to submit an application following submission of a Letter of Intent will be allowed to submit Eligibility Review Documents and a final application.** The process involves developing a “complete file” of the documents listed below on or before August 1, 2010. Applicants may submit Eligibility Review Documentation any time between July 15 and August 1. Eligibility Review Documentation will be processed upon receipt and the applicant will be notified of its eligibility to apply.

**Instructions:** All applicants must submit two, three-ring binders and one CD-ROM containing the information requested below. All applicants must adhere to requirements 1 – 9 below. Applicants must submit a completed file, no later than 3:00 pm CST on or before August 1 in the year preceding the year of the proposed opening. Information should be delivered to the: Red River Parish School Board, P. O. Box 1369, Coushatta, Louisiana 71019 to the attention of the Superintendent.

**Requirements:**

1. Charter School Application Cover Sheet (from pages 2-3) signed in blue ink by President of the nonprofit or local school board.

2. A copy of the record from the Louisiana Secretary of State website showing that the Nonprofit Corporation is registered with the State of Louisiana and in good standing.

3. Articles of Incorporation for Louisiana Nonprofit Corporation and statement of Organizational Purpose with a description of the organization history, programs and services offered, and staff expertise. Nonprofits established prior to one year prior to application date should provide the following:
   - Unaudited financial statements for the previous year, which should include an audit report, an unaudited statement of financial position, an unaudited statement of activities, and an unaudited statement of cash flows.
   - A credit report for the nonprofit corporation.
   - A copy of the most recently filed Internal Revenue Service Form 990.
   - Tax exemption certification

4. Board resolution and approved meeting minutes granting authority for Officer to sign/submit charter application on behalf of the nonprofit corporation.

5. A Charter School Roster of Key Contacts with contact information for governing board members (a minimum of **three** members is required at the Eligibility Review stage) and any other staff, partners involved in the application.

6. Biographical Affidavit with signed Assurance Form for each member of the nonprofit board or local school board.
7. Names, contact information and valid certificate number for three (3) Louisiana state-certified teachers. Describe each teacher’s role in the application development and their role in the proposed school if approved.

8. Provide a statement indicating whether the charter school proposed:
   - is affiliated with, supports, or engages in any religious organization or activities;
   - has any liens, litigation history and/or sanctions from any local, state and/or federal regulatory agency against the nonprofit corporation.
   - have the same or substantially the same board of directors and/or officers as an existing private school;
   - will draw from an existing private school a substantial portion of the employees of the charter school;
   - receive from an existing private school a substantial portion of such private school's assets or property; or
   - be located at the same site as an existing private school.

In addition to the above, the respective type of charter applicant must include a response to the information requested below.

EXISTING SCHOOL OPERATORS, OR APPLICANTS PROPOSING TO BE MANAGED BY AN EDUCATION MANAGEMENT ORGANIZATIONS and/or SERVICE PROVIDERS THAT OPERATE SCHOOLS ELSEWHERE must submit the following:

Provide assessment data and/or performance and accountability reports for existing schools similar to the proposed school. Include contact name, phone and email for authorizing agency/reporting office for charter schools. Also, include unaudited financial statements for two years.
APPENDIX C

CHARTER SCHOOL
ROSTER of KEY CONTACTS
CHARTER SCHOOL ROSTER of KEY CONTACTS

Complete the following Roster for the Board of Directors and key administrative leaders and/or partners for the proposed school. Be sure to include titles and roles.

<table>
<thead>
<tr>
<th>Name of School(s):</th>
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<tr>
<td>Name of Nonprofit Corporation:</td>
<td></td>
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<tr>
<td>Primary Contact Person:</td>
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<td>Mailing Address:</td>
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<td>Phone:</td>
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**NONPROFIT BOARD OF DIRECTORS**

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<th>Position:</th>
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### CHARTER SCHOOL ROSTER of KEY CONTACTS

#### NONPROFIT BOARD OF DIRECTORS continued

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#### SCHOOL PERSONNEL

**Principal Name:**

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<th>Phone (day/ eve):</th>
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#### Business Manager:

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<th>Phone (day/ eve):</th>
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#### Certified Public Accountant:

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<th>Phone (day/ eve):</th>
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#### OTHER AS APPLICABLE (school management entity, partner)

**Contact Person:**

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<tr>
<th>Title/Position:</th>
<th>Organization:</th>
<th>Phone (day/ eve):</th>
<th>Fax:</th>
<th>Email:</th>
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</table>
APPENDIX D

BIOGRAPHICAL AFFIDAVIT AND ASSURANCE FORM
BIOGRAPHICAL AFFIDAVIT

In connection with the organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth.

Nonprofit Corporation Name
Name of Proposed Charter
Full Name:
Maiden Name or other names used at any time: Have you ever had your name changed or used another name? If yes, give reason.

Current Home Address:
Current Telephone Number:
Date of Birth:

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<td>☐ Graduate Studies</td>
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<tr>
<td>☐ Other</td>
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List of Professional Organization Membership(s) and/or Associations
Present Employer may be contacted: ☐ YES ☐ NO

List previous experience with a school district, charter school, educational management organization, nonprofit corporation and/or school board.

DATES ORGANIZATION/SCHOOL ADDRESS POSITION

List any professional, occupational, or vocational licenses and/or certificates issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past.

<table>
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<tr>
<th>ISSUE DATE</th>
<th>LICENSE/CERTIFICATE</th>
<th>ISSUER OF LICENSE/CERTIFICATE</th>
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BIOGRAPHICAL AFFIDAVIT

During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

☐ YES IF YES, GIVE DETAILS:
☐ NO

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c) or to a crime related to misappropriation of funds or theft?

☐ YES IF YES, GIVE DETAILS:
☐ NO

Have you ever been adjudged bankrupt?

☐ YES IF YES, GIVE DETAILS:
☐ NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ YES IF YES, GIVE DETAILS:
☐ NO

Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

Please explain why you wish to serve on the board.

Please indicate your understanding of the appropriate role of a public charter school board member.

Please indicate specifically the knowledge and experience that you would bring to the board.

Please provide a forecast of where you see the school in one year and then again in four years.

Provide your understanding of the school's mission and/or philosophy.

Indicate if you are familiar with the educational program that the school proposes to utilize.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?
BIOGRAPHICAL AFFIDAVIT

How would you handle a situation in which you believe one or more members of the school’s board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business.

Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

Have you ever been convicted or pled nolo contendere to a crime listed in LA-R.S. 15:587.1(c) or to a crime related to misappropriation of funds or theft?
   □ YES IF YES, GIVE DETAILS:
   □ NO

Have you ever been adjudged bankrupt?
   □ YES IF YES, GIVE DETAILS:
   □ NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?
   □ YES IF YES, GIVE DETAILS:
   □ NO

As a member of a charter school board of directors, do you understand that you are subject to the Louisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by you in your capacity as a board member should not be inconsistent with such Code?
   □ HAVE YOU OBTAINED A COPY OF AND REVIEWED THE LOUISIANA CODE OF GOVERNMENTAL ETHICS?
ASSURANCE FORM

(must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices;
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
- financial accounting reporting requirements, including audit requirements;
- student and school performance;
- compliance with special education and Limited English Proficient (LEP) program requirements;
- compliance with state and federal grant programs, including all reporting requirements;
- all RRPSB, SBESE and Department of Education reporting requirements, including student count reporting;
- reporting annual school and student performance to students, parents and the public;
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools; and
- compliance with all terms of the charter agreement.

I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

Subscribed and sworn before me, the undersigned Notary Public, this ____ day of ____________, 20__ at _________________________, Louisiana.

________________________________________

NOTARY PUBLIC
APPENDIX E

ENROLLMENT PROJECTION TABLE
ENROLLMENT PROJECTION TABLE

NAME OF SCHOOL: ______________________________
TYPE: ______

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APPENDIX F

PRE-SUBMISSION SUPPORT ACTIVITIES
APPENDIX G

FREQUENTLY ASKED QUESTIONS
FREQUENTLY ASKED QUESTIONS

EDUCATION PROGRAM

1. Where can I find more information regarding the Louisiana Comprehensive Curriculum and Grade Level Expectations?

Applicants are urged to review the curriculum information, materials and forms available on the Louisiana Department of Education website for further guidance in this area. Specific guidance can be found at the following web pages:


2. What are the limits for Special Ed caseloads?

Page 118 of Bulletin 1706, Regulations for Implementation of the Children with Exceptionalities Act, specifies the maximum pupil/teacher ratio that must be used in providing services to all identified students with disabilities, e.g., the number of students in each instructional setting.

3. Is there a limit on the number of special education students that can be accepted in each school?

No, charter schools are expected to serve at least the same percentage of students with special exceptionalities as does the RRPSB. Charter schools are responsible for ensuring fair and open recruitment and admission processes.

4. Are charter schools required to use Positive Behavior Intervention Support model?

Yes.

ADMISSIONS AND ENROLLMENT

5. Can schools charge tuition or fees for admission or registration?

Charter schools are not allowed to charge registration or tuition as a requirement to attend the school. The school may charge normal fees for uniforms, field trips, etc.

6. Are charter applicants allowed to develop their own grade configuration?

Yes.

7. Does the RRPSB provide demographics, neighborhood, or poverty/free-reduced lunch information?

The RRPSB does not have information about the demographics, as that information changes on a daily basis. Some information and reports on free and reduced lunch statistics, attendance rates, teacher salaries and district accountability can be found at:

http://www.louisianaschools.net/lde/pair/1419.html
GOVERNANCE, LEADERSHIP AND MANAGEMENT

8. If I have a nonprofit corporation incorporated under the laws of another state and that has tax exempt status under Section 501(c)(3) of Title 26 of the Internal Revenue Code, do I have to form a new nonprofit corporation under Louisiana law, or can I simply register to do business in Louisiana as a foreign corporation?

A new nonprofit corporation incorporated under the laws of the State of Louisiana must be formed. R.S. 17:3983(B) specifically provides that each charter application must be submitted by a nonprofit corporation established in accordance with the laws of the State of Louisiana.

9. Must the persons holding Section 501(c)(3) tax-exempt status be the same as the persons on the nonprofit board? Will the charter be awarded to the person with Section 501(c)(3) status or to the local board?

The charter will be awarded to a nonprofit corporation established in accordance with the laws of the state of Louisiana and in compliance with La. R.S. 17:3983. The contractual relationship governing the charter school’s operation will be between the nonprofit corporation and the RRPSB. Pursuant to the terms of the charter contract and applicable charter school law, funding for the charter school may be distributed to the nonprofit corporation as the charter holder. Generally, a nonprofit corporation, in order to be exempt from certain federal taxes, must be granted Section 501(c)(3) federal tax-exempt status. Any questions regarding Section 501(c)(3) tax-exempt status and the tax effects of the nonprofit corporation being the recipient of the funding should be directed to the Internal Revenue Service.

10. Are nonprofit board members required to be residents of Red River and/or Louisiana?

There is no legal prohibition against having non-residents as board members. However, a lack of local residents on the nonprofit’s board of directors may be a factor considered in deciding whether to approve a charter school application. Board members who are not residents of Red River Parish or who are not residents of Louisiana may find it difficult, due to the travel involved, to comply with the requirement in Louisiana’s Open Meeting Law that board members participate in board meetings in person.

GOVERNANCE, LEADERSHIP AND MANAGEMENT

11. Must the three teachers with valid Louisiana teaching certificates be incorporators, board members, or employees?

The law requires only that three or more persons holding a valid and current Louisiana teaching certificate be part of the group submitting the charter school proposal. The law does not require that the three people holding valid and current Louisiana teaching certificates be on the Board of Directors. They may be employees of the school, consultants, etc. The relationship that the three certified teachers have with the nonprofit corporation should be defined in the charter school application. The teacher cannot serve on the board of directors of the school and also be employed by the charter school.
12. Is a nonprofit entity able to have a religious organization, church or private school as a partner? What are the limitations, if any?

A charter school cannot be supported or affiliated with a religion or a religious organization or entity under the provisions of the Charter School Law. A nonprofit corporation cannot “partner” with a private school if the resulting entity is affiliated or supported by a religion or religious organization or institution.

If a local church or faith-based institution/ministry seeks to start a charter school a new, nonprofit corporation that is not supported or affiliated with any religious organization is required. Religious qualifications or preferences for any students, teachers, board members or directors are prohibited. Religious instruction and/or proselytizing are prohibited.

13. What is the retirement benefit/pension requirement for charter schools?

Applicants should contact the Teachers’ Retirement System of Louisiana (TRSL) www.trsl.org, for specific details regarding the eligibility and cost.

FINANCE

14. What about liability insurance, since the building is not the schools?

The charter school is required to secure liability insurance.

MULTIPLE SCHOOL APPLICATIONS

15. Are multiple applications required for multiple schools?

Individual applications are required for each school an applicant is applying for. For example, if the applicant is applying for two K-8 schools, it must submit two charter applications. The applicant team will receive separate log-in capabilities for each application being submitted.

16. If applications are submitted to operate multiple schools, does Louisiana law require each school to have a stand-alone governing board?

It is permissible for a single nonprofit board or local school board to apply for multiple schools.

17. Is it okay to submit one application that addresses all grade levels and leave it to the RRPSB to determine which configuration is needed?

No, each applicant must propose specific grade levels.

APPLICATION SUBMISSION

18. Will hard copies of the application be accepted?

The final submission of your application must be transmitted electronically to kjeasley@rrbulldogs.com and by hard copy received at 1922 Alonzo Street, Coushatta, Louisiana 71019, Attn: Superintendent.
APPENDIX H

FRAMEWORK
FOR THE EVALUATION
OF LOUISIANA CHARTER
SCHOOLS
FRAMEWORK FOR THE EVALUATION OF LOUISIANA CHARTER SCHOOLS

This document contains the description of the methods and timelines that will be used by the RRPSB, (BESE), and the Louisiana Department of Education (LDE) to conduct annual performance reviews of every Type 1 charter school in order to determine the level of success each individual school is attaining toward meeting the financial, legal, contractual, and student achievement performance standards that are required in their charter agreements.

I. Legislative Intent

II. Statutory References

III. Guiding Principles for BESE Charter School Authorization

IV. Charter School Evaluation System

V. Evaluation Standards
   - Student Performance
   - Financial Performance
   - Legal and Contract Performance

VI. Evaluation Actions and Timelines
   - Contract Approval
   - Annual Evaluation
   - Contract Extension
   - Contract Renewal

FRAMEWORK FOR THE EVALUATION OF LOUISIANA CHARTER SCHOOLS

I. Legislative Intent

The intent of the Charter School Law is to authorize experimentation in the creation of innovative kinds of independent public schools for pupils and provide a framework for such experimentation by the creation of such schools, a means for persons with valid ideas and motivation to participate in the experiment, and a mechanism by which experiment results can be analyzed, the positive results repeated or replicated, if appropriate, and the negative results identified and eliminated; and, that the best interests of at-risk pupils shall be the overriding consideration in fulfilling the provisions of law.
II. Statutory References (may be amended from time to time by Louisiana Legislature. Each applicant should ensure it has a current copy of the referenced statutes.)

La. R.S. 17:3983 - Chartering process by type; eligibility; limitations; faculty approval; parental approval

(A)(4)(a) Each proposal received by the RRPSB board shall be carefully reviewed and shall be approved only after there has been a specific determination by the board that the proposed school will be operated in compliance with all applicable state and federal laws, rules, and regulations, that the accounting and financial practices to be used are sound and in accordance with generally accepted standards for similar entities, and that the educational program to be offered will comply with all requirements of this Chapter and be based on generally accepted education research findings applicable to the pupils to be served. Each application must be valid, complete, financially well-structured and educationally sound.

La. R.S. 17:3991 – Charter schools; requirements; limitations; renewal; amendment; revocation

(B) Each proposed charter shall contain or make provision for the following:

(1) A financial and accounting plan sufficient to permit a governmental audit.
(2) The specific academic and other educational results to be achieved, the timelines for such achievement, and how results will be measured and assessed.
(3) The organization, governance and operational structure of the school.
(4) School rules and regulations application to pupils including disciplinary policies and procedures.
(5) A requirement that charter schools regularly assess the academic progress of their pupils, including the participation of such pupils in the state testing program.

La. R.S. 17:3992 - Charter revision and renewal

(A)(1) An approved charter school shall be valid for an initial period of five years, contingent upon the results of the reporting requirements at the end of the third year, and may be renewed for additional ten-year periods after thorough review of the charter school’s operations and compliance with charter requirements. The process for renewing a charter school shall be the same as the initial charter approval, with a written report being provided annually regarding the school’s academic progress that year. Pursuant to Subsection C of this Section and using such annual review process, a charter may be revoked for failure to meet agreed upon academic results as specified in the charter.
(2) No charter shall be renewed unless the charter renewal applicant can demonstrate, using standardized test scores, improvement in the academic performance of pupils over the term of the charter school's existence.

(C.) A school charter may be revoked by the authority that approved its charter upon a determination that the charter school or its officers or employees did any of the following:
(1) Committed a material violation of any of the conditions, standards, or procedures provided for in the approved charter.
(2) Failed to meet or pursue within the agreed timelines any of the academic and other educational results specified in the approved charter.
(3) Failed to meet generally accepted accounting standards for fiscal management.
(4) Violated any provision of law applicable to a charter school, its officers, or employees.

La. R.S. 17:3998 – Reports

(A)(2) Each charter school shall provide a comprehensive report to its chartering authority at the end of the third year. If the charter school is achieving its stated goals and objectives pursuant to its approved charter, then the chartering authority shall extend the duration of the charter for the additional two-year period as provided in R.S. 17:3992(A)(1).

III. Guiding Principles for RRPSB Charter School Authorization

The purpose of a charter school is to improve student achievement. The RRPSB grants charters to provide schools with increased educational and operational autonomy in exchange for accountability for performance.

Thus, it is the responsibility of the Board to ensure charter schools have the autonomy to which they are entitled and the accountability for which they are responsible.

IV. Charter School Evaluation System

According to the “Principles and Standards for Quality Charter School Authorizing” published by the National Association of Charter School Authorizers (NACSA), a quality charter school is characterized by “high student achievement, financial stewardship, and responsible governance.”

Student performance is the primary measure of school quality. The Board will use the state’s assessment and accountability programs as objective and verifiable measures of student achievement and school performance. Additional measures of charter school quality include financial and legal performance.

In order to make fair and transparent decisions regarding contract revocations, extensions and renewals, the Board has determined that it is in the best interests of the Board, charter schools, students, parents and the public to articulate clear performance standards for charter schools and to evaluate each charter school’s level of achievement with respect to those standards.

V. Evaluation Standards

The performance of charter schools authorized by the Board (Types 2, 4, and 5) will be evaluated in the following categories:

- Student Performance
- Financial Performance
- Legal and Contract Performance

Student Performance

The Louisiana Charter School Law requires charter schools to make demonstrable improvements in student performance over the term of its charter. Student performance is the primary measure of school quality. RRPSB shall use the state’s assessment and accountability programs as objective and verifiable measures of student achievement and school performance.
The Board will annually review charter schools against the following student performance indicators and standards:

**Charter School’s First Year of Operation (Year One)**

1. In the Fall of each charter school’s first year of operation, the RRPSB may provide each charter school with a Diagnostic Assessment Index.

2. The Diagnostic Assessment Index will consist of the test results of the students enrolled in the charter school from the immediately preceding Spring state testing, where available.

3. Charter school students will participate in Spring state testing during the school’s first year of operation, which will be used to determine how its students performed in its first year of operation. Student performance in Year One will be reported in Year Two, as set forth herein.

**Charter School’s Second Year of Operation (Year Two)**

1. In each charter school’s second year of operation, the charter school will receive an Assessment Index Year One. An Assessment Index received in Year Two will be based on Year One student assessment data aggregated as defined in Bulletin 111.

2. Assessment Index Year One will be reported in January of a charter school’s second year of operation.

**Charter School’s Third Year of Operation (Year Three)**

1. In each charter school’s third year of operation, the charter school will be measured on the following indicators: Baseline School Performance Score; Assessment Index Year Two; and, if necessary, Assessment Index Year Three; Assessment Index Comparison Over Two Years; and Required Growth.

2. The following indicators will be evaluated in January of a charter school’s third year of operation:

   a. **Baseline School Performance Score (SPS).** In the Fall of each elementary and combination charter school’s third year of operation, a Baseline SPS will be determined for the charter school. The Baseline SPS will be determined as defined in Bulletin 111.

   b. **Assessment Index Year Two.** In the Fall of each charter school’s third year of operation, an Assessment Index will be determined for the charter school. The Assessment Index received in January of Year Three will be based on Year Two student assessment data aggregated as defined in Bulletin 111.

   c. The indicator standards evaluated in January of the charter school’s Third Year of operation based on Year Two data shall be as follows:
3. The following indicators will be measured no later than June of a charter school’s third year of operation, if necessary, for purposes of charter extension only:

a. **Assessment Index Year Three.** Each charter school for which a decision on contract extension will be made based on Year Three Spring state testing data will receive an Assessment Index. The Assessment Index received in Year Three will be based on Year Three assessment data aggregated as defined in Bulletin 111.

b. **Assessment Index Increase Over a Two Year Period.** Each charter school for which a decision on contract extension will be made based on Year Three Spring state testing data will receive an Assessment Index comparison calculation which measures growth over a two year period. The Assessment Index Increase Over a Two Year Period will compare Assessment Index Year Three to Assessment Index Year One. Increase will be determined for the charter school by subtracting the charter school’s Assessment Index Year Three from its Assessment Index Year One.

c. **Required Growth.** Each charter school for which a decision on contract extension will be made based on Year Three Spring state testing data will be measured based on its Required Growth. Required Growth represents the required increase in a school’s Assessment Index when comparing one school year to the school year that immediately follows. The Required Growth measurement following the charter school’s third year of operation shall compare the school’s Assessment Index Year Three to its Assessment Index Year Two.

d. The evaluation indicator standards measured in June of the charter school’s Third Year of operation based on Year Three data shall be as follows:

<table>
<thead>
<tr>
<th>INDICATOR (June)</th>
<th>STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Index Year Three</td>
<td>75.0 or Above (as set by BESE)</td>
</tr>
<tr>
<td>Assessment Index Increase Over Two Year Period</td>
<td>10 Points (as set by BESE)</td>
</tr>
<tr>
<td>Required Growth</td>
<td>10 Points (as set by BESE)</td>
</tr>
</tbody>
</table>
Charter School’s Fourth Year of Operation (Year Four)

1. In each charter school’s fourth year of operation, the school will be measured on the following indicators: Baseline School Performance Score (SPS); Growth School Performance Score (SPS); Assessment Index Year Three; and, if necessary, Assessment Index Year Four; and Required Growth.

2. The following indicators will be measured in January of a charter school’s fourth year of operation:

   a. **Baseline School Performance Score (SPS).** In the Fall of each elementary and combination charter school’s fourth year of operation, a Baseline SPS will be determined for the charter school. The Baseline SPS will be determined as defined in Bulletin 111.

   b. **Growth School Performance Score (SPS).** In the Fall of each elementary and combination charter school’s fourth year of operation, a Growth SPS will be determined for charter schools. The Growth SPS calculation will be determined as defined in Bulletin 111.

   c. **Assessment Index Year Three.** In the Fall of the fourth year of operation for each charter school serving high school grades, an Assessment Index Year Three will be determined for the charter school. The Assessment Index received in Year Four will be based on Year Three assessment data aggregated as defined in Bulletin 111.

   d. The evaluation indicator standards measured in January of a charter school’s Fourth Year of Operation, as applicable, based on Year Three data shall be as follows:

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline SPS</td>
<td>75.0 or above (as set by BESE)</td>
</tr>
<tr>
<td>Growth SPS</td>
<td>Meet growth target as determined pursuant to Bulletin 111</td>
</tr>
<tr>
<td>Assessment Index Year Three</td>
<td>75.0 or above (as set by BESE)</td>
</tr>
<tr>
<td>(High Schools)</td>
<td></td>
</tr>
</tbody>
</table>

3. The following indicators will be measured in June of a charter school’s fourth year of operation, if necessary for purposes of charter extension only:

   a. **Assessment Index Year Four.** Each charter school for which a decision on contract extension will be made based on Year Four Spring state testing data will
receive an Assessment Index. The Assessment Index received in Year Four will be based on Year Four assessment data aggregated as defined in Bulletin 111.

b. **Required Growth.** Each charter school for which a decision on contract extension will be made based on Year Four Spring state testing data will be measured based on its Required Growth. Required Growth represents the required increase in a school’s Assessment Index when comparing one school year to the school year that immediately follows. The Required Growth measurement following the charter school’s fourth year of operation shall compare the school’s Baseline Assessment Index Year Four to its Baseline Assessment Index Year Three.

c. The evaluation indicator standards measured no later than June of the charter school’s Fourth Year of Operation based on Year Four data shall be as follows:

<table>
<thead>
<tr>
<th>INDICATOR (June)</th>
<th>STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Index Year Four</td>
<td>75.0 or above (as set by BESE)</td>
</tr>
<tr>
<td>Required Growth</td>
<td>10 Points</td>
</tr>
</tbody>
</table>

**Charter School’s Fifth Year of Operation (Year Five)**

1. In each charter school’s fifth year of operation, the school will be measured on the following indicators: Baseline School Performance Score (SPS), Growth School Performance Score (SPS), and Assessment Index Year Four.

2. The following indicators will be reported in January of a charter school’s fifth year of operation:

   a. **Baseline SPS.** In the Fall of each elementary and combination charter school’s fifth year of operation, a Baseline SPS will be determined for the charter school. The Baseline SPS will be determined as defined in Bulletin 111.

   b. **Growth School Performance Score (SPS).** In the Fall of each elementary and combination charter school’s fifth year of operation, SPS Growth will be determined for the charter school. The SPS Growth calculation will be determined as defined in Bulletin 111.

   c. **Assessment Index Year Four.** In the Fall of the fifth year of operation for each charter school serving high school grades, an Assessment Index Year Four will be determined for the charter school. The Assessment Index received in Year Five will be based on Year Four assessment data aggregated as defined in Bulletin 111.

   d. The evaluation indicator standards reported in January of a charter school’s Fifth Year of Operation based on Year Four data shall be as follows:
<table>
<thead>
<tr>
<th>INDICATOR (January)</th>
<th>STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline SPS</td>
<td>75.0 or above (as set by BESE)</td>
</tr>
<tr>
<td>Growth SPS</td>
<td>Meet growth target as determined pursuant to Bulletin 111</td>
</tr>
<tr>
<td>Assessment Index Year Four (High Schools)</td>
<td>75.0 or above (as set by BESE)</td>
</tr>
</tbody>
</table>

**Financial Performance**

1. The Charter Operator is required to engage in financial practices, financial reporting, and financial audits as set forth in Charter School Law, policy and this Agreement. The requirements imposed by law, policy and this Agreement ensure the proper use of public funds and the successful fiscal operation of the charter school.

2. Charter Schools will be evaluated annually on the timely submission of budgets, audits, annual financial reports, and all other financial reporting and compliance with applicable financial budgeting; accounting; and auditing laws, regulations, and procedures.

3. The evaluation financial performance indicator standards measured annually shall be as follows:

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior and Current Year Budgets</td>
<td>Both budgets balanced using realistic and responsible assumptions</td>
</tr>
<tr>
<td>Annual Financial Report</td>
<td>Timely and Sufficient Filing</td>
</tr>
<tr>
<td>Financial Audit</td>
<td>Unqualified opinion; No major findings</td>
</tr>
<tr>
<td>Financial Obligations</td>
<td>All in good standing</td>
</tr>
<tr>
<td>Financial Reporting</td>
<td>Timely and sufficient filing of all LDE-required financial reports</td>
</tr>
<tr>
<td>Student Count Audit</td>
<td>No major findings from LDE audit staff</td>
</tr>
</tbody>
</table>
4. An audit finding shall be considered “Major” if it indicates a deliberate act of wrongdoing, reckless conduct, or causes the loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.

5. Financial Obligations shall include, but not be limited to, pension payments, payroll taxes, insurance coverage, and loan payments and terms.

**Legal and Contract Performance**

1. RRPCSB will evaluate a charter school’s performance based on its and the Department of Education’s oversight and monitoring of the charter school’s compliance with its statutory, regulatory, and contractual obligations and all reporting requirements.

2. RRPCSB’s legal and contract performance evaluation of each charter school shall be based on, but not limited to, the following indicators. All other requirements in this Agreement that are otherwise captured in the RRPCSB charter school oversight, monitoring, and reporting structure shall be subject to evaluation. In assessing legal and contract indicators, RRPCSB may consider information from various sources.

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education and ELL Program</td>
<td>Pursuant to applicable law and regulation and contract provisions</td>
</tr>
<tr>
<td>Student Enrollment</td>
<td>Pursuant to applicable law and regulation, and contract provisions</td>
</tr>
<tr>
<td>Student Discipline</td>
<td>Pursuant to applicable law and regulation, and contract provisions</td>
</tr>
<tr>
<td>Health and Safety</td>
<td>Pursuant to applicable law and regulation, and contract provisions</td>
</tr>
<tr>
<td>Governance</td>
<td>Pursuant to applicable law and regulation, and contract provisions</td>
</tr>
<tr>
<td>Facilities</td>
<td>Pursuant to applicable law and regulation, and contract provisions</td>
</tr>
</tbody>
</table>

3. RRPCSB will consider a standard not met if a violation indicates a deliberate act of wrongdoing, reckless conduct, or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the rights of students, safety of students, or the continued operation of the school.

**Upholding the Standards**

It is the responsibility of RRPCSB and the Louisiana Department of Education to hold the charter school accountable for achieving the student, financial and legal and contract performance
standards by annually evaluating performance against these standards and by making decisions about contract extensions based on such evaluations.

VI. Evaluation Actions and Timelines

The RRPSB shall evaluate the performance of a charter school through an on-going series of reports and board actions. Possible RRPSB actions include Approval, Extension, Non-Extension, Probation, Renewal, Non-Renewal and Revocation.

**Contract Approval (Year 1)**

The RRPSB may approve an application for a new charter school in conformance with its process, timelines and criteria. The charter shall be effective upon the execution of an agreement between the applicant and the RRPSB. An approved school charter shall be valid for an initial period of five years, contingent upon the results of the reporting requirements at the end of the third year as provided in La. R.S. 17:3998(A)(2), and may be renewed for an additional period as provided by law.

**Annual Review (Each Year Thereafter)**

No later than its January meeting of each year, the RRPSB will receive a Performance Report detailing each charter school’s performance against the evaluation standards defined in this Framework. The Report may be used by the school, its students and families and the public to ascertain the effectiveness of the school and shall be used by the RRPSB as the basis for any actions involving the school.

**Third Year Review**

The Charter Operator shall provide a comprehensive report to RRPSB at the end of the third year of operation in compliance with guidelines and timelines established by the RRPSB and the Department of Education.

Each Charter Operator’s comprehensive report and its third year evaluation shall be used to determine if the school will receive a two-year extension, as follows:

   
a. A charter school meeting the following standards in January of its third year of operation will receive a two year extension, contingent upon the submission of its comprehensive third year report at the conclusion of its third year:

   i. all financial performance standards;
   ii. all legal and contractual standards; and
   iii. one of the following student performance standards:
      a.) SPS Year Two is 75.0 or above; or
      b.) Assessment Index Year Two is 75.0 or above.

b. A charter school meeting the following standards in June of its third year of operation will receive a two-year extension:
i. submission of its comprehensive third year report;
ii. all financial performance standards;
iii. all legal and contractual standards; and
iv. one of the following student performance standards:
   a.) Assessment Index Year Three is 75.0 or above; or
   b.) Assessment Index increase of 10 Points over two years of has been met; or
   c.) Required Growth of 10 points has been met.

2. Contract Probation.

a. A charter school not meeting all of the standards required for a two-year extension, but meeting the following standards, may receive a one year probationary extension in June of its third year, subject to any conditions and/or monitoring required by RRPSB:

i. submission of its comprehensive third year report;
ii. all financial performance standards;
iii. all legal and contractual standards; and
iv. Required Growth of 10 points not met, but 5 point increase made.

b. A charter school not meeting all of the standards required for a two-year extension, but meeting the following standard, may receive a one-year extension and be placed on contract probation in June of its third year, subject to any conditions and/or monitoring required by RRPSB:

i. submission of its comprehensive third year report;
ii. at least one student performance measure necessary to receive an extension has been met; and
iii. three or fewer financial standards or legal and contractual standards or a combination thereof have not been met.

**Fourth Year Review**

A charter school granted a one-year extension and placed on probation after its third year of operation shall comply with all conditions of probation established by RRPSB and the Department of Education Charter School Office.

1. A charter school meeting the following standards in January of its fourth year of operation may receive a one-year extension, at the conclusion of its fourth year:

   a. all financial performance standards;
   b. all legal and contractual standards; and
   c. one of following student performance measures:

      i. Baseline SPS Year Three is 75.0 or above; or
      ii. Growth SPS met;
2. A charter school meeting the following standards in June of its fourth year of operation shall receive a one-year extension:
   a. all financial performance standards;
   b. all legal and contractual standards; and
   c. one of the following student performance standards:
      i. Assessment Index Year Four is 75.0 or above; or
      ii. Required Growth of 10 points has been met.

Charter Revocation

1. The RRPSB has the authority to revoke a school’s contract at any time during the charter term if it is determined that the charter school, one of its officers, or employees has:
   - Committed a material violation of any of the conditions, standards, or procedures of the charter
   - Failed to meet within agreed timelines any of the academic or other educational results specified in charter
   - Failed to meet generally accepted accounting standard of fiscal management
   - Violated of any law or policy applicable to a charter school, its officers or employees

2. In all circumstances, the RRPSB shall follow the requirements of the Louisiana Charter School Law and its charter school contract, including all due process requirements, regarding the processes required for revocation.

3. A charter school not meeting the standards for extension will be recommended for revocation as set forth in this Agreement.

Renewal of Charter

1. At the conclusion of the Charter Operator’s fifth year of operation and the expiration of its initial charter contract, a Charter Operator no longer has a continuing right to operate a charter school.

2. A charter school may apply for a renewal of its charter in compliance with processes and timelines established by the RRPSB, Department of Education Charter School Office and Louisiana State Law.

3. A charter school may be renewed at the discretion of RRPSB if all requirements set forth in law and policy for the renewal of a charter have been met

4. The process for renewing a school charter shall be the same as for initial charter approval, with a thorough review by RRPSB of the charter school’s operations, student academic performance, and compliance with charter requirements.

5. No charter shall be renewed unless the Charter Operator seeking renewal can demonstrate, at a minimum, using standardized test scores, improvement in the academic performance of pupils over the term of the charter school’s existence.

6. A charter may be renewed for a term consistent with law and policy effective when a renewal decision is made.
APPENDIX I

INSURANCE REQUIREMENTS FOR CHARTER SCHOOLS
INSURANCE REQUIREMENTS

1. Workmen’s Compensation insurance to cover obligations imposed by federal and state statutes having jurisdiction over the Charter Operator’s employees, and employers’ liability insurance with a minimum limit of $100,000.

2. Comprehensive General Liability insurance with a minimum combined single limit of $1,000,000 each occurrence.

3. Comprehensive Automobile Liability insurance with a combined single limit for bodily injury and property damage or not less than $1,000,000 each occurrence with respect to the school’s owned, hired or non-owned vehicles, assigned to or used in performance of the services offered by the school.

4. Property Insurance for buildings and contents purchased by the Charter Operator with state or federal funds. The property insurance obtained by the Charter Operator shall provide RRPSB with the ability to file a claim for any loss of property purchased with state or federal funds.

5. Errors and Omissions Liability Insurance conforming to the following requirements:
   a.) Errors and Omissions Liability Insurance shall cover the Charter Operator for those sources of liability arising out of the rendering or failure to render professional services in the performance of this agreement, including all provisions regarding financial management and indemnification.
   b.) The insurance shall be subject to a maximum deductible not to exceed $10,000 per claim.
   c.) The minimum limits to be maintained by the Charter Operator shall be no less than $1,000,000 per claim/annual aggregate.
   d.) Prior to purchasing an Errors and Omissions Liability Insurance policy, the Charter Operator shall submit the policy to RRPSB for review. RRPSB shall approve the provisions of the policy prior to the Charter School purchasing the policy.
   e.) The provisions of this subparagraph (A)(5) shall become effective adoption of a regulation by RRPSB, which requires Charter School Operators to purchase an Errors and Omissions Liability Insurance Policy.

6. All insurance coverage stated above shall name the RRPSB, its members and the employees as additional insured. A certificate of insurance reflecting that must be supplied.
APPENDIX J

HEALTH REQUIREMENTS
FOR CHARTER SCHOOLS
HEALTH REQUIREMENTS

Substance Abuse and Prevention

Grades K-9 Provides a minimum of 16 hours per year of substance abuse prevention incorporated into a comprehensive school health program.

Grades 10-12 Provides a minimum of 8 hours per year of substance abuse prevention incorporated into a comprehensive school health program.

Grades K-12 Addictive disorders professionals are available for, and regularly visit, every secondary and elementary school (ratio of 4 schools to one professional).

Health Services

Grades K-12 All students’ records have been reviewed to ensure that immunization requirements set forth by the Office of Public Health are enforced.

Grades K, 1, 3, 7, 11 Hearing screening has been performed on all students in the grades mentioned.

Grades K, 1, 3, 5, 7, 9, 11 Vision screening has been performed on all students in the grades mentioned.

Grades 7-12 Female students are provided instruction on proper procedure for breast self-examination and the need for an annual PAP test for cervical cancer.

Grades K-12 Procedures have been established for the administration of medication during school day.

Health Related Policy

Grades K-12 The school system has policies and procedures that address, but are not limited to, the following items:

a) excluding students with communicable diseases and readmitting them following their recovery;

b) controlling of communicable problems such as lice and scabies;

c) taking care of sick or injured students, including notification of parents in cases of emergencies that occur while students are under the jurisdiction of the school;

d) administering medication in schools (including the procedures to be followed);

e) developing and enforcing a written personnel policy that requires the use of universal precaution when individuals have direct contact with blood or other body fluids and that provides sanction, including discipline if warranted, for failure to use universal precautions.